

<b>Local Procedure Title</b>	<b>Teaching and Learning</b>
<b>Service</b>	<b>Unsted Park School</b>
<b>ACS Policy number and title</b>	<b>ACS 32 Teaching and Learning</b>
<b>Local Procedure template reference</b>	<b>ACS LP 32</b>
<b>Local Procedure date</b>	01/09/2024
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<b>Local Procedure Author(s)</b>	Carol Clarke
<b>Local Procedure Ratification</b>	Checked and approved by: Shane Kenny

<p><b>1. Equality and Diversity Statement</b></p> <p>Aspris Education Services is committed to the fair treatment of all regardless of age, colour, disability, ethnicity, gender, nationality, race, religious or spiritual beliefs, responsibility for dependents, sexual orientation, or any other personal characteristic. An equality impact assessment has been completed on this procedure to ensure that it can be implemented consistently regardless of any such factors, and all will be treated with dignity and respect.</p>
<p><b>2. Introduction</b></p> <p>The aims of teaching and learning at Unsted Park are to:</p> <ul style="list-style-type: none"> <li>• Enable pupils to enjoy and achieve as much as they can a high level of literacy and numeracy and an enquiring mind which wants to learn more each day</li> <li>• Independent students who are confident, flexible and able to cooperate with others</li> <li>• inspire curiosity, a desire and the skills to learn and continue to learn beyond their formal education</li> <li>• Make learning a positive experience</li> <li>• To use teaching and learning techniques and resources specifically to support students with ADS and other associated conditions</li> <li>• Imagination and creative expression through a wide range of media</li> <li>• An awareness of our multi-cultural society and tolerance and respect others' values</li> <li>• Pride in achievement and a desire to succeed</li> <li>• Effective links between the school/college, home and the community which promote aspiration and high expectations</li> <li>• Equality of opportunity for all.</li> </ul>
<p><b>3. Principles of effective Teaching and Learning</b></p> <p>Effective teaching exists and effective learning takes place at Unsted Park when:</p> <ul style="list-style-type: none"> <li>• Pupils have a good understanding of the expectations and routines that exist within school</li> <li>• Investigation and problem solving</li> <li>• Research and finding out</li> <li>• Pupils are given the opportunity to work collaboratively and individually</li> <li>• Participation in whole class activities</li> <li>• Role plays and oral presentations</li> <li>• Use of the computers and other related technology</li> <li>• Fieldwork and visits to places of educational interest</li> <li>• Creative activities</li> <li>• Designing and making things</li> <li>• Participation in physical activity</li> <li>• Work experience and work-related learning (GATSBY benchmark)</li> </ul>

- Pupils have an ASD supportive learning environment in which to work
- Pupils can work in an atmosphere that is safe, welcoming, interesting and inclusive
- Pupils are offered a broad, balanced curriculum differentiated to their individual needs
- Pupils are helped to acquire skills, which lead to independent learning
- Pupils are encouraged to become self-disciplined
- Pupils are appropriately stretched, challenged and stimulated in a manner that allows them to understand the purpose and direction of their activity
- Pupils have access to a broad range of academic and vocational accreditation to be achieved when appropriate to allow for gifted and talented and AS specific issues
- The pupil's tasks are well prepared and are developed from a child centred approach to learning
- There is a strong home/school partnership
- Positive attitudes to learning and achievement exist
- Pupils are encouraged to develop a positive self-image

#### **4. Features of Good Teaching and Learning**

Pupils and students will demonstrate:

- Active participation and engagement in their own learning.
- Opportunities to show initiative, take responsibility and respond positively to challenge.
- Sustain concentration and application to tasks.
- Contribution to lessons.
- Acquisition of knowledge, skills and understanding.
- The ability to reflect on their own achievements and participate in setting new goals and strategies to meet them.
- Achievement of full potential taking into account particular strengths of students on the autism spectrum.

#### **5. Teaching and Learning Strategies**

Teachers will demonstrate:

- Have confidence and are competent, with up-to-date knowledge
- Value all students irrespective of ability, race, gender, age or achievement
- Create a stimulating environment and convey a sense of enjoyment through their lessons.
- Planning and delivering a well-balanced curriculum to ensure that all ASD needs and accompanying difficulties are taken into account to help YP progress.
- Planning a curriculum that includes cross-curricular, numeracy, literacy enrichment activities
- Encourage and build on students' self-esteem by recognizing, praising and rewarding positive achievement
- Put in place effective planning and setting of clear learning objectives, targets and encouraging students to become independent learners through sequenced learning which supports the schools/college's curriculum intent
- Ensure individual plans specifically target strategies for particular ASD needs and incorporate advice and support from therapy teams where relevant (see ECS33 Special Educational Needs and Disability)
- Use a variety of teaching and learning approaches to offer students a wide range of learning experiences both within school/college and the local community.
- Ensure all students are challenged and that tasks are suitably challenging.
- Ensure students' learning needs are considered on an individual basis and that work is differentiated to meet these.
- Keep accurate and detailed records of all aspects of students' progress and development.

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- Continuously monitor and assess students' progress as an integral part of their teaching and planning.
- Use homework and opportunities off-site / within the local community to extend learning and link schools and colleges.
- Make effective use of Learning Support Assistants and resources to embed and extend learning.
- Effectively use praise and demonstrate the ability to inspire students and staff.
- Give students the opportunity to make choices and decisions with emphasis on development of skills which are independent of direct adult cueing/prompting.
- Give students the opportunity to develop personal autonomy by being given responsibility and control over their lives.
- Demonstrate good management of students, including students who present with behaviour challenges, so that teaching and learning progress within minimal disruption.
- Ensure individual behaviour support plans/individual risk assessments are consistently reviewed and implemented.
- Managing and engaging support staff effectively in lessons to attain the best possible outcomes for young people.
- Offer opportunities for students to show initiative, take responsibility and respond positively to challenges.
- The ability to create opportunities to promote pupil's spiritual, moral, social and cultural development and economic well-being.
- Maintain strong communication with parents and a sharing of their child's progress and achievements.
- Review and reflect on teaching practice to determine effectiveness of practice.
- Actively participate and engage in personal self-development.

**6. An effective contribution to the development of pupil's confidence, independence, and self-esteem**

- Religious Education is taught formally as part of the curriculum up to KS4 but also 'shapes' the ethos of the school. The school views Religious Education as a key and formal element of provision for students' Spiritual, Moral, Social and Cultural development (see ECS31 Curriculum, ECS34 Spiritual, Moral, Social and Cultural development and Community Cohesion)
- Personal, social and health education forms the core of the curriculum at all key stages. It is taught through discrete lessons and throughout the wider curriculum, including in extra-curricular activities and in the evenings and weekends in residential special schools. All teachers have a responsibility to promote students' PSHE skills in all subjects, taking account of students' individual needs.

**7. Assessment**

- Learning programs are based on individualized assessment, built around the functional level of each student. The practice of Assessment for Learning (AfL) ensures all teachers check students' knowledge and understanding and adapt strategies to maximize students' learning (see ECS30 Assessment for Learning)
- To provide further insight into why a particular strategy proves successful and to explore the relationship between independent measures of progress and achievement, data is collated, analysed and used to inform future planning
- Evaluation and indication from quantitative results will allow for benchmarking, setting of whole school targets and for longitudinal study to demonstrate that the school/college is effective in terms of student outcomes.

**8. Differentiation**

Teachers will differentiate the curriculum through:

- Assessment for learning
- Assessment of learning
- Task/activity/subject with particular emphasis on AS specific approaches
- Teacher / Adult support
- Independent learning group or peer support
- Use of pupil self-assessment

Differentiated tasks will be detailed in medium term planning. Learning objectives will be specified for all differentiated teaching to cover access, main extension, in lesson delivery. Class books/files also detail pupil input to assess own learning and recognition of personal learning and thinking skills.

#### **9. Resources**

- Each classroom will be equipped with resources required for effective Teaching & Learning for ASD provision. Subject teachers will ensure resources are available with books and learning materials appropriate to the age range and ability of the students. Specialist resources will be stored in the appropriate subject resource cupboard / area and will be regularly audited by the Subject Leaders.
- Consumables will be replenished as necessary by the staff team. Staff should contact subject teachers or their Faculty Leader with suggestions for specialist materials which may need ordering. Faculty Leaders are provided with a budget for all materials needed for the resourcing of their departments.
- Care will be taken to ensure that resources reflect the Autistic Spectrum needs of the students and that all pupils have equality of access and support. Resources will be provided to afford opportunities for outstanding Teaching & Learning, to promote student engagement and to enrich the learning activities at Unsted Park.

#### **10. Displays**

All classrooms have permanent display boards fitted to be used for the purposes of presenting information, sharing student achievements and celebrating success. The boards are colour coded (use of a border) to identify the subject being taught E.g. green for science. In line with our procedures for meeting the needs of students, ASD displays should be centred in these key areas, with the use of additional materials kept to a minimum (i.e. key information only). In addition to these requirements all classrooms should have:

- Safeguarding information poster
- Unsted Park Expectations poster
- School Telephone Extensions List
- Fire Evacuation Poster
- An English/Literacy focused display
- A Maths/Numeracy focused display

Staff are also encouraged to use the classroom environment creatively, adapting the environment to individual lessons as they feel appropriate. It is the responsibility of the form tutor who is based within the classroom to direct their class TA in creating classroom displays.

#### **11. The Learning Environment**

All students at Unsted Park deserve a high quality learning environment. It is recognised that from time to time resources, displays or furniture may be damaged in the learning environment. As part

of our restorative behaviour approach it is expected that, where possible, students repair the damage they have caused to the classroom. This could include supporting to put a display back on the wall for example.

Where items have been damaged and the student is not able to repair the object, then these items should be removed from the classroom at the next available opportunity. The designated area for these items is the office of any SLT member in the school or the maintenance office in the main building. The members of staff should then inform the designated staff that overlook IT issues on site (in the event of IT equipment damage) maintenance team (for all other damage). This way the learning environment can continue to be a high-quality space for learning and will minimise ongoing anxieties for students.

## **12. Expectations of Students**

Students are encouraged and supported to:

- Make significant progress and build on their successes.
- Develop knowledge, understanding and grow in confidence and independence.
- Develop skills in communication, language, literacy and numeracy across the curriculum.
- Feel safe and secure and know what is expected of them.
- Engage in learning.
- reflect on own achievements and participate in setting new goals and strategies to meet them.
- Acquire essential skills for life and practice them in a variety of situations.
- Use technology as an aid to learn.
- Self-manage and regulate their behaviour.
- Integrate into mainstream provision / local community (as appropriate)
- If issued with a positive behaviour plan, to use it positively.

**Note that the above should include pre-learning for those students who take a while to transition into learning.**

## **13. Planning, Preparation and Assessment time**

All Teachers with a timetabled commitment to teaching are eligible for 10% of their timetable dedicated to Planning, Preparation and Assessment (PPA). This is timetabled and where possible allows subject teachers to work together. The school respects teachers' professional judgement to determine how best this time is used so long as it is for Preparation, Planning and/or Assessment.

It is also recognised that on many occasions the PPA time alone is not enough time to finish all the planning necessary for effective teaching and in this case, under the terms of the school teachers pay and conditions document, teachers are expected to finish any outstanding planning, preparation or assessment outside of this time as is necessary to carry out their professional duties effectively.

On the rare occasion that a teacher is unable to take their PPA time (for example if they are supporting a learner who is in a crisis and they are unable to leave) this time will be given back at the next available opportunity. Teachers should inform their Faculty Leader in such an event to enable an adjustment to be made.

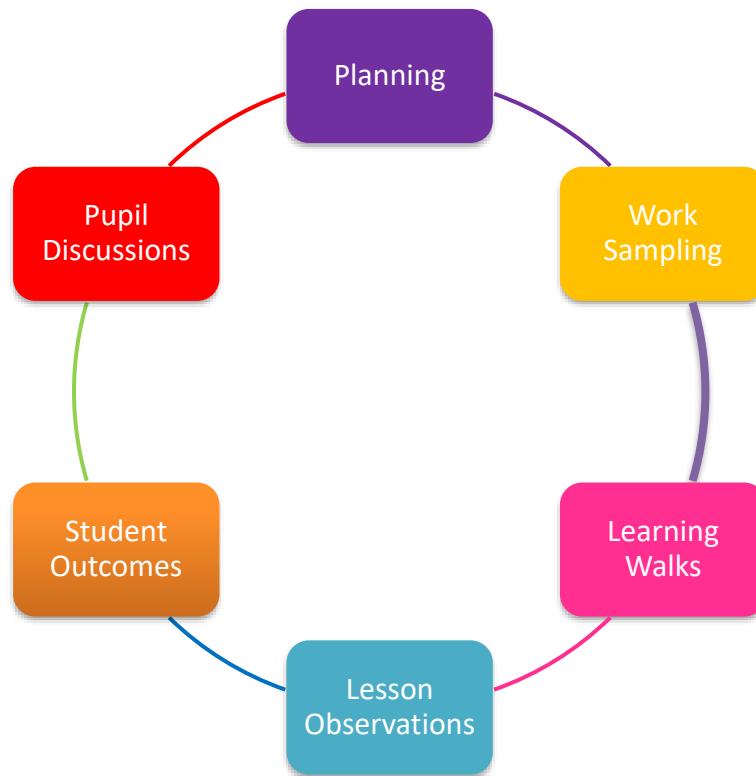
## **14. Additional Time Allowances**

Teachers are allotted additional time if they are Newly Qualified or if they have Leadership Responsibilities. NQTs are allotted an additional 10% of time in addition to their PPA. Teachers with a Leadership Role (Numeracy, Literacy, TeamTeach, PSHE) are allotted 10% Leadership time. Faculty Leaders/assistant heads and middle leaders are allotted an additional 20% Leadership time. Pastoral assistant head is allocated 20% or less teaching timetable due to the nature of the job. This time is

allocated on the same basis as PPA time, however based on the school leaders may be required to use this time for meetings integral to their leadership role.

### 15. Reviewing Teaching and Learning

All judgments on Teaching & Learning will follow a range of pathways that encompass Teaching & Learning. They are illustrated below.



Each element of this cycle will be assessed by the Teaching and Learning Review Team. This team consists of all members of the Senior Leadership Team alongside the middle management. The group will be coordinated by the Deputy Headteacher during different elements of review. This may involve meeting as a team (for example when conducting moderation such as Work Sampling) or working individually (for example when observing and giving feedback to individual teachers).

Over the course of 1 academic year each member of teaching staff will be involved in 3 rounds of Teaching and Learning reviews where each element of the cyclical model is discussed. This will feed into a synopsis of the standards of Teaching & Learning throughout the school.

Monitoring and review of each area of the cyclical will take place periodically through the year as indicated below.

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	Au1	Au2	Sp1	Sp2	Su1	Su2
<b>Work Sampling</b>						
<b>Assessment Moderation</b>						
<b>Learning Walks</b>						
<b>Formal Lesson Observations</b>						
<b>Peer Observations/team teach</b>						
<b>Student Outcomes Data Collection</b>						
<b>Reporting Progress</b>						
<b>Pupil/teacher/SLT Discussions</b>						

**16. Planning**

Planning will be left to fully qualified teachers' discretion (except in case of NQT's and unqualified teachers) but all will use the Unsted Park planning template. Teachers are expected to meet the three I's (Intent, Implementation and Impact) NQT'S and Unqualified teachers will be supported by internal mentors and external tutors from the provider. The curriculum intent is submitted to the Deputy Head teacher at the start of the term.

**17. Work Sampling**

As part of this process a sample of books and/or work (year group as well as individual pupils) will be passed to the Teaching and Learning review team. The aim of this scrutiny will be to moderate the quality of work completed, the progression, the marking and feedback provided to the pupils (in line with Unsted Park School's Marking Policy) and evidence of feed-forward being contained in the following lesson/ activity/task/ objective.

**18. Student Outcomes/ Assessment Moderation**

During the year the progress of all pupils will be logged and reviewed through our current pupil targeting and tracking procedures. Progress across Key Stages will also be viewed. Progress will be viewed in relation to their peers at Unsted Park School, at other Priory Schools and local/National data available. Progress will be based on relevant starting points for each pupil (start of year/start of placement) and in line with national expectations, contextualised as required.

Using the prior attainment data, and current and predicted attainment levels, the attainment of pupils will be looked at. This will include attainment in relation to their peers based at Unsted Park School. Again, attainment will be based and judged on individual starting points for all pupils and be correlated to annual assessment cycles and Key Stage cycle.

**19. Learning Walks**

Learning Walks will take place fortnightly conducted by different members of the Teaching & Learning Review Team. Each Learning walk will have a specific focus agreed by the team as indicated

in the Termly Learning Walk schedule (appendix i.). Staff conducting the Learning Walk will make general observations about the focus area and suggest areas for development using the Learning Walk Observations form (appendix ii.). General feedback will be given to the teaching team as part of regularly scheduled meetings and, where appropriate to individuals.

#### **Structure**

- The premise of learning walks is fundamentally fact-finding, not fault finding and a vital part of the robust and rigorous self-assessment schedule of Unsted Park School.
- Time in lessons will vary between 5 and 15 minutes.
- If a student is making a disclosure or involved in a safeguarding related discussion, staff can hold up their hand as a non-verbal signal to prevent interruption.
- In the first instance if during a learning walk there is an Even Better If (EBI), to invite that member of staff to discuss the lesson as seen with the member of SLT / SMT who observed the lesson. There is no need to copy in the head teacher or HR if invite is by email. Ideally at this stage avoid email and ensure a 1:1 discussion and face-to-face meeting is held.
- The underlying aim of learning walks is enabling; discussion around the lesson and the focus of the learning walk and assisting creative and effective use of teacher time to move towards outstanding lessons across all aspects of the curriculum.

#### **20. Lesson Observations**

As in the past all teachers will take part in observations each term. In line with the new Ofsted framework, class teachers will be required to provide the Scheme of Work that is currently being followed or evidence that the national curriculum needs are met. Throughout the year lesson observations will be carried out by different members of the Teaching and Learning review team made up of the senior leadership team and middle management.

#### **21. Peer Observation and Team Teaching**

In addition to the monitoring process outlined by the cyclical model above Teachers will also complete informal observations during peer observations. These observations will have a pre-agreed focus put forth by the teaching pair and feedback should be formative to further enhance reflective practice.

#### **22. Student Outcomes and Data Collection**

Subject teachers use the half termly data analysis to plan for progress and to ensure that all available data is used to indicate progress made and in cases where minimal effort or progress is displayed suitable interventions are put in place to accelerate progress using multidisciplinary approach that is holistic.

#### **23. Reporting Progress/ Outcomes**

All Unsted Park tutors will be making weekly contacts home to outline progress as well as to ensure that a robust support system is in place for our young people. Subject teachers and therapist will be making home contacts when necessary.

Academic and therapy reports are sent out twice a year, at the end of the autumn term and again at the end of the summer term informing of the holistic progress made by the young person.

#### **24. Home Links**

- Parents/carers are kept informed about their child's progress on a regular basis.
- Students are made aware that parents and teachers work closely together.



<ul style="list-style-type: none"><li>Parents are invited into school/college twice a year for reviews to discuss their child's progress and achievement and to discuss and contribute to their child's learning programme.</li></ul>
<b>25. Pupil Discussions</b>
Within the Teaching & Learning framework in line with Ofsted practice, discussions will take place with pupils to provide an in-depth and realistic overview an understanding of learning and teaching across the school. Students will discuss Teaching & Learning and their experiences across a range of subjects led by a member of the Teaching & Learning review team.
<b>26. Reviewing Teaching and Learning</b>
Using the cyclical approach to Teaching and Learning will allow the school to make judgments on the impact and effectiveness of Teaching and Learning in a similar fashion to that of OfSTED. It will provide a clear image of areas of strength and those areas that we recognise may need development in the future. The final element of this process will be to work with staff and discuss, at length, the findings from each of the monitoring pathways. The staff discussion will revolve around each of the pathways and look at the strengths of each member of staff. It will also highlight agreed areas for support and further development where CPD may be targeted in the future. The discussion process with members of staff will also enable each teacher to place any relevant contextual information onto the relative 'raw' data that has been produced through the pathways. A regular and in-depth appraisal of individual practice at Unsted Park School will enable the school to support an agreed programme for directed and individualised CPD plans for all staff and where appropriate form part of the performance Management Targets. It is hoped that these changes will enhance our whole school practice and raise the rate of progression and attainment levels for all pupils, providing them with the required life skills/qualifications to access education and employment after leaving school.
<b>27. Celebration of Progress and Achievement</b>
<ul style="list-style-type: none"><li>All students have an Annual Review of their Education, Health and Care Plan as well as an interim review each year</li><li>Displays are used to create a climate where students' work is valued in helping to raise their self-esteem</li><li>Students' contributions, achievements and feedback are celebrated</li></ul>
<b>28. Teacher Performance Management</b>
As part of the Performance Management process each year Teachers will complete one objective with specific reference to Teaching & Learning. This objective will incorporate all elements of the Teaching & Learning process assessed through the cyclical model. Only three learning walks will be used for Performance Management purposes as outlined in the Performance Management policy. All other learning walks will provide informal feedback for teachers to enable reflective approach to Teaching & Learning.
<b>29. Teaching and Learning Policy Review</b>
This policy will be reviewed in consultation with staff on a bi-annual basis.

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<b>Contents Checklist</b> (Local Services may add additional items – this is a core list)			
Teaching and learning aims and principles linked to school aims			
Teaching and learning – specifically tailored to your cohort.			
Local strategies used			
How are the following taught in your setting: RE, PSHE and Citizenship, British Values, SMSC, and Careers			
Overview of assessment (detail in the AfL procedure)			
Overview of resources			
Expectations of students			
Reporting and partnership with parent/carers			
Celebration of achievement			

**Local Procedure Review History:**

<b>Date Reviewed</b>	<b>Reviewer</b>	<b>Summary of revisions</b>