



**Meadow Park**  
Patience, Guidance and Determination

# Teaching and Learning Policy

Policy lead:	<b>Headteacher</b>
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## 1. Aims

When a pupil completes their education at Meadow Park School, they should not only have the qualifications, skills, and knowledge that they need, but they should also have the necessary life, employability, and social skills to be able to successfully progress to the next stage of their lives. To do this we place the importance of a pupil's personal development alongside that of their academic development and employability, creating a culture of high expectation and a consistent, experiential, multi-sensory curriculum that engages and supports learning on every level.

We believe that encouraging and supporting a child's personal development is a crucial factor in their ability to enjoy learning and to achieve their fullest potential. We are committed to ensuring that Meadow Park School creates an environment and opportunities that enable each pupil to develop a sense of social and moral responsibility and that they have the chance to nurture the skills needed to become a safe, happy, independent, and resilient learner.

The curriculum reflects positive values in our society that promote personal development, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future. These are linked to our School Values of Patience, Guidance and Determination.

### **Our curriculum aims to:**

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Enable pupils to sustain their places in mainstream schools when their time limited placement with us is over. If this does not prove possible, we want to have contributed to an assessment of their needs so that future placements in special education are appropriate.
- Remove or diminish the barriers that have prevented pupils' being effective learners. We aim for them to be more confident learners, much more in control of their emotions and behaviour.
- Plan for each pupil's learning with clear targets academically and socially, emotionally, and behaviourally. We personalise our pupils learning and ensure there are equal opportunities for them to progress. This also affords excellent differentiation.
- Support pupils' spiritual, moral, social, and cultural development
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for future education and employment.
- Promote the learning and development of our pupils to ensure they are ready for each Key Stage

## **2. Roles and Responsibilities**

### **The Governing Board**

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced.

### **The Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

- The governing body is advised on whole-school targets to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

### **Lead Teachers**

Lead Teachers at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.

### **Teachers**

Every teacher will extensively research, source and deliver the most appropriate programme of study for their subject. Lead teachers will ensure delivery is effective and the Headteacher will have overall responsibility of ensuring that the curriculum is implemented in accordance with this policy.

Teachers at our school will:

- Ensure that all planning and lessons provide the opportunity for all pupils to make expected or better progress, regardless of starting point.
- Mark all pupils work on a regular basis, adhering to the school marking policy.
- Provide opportunities for all pupils to meet individual targets.
- Complete stocktakes of progress and inform Lead Teacher of any concerns.
- Input all progress onto tracking system at the end of each term.
- Ensure that all pupils are aware of their individual targets and know how to achieve them.
- Implement any interventions or strategies that are required for pupils to meet their targets and make expected progress, from individual starting points.
- Regularly review curriculum offer.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

- Demonstrate a critical understanding of developments in subject and curriculum areas as well as keeping up to date with any changes to subject specialisms.
- Complete internal and external moderation to evaluate assessment practices and decisions and acts on the findings to ensure consistency and fairness.
- Provide written reports to parents/carers on a regular basis.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

### **Support staff**

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

### **Pupils**

Pupils at our school will:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson.
- Be curious, ambitious, engaged and confident learners.
- Know their targets and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.
- Meet the expectations set out in the Behaviour for Learning Policy

### **Parents and carers**

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.

- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

### 3. Curriculum

Every pupil has a timetable that allows them to progress academically and socially and prepare them for the next stage of their education.

- We offer a fully inclusive curriculum that provides relevant and challenging learning opportunities for all pupils.
- Our curriculum meets the needs of all our learners, whether they have come to us through a permanent exclusion, the behaviour panel, or a commissioned place.
- Our curriculum is designed differently for each Key Stage, taking, age and future destinations into consideration.
- Our curriculum is designed to push pupils to fulfil their potential both academically, socially, and emotionally.
- Personal Development is a major part of our curriculum and is timetabled for every pupil. Through Personal Development we cover areas, including:
  - Relationships and health education
  - Relationships and sex education (if applicable)
  - Spiritual, moral, social, and cultural development
  - British values
  - Careers guidance
- The curriculum is mapped out annually for every subject for each year group. Medium- and short-term plans are produced from these. Medium term plans also include education recovery activities for each lesson to ensure pupils are able to demonstrate the core skills required to access each lesson.
- Every subject for every class has a description of need to identify what the needs of all learners in each subject are and identify strategies for successful learning.
- We have specialist learning environments for all areas of our curriculum.
- Lessons are suitably staffed by Teachers and Teaching Assistants who know pupils well.
- Pupils remain in small class groups for all subjects.

#### English

At Key Stage 1 pupils are given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Learn to read and write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 pupils are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes, and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology)

At Key Stage 3 pupils are given opportunities to:

- Learn to speak clearly, and convey ideas confidently, using Standard English
- Taught to organise and clarify their thinking to convey their ideas securely.
- Learn to read fluently, understand extended prose, and be encouraged to read for pleasure.
- Develop stamina to write at length, ensuring accuracy through continued teaching of punctuation, spelling and grammar.
- Learn how to write in a range of forms: narratives, explanations, descriptions, comparisons, summaries, and evaluations: such writing supports them in rehearsing, understanding, and consolidating what they have heard or read.
- Learn how to develop and extend their vocabulary and be able to apply this to various scenarios, as well as other educational subjects.

At Key Stage 4 pupils are given the opportunities to:

- Embark on a broad and balanced curriculum accredited through examinations. Entry Level Certificates, Functional Skills, and GCSEs
- Read a wide range of texts (from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century) fluently and with good understanding.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Analyse and evaluate language in texts that they read.
- Write effectively and coherently using Standard English appropriately to produce transactional and narrative texts.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.

### **Speaking and listening**

We want our pupils to develop confidence and competence in speaking and listening so that they can:

- Speak clearly and confidently in different situations.
- Adapt their speech for different audiences and purposes.
- Listen with understanding and empathy and respond sensitively and appropriately.
- Build on others' viewpoints and attitudes as well as having their own personal opinions.



At Key Stage 4, our pupils are given the opportunity to take part in their GCSE Spoken English examination and a spoken English task as part of the Functional Skills qualification.

### **Handwriting and Presentation**

We aim for our pupils to achieve a neat, legible writing style with correctly formed letters, in cursive handwriting wherever possible. We encourage our pupils to develop flow and speed to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes. Our pupils write in pencil in KS1 and Lower KS2 and then progress on to using pen with blue or black ink in Upper KS2, KS3 and KS4.

### **Phonics**

The teaching of phonic skills is embedded within English teaching in each class. Additional provision is made in KS1 and KS2 when required through sessions based on elements from 'Read, Write Inc. sessions. These comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions, pupils are also explicitly shown how to apply their developing skills to their writing.

### **Accelerated Reader**

We use the reading software 'Accelerated Reader' which aims to foster independent reading in primary and secondary school pupils. It allows our teachers to monitor the reading development and practices of their pupils, and provides tools to quickly ascertain their reading level, reading age and comprehension level. Pupils read a book, take an online quiz, and receive immediate feedback. The monitoring software will then aid the selection of the pupil's next book and guide the level of difficulty for their choice. Accelerated Reader encourages pupils to read independently and more importantly at their own pace and level.

Pupils across all key stages are given a personalised reading target which is reviewed each half term. Every subject for every class also has a description of need which includes these reading targets. Teachers record strategies of how they will support them to achieve their target within their subject.

### **Mathematics**

At Key Stage 1 pupils are given opportunities to engage with:

- Group learning, paired learning, whole class learning, individual learning.
- Counting games, number rhymes, role play, discussion, play, Lego, multi-sensory games
- Consolidation of basic skills and number facts, practical work, investigational work, problem solving, mathematical discussion, mathematical talk for learning

At Key Stage 2 pupils are given opportunities to:

- Take part in practical activities and games using a variety of resources.
- Learn to problem solve to challenge their thinking.

- Take part in individual, paired, group and whole class learning and discussions.
- Learn a range of mathematical methods and strategies.

At Key Stage 3 pupils are given opportunities to:

- Pupils will be given the opportunity to develop their knowledge and understanding of key concepts in areas including number, ratio, geometry, and statistics. Pupils will demonstrate skills involved in all areas through individual and group classroom-based activities.
- Pupils are given the opportunity to become fluent in the essentials of maths, including through diverse and recurrent practice so that pupils develop abstract understanding and the ability to recall and relate knowledge quickly and precisely.
- Pupils are given the opportunity to solve problems by applying their mathematical skills to a selection of basic and complex problems including partitioning problems into a series of simpler steps and persevering in pursuing solutions.

At Key Stage 4 pupils are given opportunities to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select, and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret, and communicate mathematical information in a variety of forms appropriate to the information and context.

We recognise that children come to maths with different starting points, different strengths, and different attitudes. However, it is important that all pupils are helped to make good progress. It is therefore the pupils' maths teacher and the subject leader's role to identify challenging but achievable targets for pupils, enabling them to progress and achieve well throughout their time here.

Pupils who are below national, age-related expectations will be identified and provided with extra support to achieve well. This extra support may be targeted group work within lessons delivered by a teacher or learning facilitator. It may be that children are taken in small groups out of class with children of similar abilities, to give them targeted support.

All targets are specific to each individual pupil and work is tailored to afford them the best possible opportunities to succeed in achieving those targets. This support also applies to pupils who are performing above national expectations. In these instances, further opportunities will be afforded to pupils which encourage development and offer progression.

## **Problem Solving**

It is our aim that 'problem solving, and investigative approaches are central to learning for all pupils. Therefore, teachers will place a high value on problem solving and investigation, combining with number work and understanding.

## **4. Inclusion**

Teaching and learning at Meadow Park School ensures that all pupils are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individual pupils. Meadow Park School is an ideal learning environment for nurturing and developing the whole pupil.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

There are pupils of differing abilities in all classes at Meadow Park School. We recognise this fact and provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies including differentiated work, the use of Teaching Assistants to support targeted pupils, matching tasks to the needs of the individual and incorporating the pupils interests, wherever possible, to make learning engaging and meaningful to them.

Intervention programmes are put in place for any pupils who are underachieving within the Curriculum. These may be in the form of one-to-one, or group tutoring. These interventions will be reviewed on a termly basis and a recognised evaluation of the intervention takes place.

Descriptions of Need are written for each pupil for each subject. These identify the individual need of each pupil and give strategies to use for each subject.

Every pupil has a Pupil Profile. This profile identifies strengths, areas for development, reading targets, academic targets and personal development targets. These are evaluated on a weekly basis with Key Workers.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## **5. Assessment and Pupil Progress**

### **Assessment Base**

We are committed to providing all pupils with a tailored education to meet their individual needs; skills to improve their life chances; social skills; independence; self-motivation and respect for others as well as realising their personal development potential developing self-respect and knowledge to be a good citizen.

On entry to Meadow Park School, pupils and their family will be welcomed with a thorough induction from one of our Leaders. This will include sharing pupil details, completing an induction pack, touring the school, and meeting the staff. There will be plenty of opportunities to ask questions and minimise worries.

New pupils to the Secondary Department start off life in the Meadow Park Assessment Base. This is run by our full time SENDCo who will settle each child in and establish routines and expectations. During their time in the Assessment Base, which will vary according to need, pupils will complete a series of baseline assessments to establish their strengths and needs. There is a strong emphasis on learning basic skills and Personal Development within the base.

Our SENDCo will observe, assess, and gather evidence for each individual and really get to know where each child will be best placed to succeed in Meadow Park School. The SENDCo will also liaise with previous settings to gather any SEND or other relevant information. At all times, an open dialogue with parents/carers will be encouraged. This information is used to feed into a personalised Pupil Profile which is shared with staff to inform future planning.

When we feel that your child is ready to integrate into the main body of the school, the SENDCo and Lead Teachers will meet to ensure that pupils are placed appropriately, considering both academic and social/emotional needs. In this way we hope to minimise stress on pupils and families and give every individual the best chance to make a strong new start in their life as an optimistic learner.

Meadow Park School has a whole school approach to assessment, measuring progress and reporting. We aim to ensure that all pupils make expected or better progress during their time with us, regardless of their ability or prior attainment. We set attainment targets that support pupils in making progress, which will lead to academic success. All teachers know their responsibilities and how best to support pupil's progress and how to assess their attainment accurately and consistently.

Progress data is effectively analysed to improve the quality of pupil's learning by ensuring that the curriculum and lessons are appropriate, challenging and engaging.

Accurate assessment, recording and reporting of pupil achievement allow us to:

- Improve learning outcomes for all pupils.

- Provide evidence of the value the school adds to pupil achievement.
- Enables all staff to continue with individualised pupil progress tracking effectively.
- Gain a whole school picture of outcomes for pupils.
- Produce informed planning.

### **Progress - Baselines**

In order to measure progress accurately a baseline/starting level of attainment must be decided. This is done during the first 2 weeks of a pupil joining Meadow Park School. Pupils join school with historical levels. These levels are used alongside any formative and summative assessment that the pupil's teachers use within the starting 2-week period. Pupils also complete GL Assessments for core subjects.

Establishing an accurate baseline for each pupil allows us to measure their progress towards their target on a continuous basis, from this starting point. By combining teacher assessment with external data, we can ensure that attainment targets are both ambitious and achievable and that they are representative of both pupil's prior learning and their innate ability. Progress is measured from baselines that are assigned by Meadow Park School.

### **Progress Tracking**

At Meadow Park School we have designed and use a unique tracking system which allows us to monitor progress termly, track different cohorts and evaluate and analyse all information. Teachers track pupil progress continuously, completing progress tracking statements to ensure that all pupils are on track.

For those pupils who are identified as not making expected progress a range of strategies are put in place, including interventions to try to ensure that pupils will make expected progress by the end of term. Teachers input all pupil's data for all subjects onto the tracking system at the end of each term. The system then correlates the data, and this is evaluated and analysed. This progress tracking ensures that any underperformance is identified promptly and that pupils can be supported accordingly.

The use of the progress tracking statements enables teachers to diagnose individual learning needs so that appropriate guidance and support can be provided. Pupils have a clear understanding of the use of progress tracking statements in lessons and know that by achieving the different objectives they are making progress in subjects.

Formative and summative assessment is used throughout the course of the year. Assessment provides pupils with specific feedback on their progress and with a sequence of achievable targets which sustain their motivation to learn.

## **Progress Reporting**

All parents/carers will receive a termly written report that will show behaviour and achievement, attitude to learning and evaluation of targets.

If there are any concerns about an individual pupils progress at any point during the year parents/carers will be contacted immediately by the relevant party.

## **6. Training**

Staff engage with weekly, after school, professional development sessions that are linked to the school's development plan, and the identified needs of staff.

Inset days provide opportunities to develop relevant training for all staff.

Co-coaching groups are formed to support the sharing of best practice in all aspects of the school curriculum.

Individual courses can be requested by all staff, to further their development and achieve their aspirations.

External moderation is completed regularly, with mainstream and special school settings. Half termly internal moderation, led by Lead Teachers.

Teachers will attend regular course that are linked to subject qualifications and standardised tests and have access to online resources.

School is a member of Knowsley's Central Collaborative who facilitate the sharing of good practice and facilitate quality professional development.

## **7. Monitoring Arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Curriculum visits
- Meeting with Junior Leadership Team
- Progress visits
- Learning walks

Lead Teachers and the Headteacher monitor the way subjects are taught throughout the school by:

- Planning scrutiny
- Co-coaching
- Moderation
- Book scrutiny
- Learning walks
- Progress checks
- Lesson observations

Subject leaders have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headteacher and Governor responsible for policies. At every review, the policy will be shared with the full governing body.