

KSSS teaching and learning policy is the most important of all of our policies. It reflects the importance placed by the unit on learning, teaching and achievement. The teaching and learning policy underpins all policies, practices and activities within the SSS creating a positive atmosphere and ethos for success. It focuses on the needs of pupils and reminds us of the reasons for our existence and the criteria for success.

At KSSS we believe that learning should be an enjoyable experience for pupils. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about important aspects of their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

Curricular Aim:

In line with our mission statement and with the ethos of the school we aim to deliver a curriculum that is – within the limits of our circumstances - a modified version of the mainstream (national) curriculum.

We do this because:

- We aim to reintegrate pupils into the mainstream setting – either a new placement or the child's original school.
- We feel that the pupils have a right to be taught a similar curriculum to that in mainstream schools.
- Some of our pupils transfer to specialist provisions and also need to access the National Curriculum.

Through our teaching we aim to:

- Meet the academic needs of our pupils.
- Focus upon the individual needs, talents and interests of our pupils.
- Equip children with the skills necessary to enable them to transfer back to school successfully.
- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with others.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of the Kettlebrook community.
- Help children to grow into reliable, independent and positive citizens.
- Prepare our pupils for a mainstream learning environment – in order to facilitate reintegration.
- Prepare our pupils for appropriate choices at post 16 and become lifelong learners.

Effective Learning

At KSSS, we acknowledge that our pupils will have had difficult and often tempestuous school experiences, sometimes to the detriment of their learning. Pupils need sensitive, yet firm handling in order to prepare them, wherever possible, to return to mainstream education. In order to support pupils' learning, we recognise that children learn in different

ways and we understand the need to develop strategies that allow all children to learn effectively.

We offer opportunities for pupils to learn in different ways

These include:

- Investigation and problem-solving
- Research
- Group/paired/whole class/individual work
- Use of ICT facilities
- Fieldwork & visits related to the curriculum
- Debates, role-plays and oral presentations
- Outside agencies working with the children
- Creativity and construction of ideas
- Participation in physical activities
- Learning styles
- Thinking skills
- Vocational learning

Classroom Climate

Our pupils who have had disrupted and fragmented school experiences need to feel secure and safe. We achieve this through a school day that is comprised of routines and predictable changes. Pupils know what to expect and when. We also alter our practices to suit the needs of our pupils,

To support the successful delivery of the curriculum we will ensure that our pupils:

- Work to a daily, well structured timetable
- Encounter a purposeful and orderly classroom climate which encourages a high level of interest
- Work within a clear and consistent framework of values
- Are protected by firm boundaries of behavioural expectations
- Experience supportive relationships with staff and peers.
- Have access to adequate resources.

Effective teaching:

When teaching we:

- Focus upon motivating children and build upon their skills, knowledge and understanding of the curriculum
- Use a variety of teaching methods/ styles to suit the needs of the pupils
- Base our teaching upon the knowledge of the child's level of attainment
- Differentiate the task in order to cater for each child's level of ability
- Plan lessons with clear learning objectives
- Evaluate all lessons in order to modify and improve teaching and learning
- Establish good relationships with children and their parents / carers

- Ensure that all tasks and activities are safe – including trips
- Deploy support assistants and the learning mentor as effectively as possible
- Aim to ensure that classrooms & communal areas are attractive, stimulating and well organised
- Aim to ensure that classrooms have the necessary resources needed in order to meet the needs of the curriculum
- Inform pupils of the objectives of the lesson by displaying them clearly.

Curricular Areas

At KSSS, we have discrete subject areas. These are:

- Maths
- English
- Science
- Creative Media
- PSD
- Health Education
- Food Tech
- Art
- PE
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In addition we have some afternoon activities which are opted for. These include:

- Spanish
- Preparation for Parenting
- ASDAN
- RE (Short course)
- English Literature

Furthermore if a student has been referred to us mid way through Key stage 4 we endeavor, within the constraints of the timetable to complete as many courses as possible.

We also develop the pupil's personal and social development and their confidence and self esteem in all lessons, but is the main focus in the following sessions:

- Breakfast club
- assembly
- Lunch

- Tutor afternoon
- Dog walking at greyhound kennels

Breadth and Balance

We plan to provide for pupils' individual educational, social, moral, spiritual and cultural needs as well as addressing their social, emotional and behavioural difficulties.

Our curriculum is broad and balanced and follows the National Curriculum as closely as possible. We recognise that whilst children need lots of routines and structured activities, they also need to refine their social and organisational skills – opportunities for this are planned for in the formal and the 'hidden curriculum'.

We recognise that due to past histories of extreme social, emotional and behavioural difficulties in school and learning difficulties that subsequently have not been adequately addressed; some children have a deficit of basic academic skills. This is addressed through careful assessment and planning. Staff recognise that certain key areas of literacy and numeracy need to be regularly revisited and reinforced.

Theme Based learning

At KSSS some curriculum subjects are delivered via a themed approach. The themes are decided by the teachers in curriculum planning meetings and the planning for each subject focuses on this theme. The themes are designed to capture pupils' imaginations and allow them to immerse themselves in a focused area of study, thus enabling them to make meaning from their learning experiences as they form connections among individual pieces of information. These connections contribute to pupil's concept development.

Curriculum Planning

Subject teachers develop schemes of learning based around the central theme for their subject area. Daily lesson plans can then be drawn up from the scheme of learning. Teaching styles, classroom organisation, assessment procedures as well as content are planned. SEAL objectives are incorporated into all planning.

The Learning Activity

KSSS teachers, supported by support assistants:

- Formulate and demonstrate appropriate expectations of pupils in respect of their work and behaviour.
- Create though efficient classroom organisation, the time and the opportunity for assessment and diagnosis, through both observation and interaction
- Gain an understanding of the relationship between acceptable classroom behaviour and successful learning
- Encourage pupils to analyse and critique their own work
- Encourage pupils to become independent learners (as much as possible)

- Provide pupils with constructive and meaningful feedback on their work
- Keep records of work undertaken and progress made
- Provide learning activities which enable children to –
 - Consolidate and extend existing understanding
 - Practice and extend existing skills
 - Encounter new ideas and knowledge
 - Acquire new skills and experience success

Achievement

Every aspect of our curriculum is directed towards raising the level of our pupils' self esteem and achievement. We are aware that for most of our pupils this is a risk that they are afraid to take due to their past experiences in school.

We therefore take every opportunity to reward, praise and raise the self esteem of pupils in order for them to begin to believe that they are learners, they can achieve, and that they can make mistakes and learn from them.

Assessment

The most successful teaching and learning is informed by evaluation and assessment. The assessment for learning strategy underpins our assessment practice throughout the SSS. The effective assessment and marking of work are fundamental to successful learning and teaching. All assessment information must be used formatively (see marking policy)

Summative assessment

When a student is referred to KSSS information from the referring school is of paramount importance. Initially on line assessments and the construction of a pupil passport occur. If information suggests it necessary, additional diagnostic assessments occur.

Formative assessment

The aim of formative assessment is to give pupils clear guidance about how to improve their work and how they have been successful. Pupils must be told of the assessment criteria for all tasks. Pupils must be told what they have done well and how they can improve their work

All work that has been formatively assessed must receive formative comments, usually in writing.

Opportunities must be given for pupils to act upon the guidance. This can be done in class in the following ways

- A starter or plenary activity
- Discussion with the pupil
- A peer assessment activity
- Peer teaching
- Re-drafting pieces of work

- Pupils give guidelines on how to approach a particular question

A formative comment should:

- Be concise and accessible for pupils
- Highlight achievement indicating two areas (where possible) that they have been successful in, indicate how improvement can be made giving one target.
- Be personal by using the pupils first name
- Encourage and support the individual needs of pupils in a constructive way
- Encourage pupils to take ownership of their learning

Inclusion

Meeting pupils needs

Every pupil is entitled to a positive meaningful learning experience which will be personalised and inclusive

Every pupil at KSSS has the right to receive the highest quality education. It is our collective responsibility to ensure that all their educational needs are met.

Ensuring inclusion involves:

- Setting and explaining suitable differentiated learning challenges
- Responding to pupils diverse learning needs
- Working to overcome potential barriers to learning
- Using personal learning plans to set parameters that ensure pupils feel safe and valued in their environment. This may be in a pastoral or academic sense, inside or outside of the classroom.
- In De briefing sessions and staff training sessions conversations are on going to address the balance between keeping to our agreed structures and making individual reasonable adjustments.

Monitoring of Curriculum Delivery

The success of the organisation, management and delivery of the curriculum as outlined in this policy are monitored by the SLT on a regular basis.

Plans, teaching methods, classroom organisation, work in progress, pupils completed work, and test results are checked in terms of their appropriateness and quality.

Book scrutinies occur on a regular basis.

Curriculum staff meet regularly to consider pupil books and to share good practice.

Supporting Learning

- Every adult in whatever role, has a responsibility to support pupils in their learning

- The celebration of achievement is as important as the raising of a concern in promoting positive behaviour and learning
- Academic concerns should be raised as early as possible through formal and informal routes
- If there is a concern regarding the well-being of a pupil (the problem is of a personal or serious nature) it should be referred immediately to the Headteacher or Designated Child protection Officer
- Learning may also be supported by local businesses, external agencies and education support workers

Evaluation and Review of Policy

The Headteacher and Deputy Headteacher will evaluate the information gained through monitoring in order to gauge the correlation between policy and practice and the appropriateness of the policy.

The main criteria for assessment will be:

- The progress made by each pupil in relation to his/her initial assessments
- Improvements in academic skills and general social, emotional and behavioural issues.

Other questions will be considered, for example:

- How well do the tasks set reflect the NC attainment targets and programmes of study?
- How well are pupils being prepared for reintegration in terms of continuity and similar standards between work covered/ skills acquired in the Unit and mainstream school requirements?
- This policy will be revised in light of future DfE initiatives every year.