

Teaching and Learning Policy

This policy has been written for...	All staff and students at West Heath School
Copies of this policy may be obtained from...	<ul style="list-style-type: none"> • The School Shared Area
This policy links with the following policies	This policy is referenced in a number of other policies: SEND Policy, Behaviour Policy, Equality & Diversity Policy
Participants and consultees in the formulation of this policy were...	The Principal, Senior Management Team, Teaching & Learning Committee and the Trustees of the School.
Edition, Review frequency and dates	This is edition 10, released March 2023 This policy will be reviewed annually and is due for review in March 2024.
Relevant statutory guidance, circulars, legislation & other sources of information are...	Guidance Education inspection framework. Ofsted, July 2021. Education inspection framework: overview of research. Ofsted Jan 2019 National Curriculum 2014.
The Lead Member of staff is	Head of Curriculum
Definitions and key terms used in this policy...	AfL – Assessment for Learning SEMH – Social, Emotional and Mental Health SMSC – Spiritual, Moral, Social and Cultural education.
The Rationale and Purpose of this policy	This policy provides an overall purpose for learning and teaching at West Heath School and describes how we address the diverse needs of all our learners.
Appendices	This policy has 3 appendices which will be updated during 2022: Assessment Homework Modification of learning
Copying	No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at West Heath School are noted on the front page. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.

Introduction

The ability to learn is absolutely crucial for life in our ever-changing world of education, work and leisure. West Heath School has a key responsibility for developing successful learners and providing the highest possible quality of teaching and learning experiences.

It is recognised that learning is a natural human activity which takes place in a range of contexts. Learning takes place in the home, workplace and wider community, utilising a vast range of resources and media and IT. As a school we actively seek to support and facilitate excellence in learning and teaching through quality partnerships which involve learners, teachers, parents, employers, other education providers and the wider community.

The learning process takes account of the learners' current progress. Assessment is integral to the learning process and includes feedback on ongoing and overall progress made by the learners. Continual reflection and adapting of practice is central to continuous improvement in learning and teaching and raising achievement.

People learn in different ways and in contexts. West Heath School encourages and promotes diversity in learning strategies to include all learners and to meet the needs of the individual.

Learning establishments are about people and the relationships established. There is a strong link between excellence in learning, high self-esteem and good relationships. It is also recognised that motivation, high expectation and collaborative working are essential factors in promoting successful learning. The creation of a positive climate and ethos promotes positive behaviour which is essential for effective learning to take place.

Those who facilitate learning recognise that they are leaders of learning. They should be successful learners themselves and take part in the relevant review and development process and appropriate training opportunities.

The Aim of this policy

The community of West Heath School understand their respective roles and responsibility in providing first class learning opportunities.

The Objective of this policy

That all children and young people become successful learners, confident individuals, responsible citizens and effective contributors to society.

Procedures & Practices

The main components for this policy are:

1. Climate for Learning
2. Contexts for Learning
3. Successful Learning and Teaching
4. Assessment
5. Lifelong Learning
6. Partnerships in Learning
7. Leading Learning

The outcomes and responsibilities outlined in this policy take account of the principles described above.

Covid-19 Pandemic

This policy has been updated to account for the impact of the pandemic on teaching and learning whilst acknowledging the ever-changing regulations that impact school and students as a consequence. Therefore, there is a requirement for West Heath School to remain flexible in their approach in order to address the current unprecedented challenges. This may lead to procedures and processes to being interrupted, adapted or completely changed.

Recovery curriculum

Each subject lead, along with their department heads, have planned how to address the impact of the pandemic on students' learning. This includes acknowledging:

- Students at West Heath School who missed face-to-face teaching through periods of lockdown. Many accessed the VLE through this period and for a range of reasons some had limited access or did not engage in the VLE.
- Students who have recently moved to West Heath School and would have had interrupted learning at a previous provision and may have reduced or inaccurate previous assessments.
- There may be future periods where students may have to access virtual learning from home and be prepared to ensure the best quality teaching possible using this method.
- The impact on physical health and mental wellbeing of students, and their families, from lockdown periods and the pandemic in general.
- Future planning will be required to mitigate potential long-term impact of the pandemic including identifying students who have missed key learning in the early years and KS1.

Each subject sets out its own recovery curriculum within their subject overview documents that also identify the subject's Intent, Implementation and Impact.

1. Climate for Learning

Climate, ethos and relationships which encourage successful learning are evident in all learning environments.

West Heath School focuses upon

SMT will:

- provide guidance to support Learning and Teaching to develop positive learning experiences for all learners;
- provide opportunities, which are accessible to all, for the development of learning experiences which promote enjoyment, challenge, relevance, innovation, mutual respect and positive relationships;
- provide resources, according to need, including continuing professional development (CPD)/ training opportunities for all employees which support effective learning and teaching;
- value and celebrate successful learning and quality teaching;
- support sharing of effective practice throughout and across the Learning Community.
- Learning walks to monitor to quality of T&L and to provide incisive feedback for teaching staff

Heads of Faculty will:

- lead the creation, development and maintenance of a climate which supports all learners to become confident individuals, successful learners, responsible citizens and effective contributors, across all year groups;
- provide resources including CPD/ training opportunities which are accessible to all employees which support effective learning and teaching;
- value and celebrate successful learning and quality teaching;
- support sharing of effective practice within the establishment and partners.
- liaise with the Therapy department in order to ensure the curriculum and teaching offer is appropriate for SEMH students.

Heads of School will:

- liaise with the Head of Curriculum and Heads of Faculty to ensure students have the most appropriate climate.
- liaise with the Therapy department in order to ensure the curriculum and teaching offer is appropriate for SEMH students.

All teaching staff will:

- recognise the importance of, and develop, positive relationships, climate and ethos in promoting effective learning and teaching for all learners;
- recognise individual needs and set high standards with all learners;
- offer learning experiences which promote challenge, relevance and enjoyment;
- value and celebrate innovation and achievement with all learners;
- monitor, evaluate and reflect on the effectiveness and impact of the learning experiences offered in collaboration with the learners;
- actively participate in appropriate CPD and modify practice as required;
- take opportunities to share their own practice.

2. Contexts for Learning

All learners benefit from a wide range of contexts and learning environments including the home, the educational establishment, the workplace and the wider community.

It is evident that staff are knowledgeable and receptive to the most appropriate contexts for learners and take advantage of these to improve the quality of learning and teaching.

SMT will:

- keep abreast of research and educational developments nationally and internationally;
- ensure that all staff understand the expectations of Ofsted and the research that underpins the most current framework.
- ensure that all staff have access to opportunities to develop their knowledge of current research and developments in relation to contexts for learning;
- take account of the wide range of contexts for learning which allows for inspirational learning and teaching;
- monitor and evaluate the impact on the learning and teaching of these contexts for learning and use this information to support continuous improvement.

Heads of Faculty will:

- take account of current credible research and maximise the potential of new developments in establishments/services;
- take account of learning opportunities in a wide range of situations;
- provide leadership and foster inspiration to promote effective use of contexts for learning;
- create a balance between structured frameworks and creative approaches;
- have a duty, where appropriate, to foster positive partnerships with parents/carers and the wider learning community as a crucial context for learning.

Heads of School will:

- liaise with the Head of Curriculum, Heads of Faculty, and the Therapy department to ensure students have the most effective curriculum.

All teaching staff will:

- be aware that learning takes place in circumstances other than structured, planned programmes;
- access opportunities to develop their knowledge of current research and developments in relation to contexts for learning;
- be confident with a range of learning and teaching contexts and adopt or adapt these to suit the needs of learners;
- achieve a balance between structured framework and creative approaches;
- have a duty, where appropriate, to foster positive partnerships with parents/carers and the wider learning community as a crucial context for learning.

3. Expectations for Successful Teaching & Learning

Lesson expectations at West Heath School

All lessons will have:

- Key vocabulary always available
- Written and spoken language that is clear and appropriate to learning
- Progress-focused learning outcomes always available
- Success criteria always available
- Stretch and challenge for all levels
- Learning modified for all learners to be able to access
- Good pace to maintain engagement

Successful learning is achieved through progressive, high quality first teaching and positive interactions between and among staff, parents, carers and learners.

Formative assessment is an integral part of effective learning and teaching: learners understand learning intentions and success criteria and are given feedback on how to develop their learning.

All staff and learners identify and have an opportunity to reflect on their personal learning experience and use the evidence to inform next steps.

All learners' play an active part in, and take responsibility for, their own learning as appropriate.

The needs of individual learners are met through the use of a variety of teaching approaches and resources including the full effective use of IT.

Learners have opportunities to learn in collaborative situations.

SMT will:

- promote learning and teaching to reflect the findings of current research and educational developments;
- ensure that time, resources and CPD are made available to facilitate quality learning and teaching;
- challenge, support and evaluate the impact of practice;
- Encourage the establishment of partnerships which support the full range of learning and teaching approaches.

Heads of Faculty will:

- lead effective learning and teaching developments;
- encourage staff to be aware of and make effective use of formative assessment strategies;
- ensure the curriculum is planned to enable sequential learning and that schemes of work are appropriate;
- make arrangements for learners to discuss their learning regularly;
- challenge and support staff to maintain and improve learning and teaching approaches and monitor practice;
- encourage all staff to participate in CPD opportunities to maintain and improve effective learning and teaching;
- identify and facilitate the sharing of good practice, ideas and approaches to learning and teaching.

Heads of School will:

- liaise with the Head of Curriculum and Heads of Faculty to support and assist in quality assuring the teaching and learning within their phase of school.
- Ensure that any teaching within tutor times has appropriate high expectations is quality assured.

Teaching staff will:

- ensure quality first teaching;
- deliver learning that is sequential and in a planned way that aids memory retention;
- meet the needs of all learners by providing an effective balance of activities which support the diversity of learning styles and teaching approaches, including working collaboratively and the full and effective use of IT;
- organise learners in appropriate and flexible groupings based, as appropriate, on interest, experience, attainment, stage and purpose;
- evaluate the effectiveness and impact of assessment procedures and practices;
- share the learning intentions and success criteria with learners in an appropriate and relevant format and provide feedback to learners to inform the next steps in learning;
- help learners to identify and regularly reflect on their own evidence of learning and to enable them to set personal learning goals;
- provide a range of opportunities for learners to take an active part in their learning.
- reflect on their own learning and participate in relevant CPD to maintain and improve teaching;
- reflect on their own practice and share new ideas and approaches to learning and Teaching
- take account of the needs of all learners in planning and providing experiences.

Learning Support Staff will:

- assist the teacher in promoting the ethos of the school and insist on the highest standards of behaviour and ATL in the classroom;
- ensure that their own knowledge and understanding is relevant and up to date by reflecting on their own practice;
- understand their role in order to be able to work collaboratively with classroom teachers and other colleagues

4. Assessment

Agreed standards are used consistently by those who facilitate learning. At appropriate stages assessments are used to confirm learners' progress and inform future learning.

Relevant reporting procedures are in place in line with appropriate guidelines.

SMT will:

- Provide guidance on all aspects of assessment;
- disseminate effective practice on assessment throughout all establishments and services;
- evaluate the effectiveness and impact of assessment procedures and practices;
- moderate assessment across the school.

Heads of Faculty will:

- provide staff with time to discuss assessment strategies in relation to their own practice;
- provide staff time to discuss the quality and standard of learning with other professionals;
- challenge and support staff to maintain and improve assessment practices;
- put appropriate arrangements in place for summative assessment and tracking progress;
- ensure assessment outcomes are documented and shared with learners and relevant partners.

Heads of School will:

- be directed by the Head of Curriculum on expectations for tutor reporting;
- quality assure all written reports sent to parents;
- further quality assure subject reports written for parents, liaising with Heads of Faculty and Head of Curriculum.

All teaching staff will:

- plan for and use a range of evidence to assess learners' progress and to plan future learning;
- work together with other staff to share standards and assessment outcomes;
- report summative judgements to learners, parents and to others as directed or when requested.

5. Lifelong Learning

All learners have the confidence, necessary skills and motivation for lifelong learning and preparation for adulthood

All learners experience as smooth a transition as possible in order to promote continuity and progression in their learning.

SMT will:

- provide guidance, resources and frameworks to facilitate lifelong learning;
- provide opportunities for lifelong learning and encourage participation;

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- provide guidance to establishments to facilitate and develop continuity of learning especially across all periods of transition;
 - monitor, evaluate and improve the effectiveness of all periods of transitions;
 - engage in learning opportunities to demonstrate the importance of lifelong learning.

Heads of Faculty will:

- ensure staff are providing equality of opportunity for learners to develop the skills necessary for successful lifelong learning;
- promote continuity of learning, especially at periods of transition;
- ensure systems are in place for all staff to take account of prior learning and that it is recorded and shared with learners and partner establishments;
- engage in learning opportunities to demonstrate the importance of lifelong learning.

Heads of School will:

- liaise with the Head of Curriculum and Heads of Faculty to ensure students within their phase are given the appropriate opportunities that lead to lifelong learning.

All teaching staff will:

- promote learning as a lifelong activity;
- encourage learners to take advantage of lifelong learning opportunities;
- encourage learners to gather, organise and interpret evidence of their own learning to inform their next steps;
- take account of prior learning and learners' views and aspirations;
- record and share appropriate information;
- engage in learning opportunities to demonstrate the importance of lifelong learning

6. Partnerships in Learning

Quality partnerships exist across each Learning Community.

Quality partnerships, including parents and carers, other groups and organisations support effective learning and teaching.

All staff are proactive in fostering and nurturing quality partnerships.

SMT will:

- provide leadership, advice and support to ensure effective partnership working with key groups, organisations, businesses and the wider community;
- promote partnership working which reflects national advice and research;
- provide support to enable quality partnership working to take place;
- monitor and evaluate the effectiveness and impact of partnership working on learning and teaching;
- provide appropriate CPD to enable effective partnership working to take place.
- quality assure external providers

Heads of Faculty/Faculties and Heads of School will:

- encourage and ensure quality partnership working;
- create and maintain a climate which supports quality partnerships;
- support staff in providing opportunities and resources for partnership working;
- monitor and evaluate the effectiveness and impact of partnership working.

All teaching staff will:

- acquire knowledge and understanding of the range of partnership working;
- recognise their own role in working with partners and embed partnership working in their practice;
- convey to learners the role they play in any partnership;
- participate in CPD in order to develop quality partnership working

7. Leading Learning

All Staff recognise their role in leading learning.

All learners are given opportunities to take an active role in and take responsibility for their learning.

All staff work collaboratively in leading learning.

All staff recognise that safeguarding a student is always the priority and that we are committed to a trauma-informed approach to education where therapy underpins all practice.

SMT will:

- encourage, support and develop leadership skills and expertise;
- recognise, value and share practice in the leadership of learning;
- develop a shared vision that focuses on leading learning and teaching.

Heads of Faculty will:

- support the development of professional expertise for all staff;
- recognise, value and share good practice in the leadership of learning;
- promote effective systems and communications to support leadership of learning and teaching;
- value the collective skills and experience of staff so that individuals and teams feel confident in leading learning and teaching;
- create opportunities to share good practice in leading learning and teaching;
- Demonstrate high quality teaching to model best practice.

Heads of School will:

- liaise with the Head of Curriculum and Heads of Faculty to understand and support the learning outcomes whilst advising and supporting on pastoral factors that affect a student's learning.

All teaching staff will:

- lead learning and teaching, both individually and collectively;

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- are committed to developing their own leadership skills;
 - recognise, value and share practice in the leadership of learning;
 - provide opportunities for learners to play an active role in and take responsibility for their learning;
 - learn from their own experience and that of others.
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Persons with particular responsibilities

Head of Curriculum
Teaching Development Lead
Heads of Faculties
Heads of School

Other Participants & Stakeholders

SMT
Trustees

Monitoring & Evaluation

SMT
Teaching & Learning Committee
Trustees

Appendix 1

Assessment, Recording & Reporting

The Aims of Assessment

A new assessment policy is currently being developed in preparation for the 2022/2023 academic year with a newly developed curriculum.

At West Heath School we use assessment both to identify the achievement of our students and to inform the ways to further support the students' learning. Assessment is a vital aspect, one which must be used to both inform students in what they need to do to move on, but also to inform the teachers in the planning of both individuals and groups of students.

Research shows improving learning through assessment depends on five key features:

- Effective feedback to students;
- Active involvement of students in their own learning;
- Adjusting teaching to take account of the results of assessment;
- A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning; and
- The need for students to be able to assess themselves and understand how to improve.

Assessment should

- inform students on how they can improve
- celebrate a wide range of student achievement closely linked to planning and delivery of lessons
- tracking student progress and targets
- involve students in short- and long-term targets
- aid teachers to plan effective learning
- meet statutory reporting requirements

Types of Assessment

We record student assessment 3 times per year at Key Stages 2 to 4. Sixth Form students' progress is tracked via the system in place at their place of study.

In Key Stage 2-4 students are tracked utilising West Heath Steps which is based upon National Curriculum expectations and can be related to age expectations. This data is recorded with SIMS marksheets to use as a database. Staff will identify progress within a course leading to a qualification as appropriate.

There are many types of assessment, both formal and informal. Teachers continually assess student performance through a variety of methods. Formative and summative assessment strategies are implemented throughout the school, fully embedded into the schemes of work.

Our assessment strategies are consistent within the school and based at the centre of student learning. Students are encouraged to both take part in self and peer assessment strategies. Departments are expected to keep a record for key pieces of work and for regular tests, in line with national criteria.

Principles of Assessment

Summative assessment is used to inform:

- All necessary stakeholders of student progress at set points through the year
- Decisions about progression between Key Stages and into further and higher education
- Curriculum planning across the school
- School self-evaluation and performance management
- Plan and implement intervention strategies
- Provide teachers with information on which to base planning for individuals and groups of students

Both formative and summative assessment allow:

- Comparison between a student's current and previous levels of achievement
- Comparison between one student and another
- Comparison between the achievement of the student and groups of students across subjects
- Feedback on the effectiveness of the curriculum

Marking & Assessment

Effective marking communicates progress made and guidance designed to allow a student to progress in their learning.

Marking is primarily based around teacher comments and a series of marking codes to ensure that marking is consistent around the school. Students are encouraged to respond to teacher feedback.

Departments assess work regularly and decide how grades/ marks/ comments are standardised and attributed. Marking should be consistent within each department so that students are aware of the criteria used.

Each Department is able to collect any amount of useful data it wishes to from subject teachers. The data that they choose to collect should allow teachers and subject leaders to interrogate the data in such a way that they

can understand the attainment target/subject skills trends of progress in their department.

Each teacher is accountable for entry of accurate and timely assessment into the required system. This in the Winter, Spring and Summer Terms. Deadlines are issued. Curriculum Leads are accountable to the Head of Curriculum if standards of data entry are not maintained.

Written reports sent to parents are prepared by teachers with guidance from Faculty Heads and Head of Curriculum. They are quality assured firstly by Department Heads and then Heads of School.

Marking & Assessment Aims

For students:

- To inform them of their progress and motivate them to improve their performance
- To help them identify the criteria by which their future progress can be measured
- To develop their ability to accept criticism and praise in order that they can reflect more effectively on what they have learned
- To equip them with the skills of constructive self-criticism so that they can become effective independent learners.

For teachers:

- To have an effective baseline that identifies missed learning that may need prioritising
- To diagnose individual learning needs
- To inform them of the progress that students are making
- To evaluate the impact of the teaching on students' knowledge, understanding and skills
- To become reflexive practitioners
- To reinforce expectations and students' sense of purpose.

How work is annotated

- Teachers should indicate to students what a task is going to be marked for – relating to Learning Objectives of unit or lesson and assessment criteria of task.
- Marking is not about correcting. Teachers highlight errors: students correct them.
- Correction time needs to be built in to class and where applicable, homework routines.
- Teachers should not mark every spelling and punctuation error.
- There is, however, a set of baseline literacy expectations that all staff need to mark for. These are full stops and capital letters, the 100 basic spellings, and paragraphs.
- Teachers should also mark subject-specific spelling errors (key words or target vocabulary).
- When whole-school literacy targets are set, teachers should mark in support of those.

Quality of Written Feedback

Teachers vary the range of feedback given in order to maximise the potential for students' engagement and progression-

- Useful assessment marking in the middle of tasks
- Engaging maintenance marking
- Quick marking that can still engage
- Maintenance marking

Marking should influence our planning for a particular class. As such marking must take place at least every two weeks for core subjects and every three weeks for other subjects.

Peer and self-assessment should be a regular part of the marking process.

Teachers should make the most of opportunities to maintenance mark student's work books or folders as they go along - every time we speak to a student in class for example.

Marking is one part of our assessment for learning strategy that goes along with other strategies, such as verbal assessment and instant marking in the middle of tasks – verbally or in writing.

To encourage a dialogue between teacher-student-teacher, there are AFL stickers which can be used if the department choose. These provide a structure/method for a comment from the teacher and a chance for the student to respond.

Departmental Marking Protocol

Each department should establish a Marking Protocol which reflects the needs of the individual subject, but which does not conflict with the School's overall policy.

Assessment

Assessment, monitoring and reporting are currently being reviewed and updated for the 2022/23 curriculum. New baseline assessments that will give a more accurate attainment level are to be introduced by July 2022. Progress and summative assessment in KS4 will be measured against entry data using the same assessment in addition to WH Steps and qualifications.

Assessment and record of assessment	Description and explanatory comment
Education Health & Care Plan (EHCP)	<ul style="list-style-type: none">• An EHCP is a legally-binding document outlining a child or teenager’s special educational, health, and social care needs. The document has to list all of the child’s special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified.• EHCPs are for those children (0-16) or young people (16-19) or adults (19-25) with special educational needs who require support beyond that which an educational setting can provide at SEN support. A child who has educational needs may also have additional health and social care needs and those can be included in the plan so long as they relate to education.• These plans are prepared outside the school by Local Authorities.• The EHCP informs and guides the whole of a student’s career at West Heath School.• All staff have access to these documents. Staff are expected to familiarise themselves with the relevant content for the students in their care. This is a sensitive and confidential document and should not be released into the public domain. Any printed copies are the responsibility of the member of staff who produces them. These documents are stored in the student’s profile, on the school network.• EHCPs may be updated after Annual Reviews (see Annual Review section)

Assessment and record of assessment	Description and explanatory comment
Admissions Assessment and Documentation	<ul style="list-style-type: none"> • When a student is offered a place at the school, information is gathered on their special educational needs through interviews, Education, Health and Care Plans (EHCP), documentation from previous schools, and dialogue with external professionals. • Prior to the student starting at West Heath School assessments are carried out by our internal therapeutic team; this will normally include a psychological assessment, a language and communication assessment, an academic attainment assessment, and an occupational therapy assessment (if appropriate). Along with other less formal assessments these provide a baseline of information which helps to determine the appropriate provision for each student. • This information is collated and the report is distributed to relevant staff so that the appropriate interventions can be put in place. It also lists the outcomes taken from the student's EHCP and the suggested strategies that should be used in the classroom. Depending on the individual student, most will spend the first few weeks based in our specialist induction department to familiarise them with routines and expectations before they transfer to the main school
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • Throughout their time at West Heath School students will have an IEP which will be reviewed and updated on a termly basis. The IEP will identify specific time bound targets that relate closely to the EHCP Outcomes. They will also identify strategies to support the achievement of targeted objectives and outcomes.

Assessment and record of assessment	Description and explanatory comment
Initial Curriculum assessments	<ul style="list-style-type: none"> • Depending on the individual student, most will spend the first few weeks based in our specialist Induction Department to familiarise them with routines and expectations before they transfer to the main school. Students initially start for two or three days a week and build up their time in school slowly. This is especially important for students who have been out of education for some time before joining us. • During this time in the Induction Department it is possible to assess the students ability and prior attainment in more detail by both formal or informal assessments. This can be extremely helpful for some students who have missed topics and may have very erratic profiles – being weak in some areas and strong in others. • Students joining our HEART provision follow the same admission process, however, they start immediately within HEART as oppose to going through our Induction Unit. This is also a gradual transition process, students usually start one, two or three days a week, depending on their needs, increasing in agreement with parents as and when it is deemed appropriate. • It may be, however, that students joining the school in Year 6 or at the start of Year 7 when the vast majority, if not all, of the students are new to the school, do not start in the Induction Department. Instead, Year 6 and 7 groups may be immediately based with their Tutor Team giving them the opportunity to more quickly form the bonds and relationships that will be central to their progress
Daily Target setting	<ul style="list-style-type: none"> • Daily target setting is one of the main activities in Group Tutor Time, a 20-minute session at the start of the day which prepares and orientates students for the day ahead. • They are informed by an assessment of performance on the day preceding, the IEP targets, and other prevailing issues. They provide a student with the next achievable step towards their long-term goal. • Students also set a daily point score relating to the lesson by lesson tracking. (See below)
Lesson by Lesson Tracking	<p>Students' commitment to personal responsibility in relation to lessons is assessed at the end of each lesson according to the Respect Campaign indicators (Gold, Silver or Bronze star for positive behaviour and Red, Amber, Green for negative behaviour. Students are frequently invited to assess their own performance. Where their scores differ from the teachers this provides an opportunity for critical reflection and explanation.</p> <p>These qualitative scores are converted to points which are used to provide a day total</p> <p>Taken together students have something to aim for each lesson and for each day.</p>

Assessment and record of assessment	Description and explanatory comment
Student Self-Assessment	<p>In some subjects' teachers have developed proformas for students to make self-assessments at the end of the lesson. These are linked to lesson objectives and learning outcomes.</p> <p>These provide students with a sense of achievement and a focus for their efforts.</p> <p>Student Self-Assessment is being increasingly developed as part of the school's efforts to encourage students to take responsibility for their learning.</p>
Weekly Group Tutor reporting to Parents	<p>This usually takes the form of a phone call discussion or email correspondence.</p> <p>Group tutors communicate to parents the progress and achievements of their child.</p> <p>The focus of the discussion is usually commitment to learning and positive achievements. However, the communication is a two way process and parents are able to contribute information on the student's experience beyond school which may shed light and context on their school experience.</p>
Initial Placement Review	<p>This is held under the same format as an Annual Review Meeting.</p> <p>Full subject assessments are made and the issue to be decided is whether the placement should be made permanent.</p> <p>Sometimes additional assessments (such as Speech and Language) are requested or additional provision such as individual report.</p>

Assessment and record of assessment	Description and explanatory comment
Annual Review	<p>An EHCP review takes place once a year as a minimum, at an Annual Review Meeting. Based on this review, the local authority may take one of three actions:</p> <ol style="list-style-type: none"> 1) Leave the EHCP unchanged and continue as before 2) End the EHCP 3) Make alterations to the plan <p>The review involves all three parties: the parents, the school/college, and the Local Authority. The reviews are usually done annually at West Heath School. It looks at whether the support is suitable for the needs of the student for the following year, and whether revisions could result in better progress.</p> <p>A full set of subject reports is provided, as well as any additional provisions, such as literacy, numeracy, therapy, that the student is accessing.</p> <p>There is also a reflective comment by the Group Tutor and Head of School. The meeting is chaired by a Head of School.</p>
Annual Progress Report	<p>This gives an overview at the end of the academic year of students' positive achievements.</p> <p>It may contain words of encouragement and guidance for the future but its tone is generally positive and celebratory concentrating on progress made and next steps.</p> <p>They are presented by a visiting celebrity in the presence of an invited audience of parents and friends.</p>
Parents' evenings	<p>These are meetings are normally held in January and February, one for each of Key Stages 2/3 and 4. The use of additional written reports or virtual meetings have and will be utilised if the school risk assessment dictates, for example,, during periods of lockdown due to the pandemic.</p> <p>Parents have the opportunity to meet with each subject teacher for approximately 10 minutes to hear of progress and to discuss any concerns. They are usually well attended and often students come with their parents / carers. A questionnaire is given to parents to ascertain their opinions. Teachers have their subject records and examples of work available for parents</p>
New Student Review	<p>This takes the form of an Annual Review, usually at 12 weeks after the student has started.</p> <p>Academic, personally and social development are among the agenda items.</p>

Assessment and record of assessment	Description and explanatory comment
Key Stage 2-3 Teacher Assessments	Since the National Curriculum levels were removed we use the West Heath Steeps which is a scale reflecting the National curriculum expectations and age expectations. This aids tracking progress and achievement.

Appendix 2

Homework

Introduction

Many of our students arrive with very negative feelings towards education. They have, in the main, experienced a lot of failure and unhappiness in the world of education. Often, they have given up and perceive themselves as unintelligent and as "no-hopers". They often tell us so. They often avoid work as a strategy to avoid being seen as failures both at home and school. Homework has therefore to be seen within the broader context of restoring positive feelings towards education in general.

The Homework Policy at our school is such that students are not pressured to take huge amounts home as, for most, their experience of school and in particular the process of learning leaves them lacking confidence to work independently. Additionally, many students are also poorly motivated and find the prospect of homework so daunting that it further impinges on their willingness or ability to engage with the curriculum.

We want our students to appreciate that learning is part of life and not just something for the years of compulsory schooling. We would like them to understand that they can learn much from the world of home and recreation, their local community and social interactions and through experiences of life – both success and failure. This takes time.

For those who have made some progress towards becoming independent and self-motivated learners, work at home can be of immense value. It helps to break down the artificial barriers between formal and informal learning and cultivates interests, habits and skills that will serve them well long after they have left us.

The implementation of this policy is therefore a matter of sensitive professional judgement. Students are treated equally, in that they all receive according to their needs and capacity. For some this will mean a minimal amount of homework with plenty of latitude. For others it will mean a generous helping of stimulating and thought-provoking work served with encouragement and high expectations!

At Key Stage 5, students are expected to complete coursework depending on the requirements of the external provider/course. We have systems in place to support learners to complete their studies and we try to use the terminology 'coursework' or 'non-contact work' as opposed to homework.

Aims & Objectives

- To provide opportunities to *complete* work begun in lessons to a high standard.
- To provide opportunities to *extend* work begun in lessons by further reflection, research and follow-up.
- To provide opportunities for *practice* and *consolidation* of skills, knowledge and understanding
- To provide opportunities for careful *preparation* for work done in school
- To provide opportunities for independent enquiry and learning and for cultivation of the discipline of study

Strategies

Work set to be done at home should be easier to reinforce success and less demanding than when students have support and instruction from a teacher.

Those students for whom homework is a realistic and appropriate expectation are issued with a planner in which to record homework as it is given. There is space for a due by date and to tick when done. Parents are encouraged to sign on completion of homework set. Students are encouraged to keep their planners with them at all times and staff should exercise vigilance to ensure that students *use* their planners to record the setting of homework. Students who fail to bring their planners are given a substitute sheet that should be copied up.

Students who complete the work set for home should be given lots of praise. It is important to acknowledge the effort made - quite apart from the quality of the work itself. Points may be used to reward such effort.

Students need to receive the message that they are doing the work for themselves. If it is not done, they are depriving themselves rather than the teacher. Therefore, the use of sanctions is inappropriate for students who fail to do their work at home, though they certainly need to hear the message that they would be better off had it been done. This approach will, in the long run, stand more chance of bringing about the change we are seeking. The key is encouragement rather than demand.

The discipline of doing work at home is often one of the first targets set.

Special Circumstances

Parents also share the responsibility for work done at home. They are our partners. However, it can be counter-productive when there are unhappy relationships at home. In such cases parents prefer not to provoke ructions by making homework an issue.

Some homes are not conducive to homework. In such cases staff have to be flexible and tolerant. There may be no suitable room with a table and chair to work free from interruptions and noise. Sometimes students may need particular support. There is also the facility of a homework club during lunchtimes on request. This is particularly useful for GCSE students completing coursework.

Strategies

Our response to pupils not doing homework is flexible and decided in relation to the particular student's needs and capabilities. In these cases, the parents will be involved in the discussion and our aim will be to help cultivate a homework routine even if initially the steps are small.

Staffing & Resources

The Use Of Our VLE

The VLE and increased access to home IT or school-provided laptops means that homework and distance-learning can be easily provided rather than sending homework on paper. On occasions students may need homework set in a different format depending upon the task or the needs of the student.

In the Sixth Form, students are supported to complete their non-contact work. In providers where more students are located, staff are based in rooms on site where direct support is offered to help complete coursework.

External Links

Parents, as discussed above, are our partners and we rely on them to exert their influence in the home. We encourage our students to use the local library for research material.

Appendix 3

Modification of Learning (Differentiation)

Introduction

Treating our students as individuals lies at the heart of everything we do. Our teachers are first of all focussed on students and secondly on their subject. This is the essence of what makes West Heath School special.

Modification of teaching to promote learning (differentiation) is based on the understanding that each student is a unique individual. They are “different”. They have:

- diverse backgrounds with different experiences
- different emotional and physical needs
- differing abilities
- different interests and preferences
- different learning styles
- different social needs
- different personalities

Whilst they are entitled to be treated equally it is entirely inappropriate to treat them all in the same way. The objectives of a lesson will usually be the same or at least similar for all but a range of strategies will be needed to help students achieve them. This is the challenge and the skill of modifying learning.

Aims & Objectives

Teachers will always seek to focus on quality first teaching.

Work will be modified in order:

- to help all students to access the curriculum as fully as practicable
- to help all students to fulfil their potential
- to deliver the curriculum to each individual in the way which is most appropriate, enjoyable and beneficial
- to identify opportunities for support in learning

Strategies

It is not the purpose of this document to produce a comprehensive description of the many strategies that are available to the teacher. Many good books have been written on the subject. Below is a list of illustrative examples some strategies which are available to the teacher. It is expected that schemes of work will provide details of how the work will be differentiated in order to satisfy the lesson objectives.

1. By understanding and knowledge: - Our SENCo provides a database of primary diagnoses and recommended strategies from each individual students' EHCP. This informs teaching and learning.

2. **By task:** - Students new to a group may need to fill gaps in their knowledge and understanding. In hierarchical subjects such as mathematics and languages students may work at different levels. A variant of this is to provide a bank of tasks from which students may select or be directed according to their needs.
3. **By outcome:** The same task may be completed with varying levels of sophistication. In art, for example, one student may produce a piece of work showing a great deal of imagination and skill, while another will produce work of a much lower standard. Teachers are encouraged to set tasks that allow for success at a range of levels. Positive marking will both acknowledge this and point the way forward to higher achievement.
4. **By support:** A variety of methods are available including teacher support, the use of a Teaching Assistant (TA), the use of templates for IT, and vocabulary lists.. Teachers are encouraged to find varied and imaginative ways to assist students to perform tasks. Teaching Assistants (TA) are a much-valued part of our team. Whenever possible, TAs receive training from teachers on Staff Training Days and this will include an overview of the Schemes of Work as well as specific issues relating to that subject. This reduces the time needed to brief support assistants before and during lessons.
5. **By feedback:** This is given in a way that is most appropriate for the educational and emotional needs of the students. Students with literacy needs are given plenty of verbal feedback and any written comments within their literacy capability. Some people with low self-esteem react very badly to criticism. They need to have plenty of praise with deficiencies and areas for improvement pointed out with great sensitivity. It is important that students learn to take and even to invite constructive criticism.
6. **By objectives:** In a wide ability group it may be appropriate to devise a number of activities with a variety of objectives.
7. **By grouping:** It is sometimes helpful to group students positively to take account of friendships or negatively to avoid conflicts. Some students prefer to work individually.

Staffing and Resources

- Each teaching group has a support assistant attached. Some students with statements have individual support. Subject teachers have a subject budget with which they are expected to build up an appropriate selection of resources to meet individual needs.
- A programme of peer observation has been organised to enable teachers to benefit from the opportunity to see how their colleagues plan and teach. This is a helpful means for spreading good practice - one aspect of which is skilful differentiation.