Redbourn Park

Safety | Empathy | Ambition

Planning, Teaching and Learning Policy

Approved by	Richard McCabe
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Applies to	All registered pupils aged 7–16 and education staff at Grovehill and Gaddesden
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Proprietor/chair signature	

Related policies

Behaviour Policy
Home–School Communication Policy

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1. Aims

This policy sets out Redbourn Park School's approach to planning, teaching and learning across both sites. Safety, Empathy and Ambition guide an individualised curriculum that meets pupils where they are and remains ambitious for their future. The policy supports Part 1 of the Education (Independent School Standards) Regulations 2014, including curriculum plans and schemes of work that take account of pupils' ages, aptitudes and needs, including their education, health and care (EHC) plans.

This policy aims to explain how we'll create an environment at our school where pupils learn best and love to do so.

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are met where they are and planned for accordingly
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can use tools and trusted adults to help regulate their emotions
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

We have a home/school agreement in place to assist with all partners being aware of our shared roles and responsibilities.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning—for example, via newsletters, the website, letters and open days or mornings—and clearly communicate the purpose of home learning

- Provide three formal progress updates each academic year: two review meetings with a written or agreed accessible summary, and one written end-of-year report covering progress, attainment and attendance. Additional EHC plan, assessment or welfare reviews will take place when required.
- Meet the expectations set out in this policy.

3.2 Support staff

Support staff 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
- Meet the expectations set out in our planning, teaching and learning policy.

3.3 Subject Leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our planning, teaching and learning policy

3.4 The Headteacher and senior leaders

The Headteacher and senior leaders 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 to account for the quality of teaching and ensure pupils receive the communication, regulation, sensory and learning support they need to participate and progress
- 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
- Plan, provide and monitor the impact of continuing professional development (CPD) to improve staff 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
- Meet the expectations set out in this policy

3.5 Pupils

Pupils will:

- Be supported to participate in, reflect on and take increasing ownership of their learning at a level appropriate to their communication, development, regulation and individual needs, while respecting the learning of others
- Meet expectations for positive behaviour for learning when regulated; use taught tools and trusted adults when becoming dysregulated so they can re-engage in learning as soon as possible, while respecting the rights of others to learn
- Be supported to attend and engage in learning safely; the school will provide or adapt the equipment, communication and regulation support needed
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Be encouraged to persist, communicate when learning feels difficult and use agreed tools or trusted adults to return to learning when ready.
- Participate in agreed, accessible home-learning activities where these are appropriate to their individual plan and family circumstances
- Meet the expectations set out in our planning, teaching and learning policy

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Encourage their child to be 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
- Tell the school about any access or communication needs affecting learning at home. The school will provide equitable alternatives where a family cannot supply a device, internet access or other materials, and no pupil will be disadvantaged for this reason
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governance

The proprietor/chair will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Headteacher to account for implementation at Grovehill and Gaddesden
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Our curriculum approach is to meet learners where they are and plan teaching around assessed starting points, communication, sensory profiles, EHC plan outcomes, prior learning and future destinations. We provide the required breadth of curriculum under the Independent School Standards, informed by relevant National Curriculum programmes of study without assuming that chronological age or a fixed key stage determines the appropriate learning level.

When each pupil joins the school, assessment draws on appropriate subject and developmental frameworks, previous learning, communication and sensory information, EHC plan outcomes, professional advice and pupil and family views. Staff identify strengths, barriers and next steps without defining the pupil by gaps. Learning is then planned to support meaningful short-, medium- and long-term progress.

We provide schemes of work for our teaching staff to access appropriate and expert lessons and resources.

Teachers use evidence-informed SEND strategies and the whole-school curriculum plan to build coherent learning sequences. Schemes of work guide rather than constrain teaching: staff adapt content, pace, communication, environment, resources and assessment throughout the term in response to each pupil's progress and current needs.

We assess regularly using a variety of methods to capture each pupil's individual progress and celebrate small steps. Termly progress targets identify overall areas of learning, key focuses and wider targets drawn from wellbeing, EHC plans and therapy or specialist input.

We use small, carefully sequenced steps that support pupils to engage with, explore and embed learning.

1. All teaching is underpinned by clear schemes of work and well sequenced learning.

2. All teaching is underpinned by a developed understanding of each child's complex needs, with key input from EHC plans and professional assessments.

3. Lesson plans follow the scheme but must be adapted to individuals each lesson.

4. Learning sessions may include an introduction, focused input, practice and reflection where these elements support the pupil. No fixed lesson format is required; structure, pace, duration and transitions must be adapted to the individual.

However, the structure, timing and input must consider the needs, key targets and professional assessments for each child.

5. Each learning sequence will, as appropriate, include:

a. Introducing the concept and/or checking prior knowledge

b. Specifying and adapting the learning to the needs, communication and current understanding of pupils

c. Exploring and applying the learning to assess and embed understanding

d. Checking that pupils can remember, review and reflect on learning over the short and long term

Evidencing learning

Pupils' work is recorded in learning folders. These include completed work and records of learning through discussion, practical activity, AAC, observation or other non-worksheet approaches. Objectives are shared in an accessible form where appropriate and assessment, pupil response, feedback and reflection record progress. Photos, video or audio may be uploaded to Earwig only where needed to evidence learning, using school-managed accounts, current permissions and the minimum necessary personal information. The Headteacher owns Earwig use, authorises role-based access and ensures retention, sharing and deletion follow the Data Protection, Online Safety and safeguarding policies.

Pupils have personal journals linked to their EHC plan outcomes. These support assessment of each pupil's personal development, which, given the profile of pupils at our setting, forms an important part of overall assessment and progress.

5. Learning environment

Learning may take place in classrooms, outdoor areas, halls, music rooms, digital-learning spaces and specialist provision at Grovehill or Gaddesden. Cross-site learning must be planned by the Headteacher and include an identified educational purpose, pupil and family information, staffing, transport and handover arrangements, risk assessment, medical and safeguarding information, accessibility and a named responsible adult.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas, with a mind to keeping spaces from being over-stimulating
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating and information layout that enables each pupil to access teaching and participate through their preferred visual, auditory, tactile or communication route
- Displays that celebrate and support pupils' learning
- Use of specialist SEND equipment such as now-and-next boards, overlays, wobble cushions and ear defenders

6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- All our pupils have special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils with high prior attainment or particular strengths and talents

We will do this by:

- Using support staff effectively to provide specialist support as set out in pupils' EHC plans and risk assessments
- Working with our special educational needs and disabilities co-ordinator (SENDCO), pupils and their parents/carers to establish the appropriate level of material and support needed to help pupils make good progress
- Using ability groupings for certain subjects where appropriate
- Providing scaffolded learning in line with pupils' EHC plans and the SEND Code of Practice

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be offered through Google Classroom and/or accessible physical resources where it is appropriate to the pupil's individual plan. The Headteacher owns Google Classroom use and ensures school-managed accounts, role-based access, data minimisation and safeguarding controls. A non-digital alternative will be provided where a family does not have suitable access. Activities will be reasonable in purpose, challenge and length and will not create disadvantage for the pupil or family.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given daily by teaching staff either verbally or in writing. Peer feedback will be sought if appropriate to the learning task/outcome.

Staff use daily briefings to share relevant strengths, barriers and learning outcomes on a need-to-know basis. Feedback is given directly to pupils in an accessible and supportive way; staff-only discussion does not replace pupil feedback or voice.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

Pupils will have regularly reviewed, accessible targets. Families will receive three formal progress updates each academic year: two review meetings with a written or agreed accessible summary, and one written end-of-year report covering progress, attainment and attendance. Additional EHC plan, assessment or welfare reports will be provided when required.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The Headteacher, senior teachers and other designated senior leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

The Headteacher and designated senior leaders will conduct annual performance reviews and use monitoring evidence to identify support, coaching and training needs.

11. Review

This policy will be reviewed annually by the Headteacher with input from relevant education leaders. The proprietor/chair will approve each review.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour Policy
- Home–School Communication Policy; Online Safety Policy; Data Protection Policy; and Use of Restrictive Interventions Policy