



**THE
HARBOUR
SCHOOL**

Teaching Learning and Assessment Policy

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| Approver | LGB |
| Signature | Carol Tompkins-Owen |
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Abbreviations:

CAMHs – Child and Adolescent Mental Health – NHS

CALs – Curriculum Area Leads, middle leaders with responsibility for the development of teaching, learning and assessment

CPD – Continuing Professional Development for staff

EHCP – Education Health and Care Plan

KS2 – Key Stage 2 pupils years 3, 4, 5 and 6

KS3 – Key Stage 3 pupils years 7,8,and 9

KS4 – Key Stage 4 pupils years 10 and 11

LGB – Local Governing Board

LO – Learning Objective

RAGP – Red, Amber, Green and Purple – purple identifies beyond expected.

SDP – School Development Plan

SEMH – Social, Emotional and Mental Health

SMSC – Social, Moral, Spiritual and Cultural

Virtual School – The Local Authority Team with shared responsibility for Looked After Children.

WOW Books – Books that demonstrate and celebrate success and achievement and WOW moments.

YOT – Youth Offending Team

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Rationale

The Harbour School uses evidence based, relational approaches to improve outcomes for all pupils. We plan quality first teaching, learning and assessment within a highly personalised and creative curriculum. Our curriculum is responsive to the complex and diverse needs of pupils with our trauma recovery model demonstrating complexity of need and approaches. Academic learning is underpinned by the teaching of the social and emotional aspects of learning.

Intent

- To ensure that pupils make progress and attain their full potential at a pace which meets individual needs
- To provide guidance to staff to support teaching, learning and assessment
- To ensure that the teaching and learning of social and emotional skills is inherent in our practice within a strong relational approach
- To clearly state the expectations of the school with regard to teaching, learning and assessment
- To embed a growth mindset approach to teaching, learning and assessment
- To provide a framework by which outstanding practice can be evidenced
- To provide a framework to monitor the effectiveness of teaching, learning and assessment
- To ensure teachers, key workers and instructors continue to meet Teachers' Standards
- To ensure mentors and support staff meet expected standards
- To ensure statutory frameworks are known and adhered to, including external examinations, and reporting and assessment arrangements

Implementation

The School plans a curriculum to support the needs and interests of its cohort of pupils. Accreditation pathways are planned at different stages across the school. Each pupil has an identified progress pathway based on a trauma recovery model (appendix 1)

Teaching and Learning is planned around the 6 key principles in Making Every Lesson Count.

1. Challenge
2. Explanation
3. Modelling
4. Practice
5. Feedback
6. Questioning

Staff Responsibilities

All staff will:

- Ensure a safe and accessible learning environment which is conducive to effective teaching and learning in an SEMH school.
- Develop a classroom/learning environment that seeks to engage the attention of all pupils in a range of learning opportunities that meet individual needs
- Recognise and celebrate pupil progress and achievement – collect and collate successes to share in relational contexts
- Include opportunities for spiritual, moral, social and cultural learning (SMSC), cultural capital and British Values.
- Know that the development of positive relationships is essential to the personal well-being and academic progress of pupils.
- Use trauma informed approaches to support pupils at every stage
- Identify and share learning objectives, expected outcomes and success criteria
- Develop and implement planning to include mathematics and English learning across the curriculum
- Develop and implement approaches to support progress in reading within a culture of reading
- Provide regular feedback to all pupils through informed marking and feedback which is worthwhile and promotes progress.
- Ensure that homework, work packs and remote learning are relevant and at a level where pupils can succeed
- Ensure that all records are maintained and that the assessment outcomes are used to inform future planning or accredited outcomes
- Include curriculum learning targets in every pupil's Individual Learning Plan (ILP)
- Understand each pupil's needs and develop approaches to support them
- Know and use the long- and medium-term outcomes from Education Health and Care Plans (EHCP's) to inform teaching, learning and assessment.

Marking and feedback

Marking and feedback must be worthwhile and support learning progress. Feedback must be specific to Learning Objectives, identify successes, challenge misconceptions, promote a growth mindset and inform next steps in learning. Pupils need to learn why and how to respond to feedback in order to make progress.

Diamond Teaching and Learning

Teaching and learning based on a diamond model reflects each pupil's pathway, assessment grid use, recorded data and evidence (see appendix 2). Assessment data is informed by day-to-day work, external exams, mock exams and milestone assessments.

Data Collection

Progress data is collected each term. Pupil progress is recorded using Red, Amber, Green and Purple (RAGP) which is used for analysis, intervention and reporting purposes. Senior Leaders and Curriculum Area Leads analyse the data, plan interventions and assess impact of intervention.

Remote and Blended Learning

Remote and blended learning is offered as part of our curriculum offer for when pupils are unable to attend on campus provision. Remote learning models are adjusted to meet the needs of pupils and their ability to access learning materials as well as digital device availability. Pupils accessing remote and blended learning maintain a regular learning dialogue with staff in order to progress at their expected rate. A self-evaluation and development plan for remote learning forms part of our school development plan. Guidance for safeguarding is provided for staff and pupils.

External Assessments and Reporting Arrangements

KS4 outcomes: accreditation pathways are identified in each curriculum map

KS2 outcomes: end of KS2 assessments follow statutory guidance

External moderation: overseen by exams officer

Monitoring Teaching Learning and Assessment

We will:

- Include clear actions, key performance indicators and success criteria within the School Development Plan
- Identify areas for individual and school-based development through both formal and informal procedures
- Ensure that appraisal and performance management reviews are supportive and robust at all levels
- Ensure lesson observations, work scrutiny and learning walks are planned, rigorous and supportive
- Include opportunities for moderation and work scrutiny
- Engage with external and cross phase moderation
- Report regularly to the Local Governing Board (LGB)
- Work with our partner agencies to develop our practice and create a multi-agency approach for our pupils: The Virtual School, Social Care, CAMHs, YOT, our mainstream partners and other travelers on our journey

The Role of Curriculum Area Leads

Curriculum Area Leads (CALs) are the drivers for the development of teaching, learning and assessment.

CALS will:

- Develop Curriculum Maps and Curriculum Design at each Campus and across the school
- Lead CPD in teaching, learning and assessment
- Monitor teaching, learning and assessment through learning walks, work scrutiny and moderation
- Provide feedback, challenge and support for staff development
- Provide informal capability packages for staff in need of targeted support or for staff who are not meeting teachers' standards
- Provide progress reports to SLT and LGB

Leading and Supporting

We will:

- Provide professional guidance and support for all staff in line with school and national recommendations.
- Promote the school's ethos and approaches at all times when working with others and representing the school
- Provide a supported induction programme for newly employed staff.
- Provide CPD in a planned way to meet the outcomes identified in the SDP
- Ensure staff have high levels of support for well-being and take account of pressures on staff.
- Review policy and practice regularly

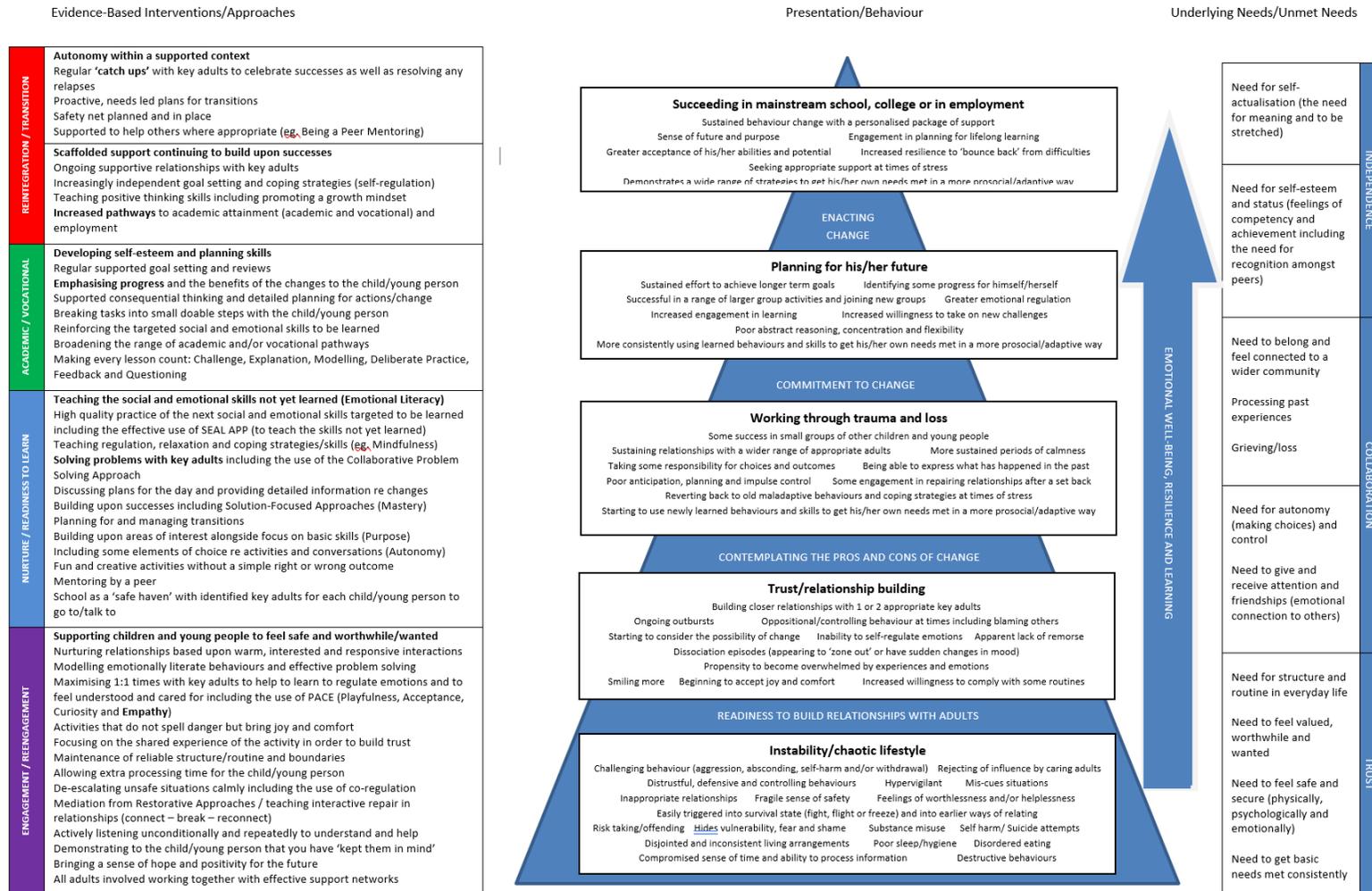
Impact

- Pupils will make at least expected progress in line with their learning pathway
- Pupils' work across the curriculum will be of good quality
- Pupils will be ready for the next stage of education, employment or training.
- Pupils will read widely and often, with fluency and comprehension appropriate to their age and/or needs.
- Pupils will be able to or will be learning to apply their mathematical knowledge

Appendix 1: Trauma Recovery Model

Changing Lives: The Harbour School Children and Young People's Journey (v9.2018)

A framework for tailoring evidence-based interventions to each individual child/young person



Based on The Trauma Recovery Model, Research re Developmental Trauma, Stages of Behaviour Change, Theory of Attachment, Maslow's Hierarchy of Needs and Emotional Literacy.

Ian Hunkin, 2018

Appendix 2: Dimond Teaching and Learning Model

