



**Hob Moor Oaks Academy**

**Teaching and Learning Policy Sept 2020**

This policy is addressed to all members of staff and volunteers, It is available to parents on request. It applies wherever staff or volunteers are working with pupils.

## Aim of the policy

- 1) Aims and Objectives
- 2) The learning environment
- 3) Classroom routines
- 4) Experiences and Activities
- 5) Curriculum
- 6) Resources
- 7) Planning, Recording and Assessment
- 8) Safeguarding
- 9) The well being team
- 10) Communication
- 11) Planning of the curriculum
- 12) Subject responsibility – curriculum leaders
- 13) Monitoring of Teaching and Learning
- 14) Equal opportunities
- 15) Working with others
- 16) Beyond HMO

## **Teaching and Learning Policy**

Hob Moor Oaks Academy aims to ensure that we work with families, multi-agency teams and professionals to follow the government guidelines in order to ensure all pupils feel safe and have access to a rich, broad, balanced and appropriate curriculum to meet the needs of all learners.

The Quality of Provision outcomes are:

- Stay safe
- Be healthy
- To be well regulated
- Nurture and play

This policy seeks to ensure that these Outcomes are clearly addressed to ensure that pupils are supported in the education provision.

Curriculum design and delivery is personalised and responsive to student needs identified within Educational, Health and Care Plans (EHCP). At HMO, our pupils' learning needs are wide ranging.

We have 3 identified learning curriculums

- EYFS - following our eyfs framework
- Pre-formal curriculum
- Semi-formal curriculum
- Formal curriculum

All curriculum outlines and plans are located in the curriculum vision documents.

### **1. Aims and Objectives**

At Hob Moor Oaks we seek to offer the pupils structure and routine:

- To expose learners to experiences which are best suited to individual needs.
- For staff to continue to work in supportive teams to share expertise and develop ideas. Phase grouping to support in the leading of the class provisions.
- Staff to follow CPD opportunities to develop and share expertise.

### **2. The Learning Environment**

HMO supports pupils with a wide range of needs, we have diverse provisions within each learning environment to ensure all pupils can access learning. At

the same time we seek to have a degree of consistency in classroom layout and in common areas around school.

Class teams use “Total communication strategies” to support learning; this includes signing, the use of AAC devices and visuals, where appropriate. Teachers are expected to model good practice in their relationships with other staff and pupils.

Staff at HMO must ensure that environments are safe for all pupils and staff. This includes resources and rooms being set up in preparation for pupils following all safety guidelines.

Shared spaces and outdoor provisions are timetabled to ensure numbers are safe and the spaces are purposeful to play. Time slots for shared rooms are allocated to ensure clean down time in coordination with the risk assessment and that spaces are available to suit the needs of those who access them.

### **3. Classroom Routines**

- Ensure there is structure to the day so that pupils have access to activities appropriate to their needs. Each class to have a daily timetable. The weekly timetable will be shared with parents and carers so that they can prepare pupils for daily activities. The weekly timetable must be displayed on the outside of the door displaying the coverage of learning.
- The classroom door must display pupils and staff within the provision.
- Use symbols, photographs, objects of reference/sensory stimuli where appropriate to support pupils communication and understanding.
- Pupils will be re-introduced to the school timings and structure by ensuring that pupils' days are timetabled alongside structured parts of the day.
- The school day must consist of 3 am learning sessions and 3 pm. These may vary depending upon need.
- Class and individual pupil timetables should be used in all rooms and displayed and used to support pupils understanding, pupil timetables should be displayed at an appropriate accessible height which is accessible at all times.
- Structure within the day should include, personal care, hello and communication, morning sessions following the phase of learning requirements, snack, playtime, lunch and playtime, afternoon sessions, goodbye and home routines. These are differentiated by need and coverage of curriculum is available in the phase of learning curriculum policy.

- Teaching staff to ensure that a medium term plan has been created for all learners including pupils on a personalised curriculum. Half termly newsletter must be shared on the school website and with families at the start of each half term.
- Daily planning/ weekly planning to be displayed in the classroom.

#### **4. Experiences and Activities**

We recognise that everyone has a preferred learning style and seek to provide appropriate experiences and activities to address all styles - Visual, Auditory and Kinaesthetic. Teachers are encouraged to be innovative and to remember at all times that teachers are individuals with their own special strengths and that this situation is new to all. We encourage the experiences to promote structure, positive relationships and enjoyment.

Appropriate activities/experiences will be planned for and shared with the team. A play based and cross curricular planning framework will support. Details of coverage can be found within each phase of learning's curriculum policy.

- The room organisation will ensure areas/resources are developed which address the preferred learning styles and the safety of all.
- Regulation breaks will be honoured and supported. Each phase of learning will be provided with sensory tool kits. These regulation breaks and resources will be detailed on each pupils behaviour plan.
- Activities will be clearly differentiated and age appropriate to each pupil to ensure learning can take place.
- The class teacher will lead the planning and support staff ensuring all information is communicated, in class groups where TAs support the learning, these sessions will be planned by the class teacher.
- The school learning environment will be calm and settled, ensuring all pupils and staff feel safe, secure and supported to learn.
- We will recognise the diversity of need within each learning environment. We work with support services to ensure an effective environment (Physio, Nursing and OT). We will also incorporate the best practice of TEACCH, SCERTS and MOVE for pupils.
- Individual Work Areas, structured activities and visual timetables and use of PECS/ colourful sentence strips will be used where appropriate.
- Classrooms and work rooms are organised to support learning at all times.
- Each room will have a range of appropriate rules differentiated for the pupils also guidelines for behaviour and room management. These will

be supported by symbols/signs and/or objects of reference where appropriate.

- The learning environment will take account of the behavioural challenges of some pupils; ensuring the safety of staff/pupils.
- The learning environment will take account of pupils medical and physical needs to ensure safety, care and access to learning.
- Behaviour Plans, Care Plans, medical plans and EHCP documents will be understood by staff supporting the pupils.
- Staff and pupils to follow structures and routines to remain safe in school.
- Personal care will be supported by the HMO and Ebor Academy Trust risk assessment and use of PPE guidance, these will be shared with school staff when updated.

## **5. Curriculum**

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice to support all pupils. Our Phase curriculums aim to meet the diverse needs of all pupils to ensure access to learning. All curriculum visions and coverage are designed using the Equals framework along side the national curriculum. Communication is at the heart of our curriculum. Classes have an overarching topic each term/ half term which aims yearly to develop pupils skills and knowledge through our phases of learning. Teacher use pupils' EHCP documents to create purposeful learning intentions. Teachers may use long term plans and medium term plans to create purposeful, challenging and engaging learning. Wherever possible, links are made to real life experiences to make the curriculum relevant. We aim to make the curriculum reflective of, and responsive to all pupils at HMO.

Please see the HMO long term plan for further information.

## **6. Resources**

- Phase leaders will support in locating or providing any resources needed.
- Resources used in class must be cleaned in line with the risk assessment to ensure if used and shared safely for staff and pupils.

- Resources should ensure access to learning for all pupils (adaptive seating/technology, etc).
- Outdoor learning spaces and additional rooms in school will have timetabled slots for groups and individuals to ensure space is given in between. We are a federated school so much ensure shared spaces are planned for and timetabled.
- Resources will be differentiated to support access and learning opportunities.

## **7. Planning, Recording and Assessment**

- Teaching staff must ensure medium term plans are created and shared inline with the schools long term plan.
- Teachers planning must be displayed/ available in the classroom.
- Differentiated planning must be shared with the class team by the teacher.
- A curriculum newsletter must be shared with families at the beginning of each half term.
- Teachers to liaise with support staff to ensure they are aware of daily planning and routines.
- Tapestry entries must be completed for each child 4 times per week.
- Pupils within the formal phase of learning are required to have 2 entries in their maths and literacy books which are annotated using the school marking policy alongside creative curriculum subjects which are to published on tapestry each week.
- Part time pupils on 3 days are required to have 3 tapestry/ work book entries, pupils on 2 days are required to have 2.
- A range of assessment tools are used across each phase of learning.
  - IASEND is used for all pupils.
  - MAPP assessments are used for pupils in the pre and semi formal stages of learning alongside iasend.
  - EYFS framework is used to assess pupils with our early years provision.
  - EHCP targets are set for all pupils and assessed at the pupils review.
  - MOVE is used to assess pupils within our PMLD phases of learning.
  - CERTA is used to assess pupils who are following a formal stage of learning.
- Assessment data must be inputted in line with the trust 13 week cycle.
- Learning intentions must be displayed for each child in the classroom.

## **8. Safeguarding**

- CPOMS to be completed in line with the schools safeguarding policy.
- All CPOMS to be linked to the relevant staff to ensure HoS and WEB team can support.
- Ensure moving and handling plans, behaviour plans are adhered too.
- Report all incidents to the designated safeguarding leads in line with the schools policy.
- Please see the HMO safeguarding policy for more information.
- Safeguarding is everyone responsibility this supports great teaching and learning at HMO.

## **9. The Web Team**

- The web team offers safeguarding, well being and behavioural support at HMO.
- The extensive skill of the team supports all phases of learning.
- Supportive and structured in class support is given to ensure teaching and learning is of a high quality.
- Please see the positive behaviour policy for more details.

## **10. Communication**

- Home-school books are completed daily. Phone calls to parents to be made where appropriate.
- Each pupil should have 4 Tapestry entries per week. Tapestries must be approved by a class teacher (or HLTA for the sessions they lead).
- Follow the communication guidelines shared with families.
- Seek WEB support for home school communication where appropriate.
- CPOMS to be completed inline with the school policy. ST and NE must be informed as usual.
- Half termly curriculum newsletters to be created and shared at the beginning of each half term, with parents and carers and the school website
- Whole school opportunities are planned for to support parental engagement.

## **11. Planning of the curriculum**

- Teachers plan their work for each curriculum area following the phase of learning medium term plans
- Planning takes place on a weekly basis during PPA time to ensure consistency of practice and the sharing of expertise.



- Weekly plans encompass key areas such as specifying the lesson objective, differentiation, particular focus groups of children and use of adults to support learning.
- Weekly CPD meetings are used to deliver training on various aspects of the curriculum ensuring consistency of approach and standards and focusing on school improvement priorities.

## **12. Subject responsibility – curriculum leaders**

- Subject leaders create action plans to share the development of their subject.
- Take the lead in curriculum vision and themes of work designed to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their planning and in the implementation of work, and in assessment and record keeping activities for their subject.
- Monitor progress and developments in their subjects and advise the head teacher on action needed.
- Take responsibility for the purchase (with the head of schools permission) and organisation of central resources for their subject.
- Be given some release time to allow them to support/observe colleagues in the classroom, and to monitor standards in their subject area and the teaching of their subject throughout the school.
- Monitor their subject area and ensure assessment has an impact on future planning.

## **13. Monitoring of Teaching and Learning**

- Teachers are monitored throughout the year. A well-structured appraisal system underpins the drive for high quality teaching and learning across the school.
- A plan for monitoring the curriculum is agreed by the Senior Leadership Team.
- Observations can be made a part of the performance management whereby teachers are observed by a member of the Senior Leadership Team these observations are recorded on teacher tracker.
- Observations can also be carried out by a subject specialist as part of a focus in a particular curriculum area.
- Children's work is sampled throughout the year by the Senior Leadership Team and subject specialists and scrutinised carefully in line with expectations.
- Feedback is given to the staff encompassing areas of strength and development to support improvement.

- Learner achievement meetings occur 3 times a year within the Trusts 13 week assessment cycle, to ensure children are making optimum progress.
- Any pupils not making expected progress are monitored closely and supportive plans are put into place.

#### **14. Equal opportunities**

- The delivery and content of lessons must be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of pupils' individual needs and stage of learning when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability, potential and need. Please see the Ebor trust equal opportunities policy for more details.

#### **15. Working with others**

##### **Parents**

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere and to share and communicate with them at all times.

- Parents are informed of their children's targets, learning focus and ways to support learning through annual (or 6 monthly for EYFS children) EHCP reviews, termly parent's evenings and half termly curriculum newsletters.
- Parent Hub online information provided for parents with the relevant updates, letters etc from school.
- Community hub meetings are held termly with the Head of School for parents to meet and discuss the school.
- A range of opportunities are planned across the year to involve parents in our school community, including Enterprise afternoons, Special people in our lives days, sports day.

##### **Teaching assistants**

Each class team has assigned teaching assistants;

- Teachers are responsible for the effective direction and deployment of TAs to support learning.
- Teachers share planning and feedback with TAs and are responsible for ensuring learning intentions and activities are clear
- TAs follow the CPD timetable to ensure training is purposeful and relevant.

- TAs have termly TA meetings as part of the whole school meeting timetable.

### **Pupil voice**

We encourage and respect our pupil voice.

- We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school.
- All classes follow total communication strategies and support the wellbeing of all pupils to ensure pupils are heard.
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### **Governors**

Our governors have an overview of the curriculum, and have had an update of the new Long Term Plan and Curriculum Vision shared with them.

- They are invited to join Enterprise Weeks and other celebrations
- Meetings update the governors around subject development plans, school plans, staffing structure and spending.
- Phase leaders reports are shared with governors.
- Governors are updated around the assessment cycle and progress of pupils throughout the year.

### **Specialist support**

Specialist support is provided where appropriate.

- Teachers attend meetings with multi professionals.
- The WEB team provide additional support with multi agency teams and communication from other professionals
- All specialist plans for individuals are used to support pupils development.
- Specialist guidance is used where appropriate to support each child.
- Where appropriate, Multi-agency professionals work with class teachers, teams and the leadership teams to support individuals.

### **Beyond HMO**

- Packages are created for pupils within their year 6 EHCP review. We aim to work closely with feeder secondary schools to support pupil transitions.
- Applefields School is the feeder specialist secondary school in York City. Where a large percentage of HMO pupils transition too.
- A member of the Applefields leadership team attends the year 6 reviews.
- Curriculum and provision pathways are discussed at EHCPs to align where the child is at in order to plan and provide an appropriate curriculum to ensure the transition is more seamless.
- We complete cross curricular moderation and observations with Applefields SLT.
- The headteacher of Applefields works closely with HMO over 2 days a week to support and implement school development.
- Continued partnership work supports the teaching and learning as well as progression for HMO pupils.

**Monitoring and Review** We are aware of the need to review the School's Teaching and Learning policy annually so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.