

WSAPC TEACHING AND LEARNING POLICY

Vision

West Sussex Alternative Provision College aims to provide a caring and positive environment where all are valued and supported through a personalised curriculum which challenges and inspires them to achieve their potential.

SCOPE

This Policy is an inclusive policy designed to provide effective learning opportunities for all pupils by setting suitable learning challenges and responding to diverse learning needs. It is a holistic policy, which aims to overcome potential barriers to learning. Its objective is to educate our pupils in the knowledge, skills and understanding they need in order to lead fulfilling lives. It recognises the spiritual, social, moral and cultural factors, which significantly affect pupils' ability to learn and to achieve.

The college aims to: engage students in their learning; improve students' self-esteem; inspire all students to become confident and successful learners and develop students' skills for life-long learning.

Principles

Teaching and learning should:

- ✦ place students at the heart of the process;
- ✦ positively develop students' learning skills and attitude towards learning
- ✦ be personalised and respond to students' emotional and learning needs;
- ✦ provide students with opportunities to make choices in their learning;
- ✦ include regular opportunities for students to talk about and reflect upon their learning;
- ✦ be consistent across WSAPC.

Strategies

- ✦ Planning is thorough (including long, medium and short term planning); Curriculum lead teachers provide the Curriculum map for teaching staff to follow across the school.
- ✦ Class-room displays are utilised to create a purposeful and stimulating environment.
- ✦ Learning objectives and success criteria are shared and discussed with students.

- ✦ There are planned opportunities for students to work independently and develop personal, social and emotional skills.
- ✦ Curriculum maps are designed to focus on the skills and knowledge of pupils and provide a sequential approach to learning.
- ✦ Lessons are structured to promote learning and critical thinking.
- ✦ Students are actively engaged in their learning and empowered to make independent academic choices.
- ✦ Teaching is challenging and differentiated to meet the needs of all students.
- ✦ Literacy and Numeracy are developed through cross curricular learning
- ✦ Students' achievements are celebrated and rewarded.
- ✦ Underachievement by students is identified and addressed through appropriate intervention.
- ✦ Work is modelled and scaffolded for students' needs.
- ✦ Students regularly reflect on their learning and how to improve it.
- ✦ Time is used effectively and teaching is well paced.
- ✦ Teaching assistants are used effectively to support students' learning.
- ✦ Students' progress is assessed regularly.
- ✦ Feedback and marking is used appropriately to inform students how well they are doing and what they need to do to improve.
- ✦ Working in partnership with our parents, detailing expectations in our home school agreement and maintaining contact with parents so they can fulfil their role in their child's learning
- ✦ Providing a broad and balanced curriculum, which will inspire, challenge and safeguard our pupils whilst still encouraging our pupils to take managed risks
- ✦ Providing a well-planned curriculum that will support our pupils in a smooth transition between phases and settings
- ✦ Maximising pupil achievement in all subjects regardless of gender, race and ability by developing curriculum maps which engage, motivate and challenge.
- ✦ Providing an Provision Map for each long – stay pupil to facilitate curriculum access and meet specific requirements.
- ✦ Developing the relevant skills to become independent learners and effective members of society in order to reintegrate successfully into mainstream, special school or college placement.
- ✦ Developing an awareness in the pupil of how they learn and that these skills can be applied in all Curriculum areas.
- ✦ Ensuring the curriculum is enhanced throughout by technology.
- ✦ Creating an ethos in which the quality of teaching and learning is continually evaluated and improved

Respect for professional autonomy and enhancing the role of the classroom teacher is an essential element in teaching and learning. A modern profession should have increased professional discretion. However teacher autonomy is not absolute. The development of a genuine collegiate atmosphere and approach in schools is a key part of the process to maximise the skills and expertise of all staff. It is within this context that with increased professional autonomy comes a requirement for accountability for the quality of service provided.

All teachers would accept that the monitoring of Teaching and Learning by school managers is absolutely essential for certain specific purposes:

- ✦ Assessing, monitoring and supporting the progress of probationary teachers.
- ✦ Identifying reasons why a particular group of pupils are not making the progress expected of them across the school and to agree a common strategy to address this.
- ✦ Supporting a teacher who is experiencing particular difficulties
- ✦ Determining progress made by a teacher whose competence is the subject of formal support and disciplinary procedures.
- ✦ As a response by management to concerns about physical conditions or health, safety and wellbeing of pupils.
- ✦ The standardisation of assessment and teacher grading.

The process should encourage staff to work in genuine partnership and help provide the foundation on which a culture of mutual respect can grow.

Monitoring in Teaching and Learning

Formal and Informal Learning Walks:

- ✦ Every term a learning walk will be conducted in each centre; this will be led by the Assistant Head Teacher accompanied by their counterparts across the school on a rota basis; Primary provision should be included where appropriate; Teachers in Charge should join the relevant Assistant Head Teachers during this.
- ✦ The Assistant Head Teacher for Chalkhill Education Centre, and Deputy Head Teacher for Curriculum will undertake a learning walk at centre once a term.
- ✦ The focus of these learning walks will be identified by the Deputy Head Teacher with responsibility for curriculum and progress; this enables monitoring of a variety of themes including the learning environment and behaviour management.
- ✦ This will be complimented by one informal learning walk per term conducted by the Deputy Head Teacher for their respective settings.
- ✦ This critical friend process is designed to identify strengths and areas for development, supporting a consistent pupils experience irrelevant of geographic location.
- ✦ Learning walk reports seek to identify strengths and areas for development, holistically, For each setting.

Observation:

- ✦ **Secondary:** Curriculum Lead Teachers will observe each of their team members at least once in a academic year to develop supportive plans and identify best practice to be shared. Subsequent observations may be undertaken to support progress towards any individual targets.
- ✦ **Primary:** Teachers in Charge will observe centre teachers at least once a academic year to develop supportive plans and identify best practice to be shared. Subsequent observations may be undertaken to support progress towards any individual targets.

Work Scrutiny:

Secondary:

- ✦ Teachers are required to **submit at least one piece of assessed work per pupil* by the end of the first half of each term**, to the Teaching and Learning area on our central systems. **Where pupils have engaged.*
- ✦ Curriculum Lead Teachers will select samples from these assessment to take a 'temperature check' and feedback to their teams in relation to strengths and short term targets for development.
- ✦ Curriculum Lead Teachers will ensure the making and feedback process is implemented.

- ✦ Reports are completed for each sampling activity and shared with teachers and leaders.
- ✦ These assessments will then be underpinned through end of term formal progress tests, the results of which will be correlated against teacher assessments for action.

Primary:

- ✦ Teachers in Charge will undertake a book trawl once a term.
- ✦ Teachers in Charge will look at marking, feedback and progress.
- ✦ Feedback will be shared with Teachers and Assistant Head Teachers.

Moderation and Standardisation:

Secondary:

- ✦ Biannually (Spring and Summer terms), Curriculum lead teachers will hold a formal moderation events to support standardisation and drive consistency across the school. These events will take into account the assessed samples, Progress Test outcomes and data analysis to develop consistency across the school.
- ✦ The moderation events look to ensure that the Marking policy is implemented and followed to allow pupils to know where they are and what they need to do to improve. The events act as a supportive environment where assessment can be discussed within a Curriculum team led by the Curriculum lead.
- ✦ Reports from the events will detail strengths and areas for improvement from a whole school perspective for that subject. These targets are then reviewed in the consequent moderation events.

Primary:

- ✦ The Primary Teaching team, including Inclusion advisers and Medical Primary Teachers, will meet once a term to undertake moderation, looking at Reading, Writing and Maths assessments, led by the Teachers in Charge for those areas.
- ✦ Primary teachers will bring a sample of low, medium and high, assessed pupil work in the three areas.
- ✦ These events are designed to moderate assessment and support standardised marking, supporting consistency across the school.
- ✦ Moderation Reports for the three areas of the curriculum will be shared with Assistant and Deputy Head Teachers, and inform of strengths and areas for development.

Curriculum Review:

- ✦ A curriculum review is conducted annually, by the Curriculum lead teachers and the Deputy Head Teacher for Curriculum. This enables the school to plan for, and develop strategies to support development at both a subject and whole school level.
- ✦ Please see our Curriculum Statement on our website for further information.

Assessment:

All teachers are encouraged to use a variety of resources and assessment tools to support judgements and promote the progress of our pupils.

Formative Assessment:

- ✦ Ongoing application of Marking guidance is to be evidenced through sampling, moderation, observation and learning walks.
- ✦ Formative assessment should be conducted using a variety of strategies, each designed to 'move the pupil forwards'.
- ✦ Feedback should be incorporated into all formative assessments to check knowledge and understanding, and build upon prior learning so progress can be made.

Summative Assessment:

- ✦ Summative assessments will support teacher judgements at the end of each term.
- ✦ Standardised assessments will be used to support a consistent approach and accuracy of awarding across the school.
- ✦ Summative assessments may be supported by additional resources/subject specific tracking and assessment tools to reach a final judgement.
- ✦ Externally set examinations will support final assessment for Key Stage 4 pupils.

Marking and Feedback

Marking and feedback should enable all students to become successful and reflective learners. It provides them with positive and constructive comments on their successes and improvement(s) needed to close the gap between their current and potential performance and achieving the expected progress.

- ❖ **Green pens should be used for providing feedback to pupils.**
- ❖ **Purple pens should be used to show pupil responses to feedback**

Marking and feedback should:

- ✦ be manageable;
- ✦ be positive and motivate children to improve their learning;
- ✦ respond to individual learning needs;
- ✦ relate to learning intentions and success criteria;
- ✦ recognise success and achievement and give clear strategies for the next steps of learning;
- ✦ give time for children to respond to feedback and marking;
- ✦ involve children and all supporting adults in the process;
- ✦ inform future planning and individual target setting;
- ✦ be consistent throughout the college.

Strategies

- ✦ Whenever possible, work is marked by/with students.
- ✦ Specific time is planned for marking and feedback in lessons and for students to reflect on comments and respond to them.
- ✦ When appropriate, students review their individual target, displayed at the front of their book or folder.
- ✦ Learning intentions and success criteria are informed by national criteria and shared with students during lessons, when appropriate.
- ✦ Teachers' comments focus primarily on the learning intention and success criteria.
- ✦ 'Known' spelling, punctuation and grammar are considered subsequently, when appropriate.
- ✦ Marking provides feedback on the successes and the improvement most needed against the learning intention.
 - The successes are highlighted.
 - An arrow indicates where the work could be improved most with a reminder/scaffold/example prompt for the student to respond to 'close the gap' between what they have achieved and what they could achieve.

Feed Forward marking:

When marking pupils' work consider how you would like them to engage with and respond to the marking:

- ✦ Plan lesson time for corrections and improvements
- ✦ Ensure it is clear to the pupil that their work has been marked and what is expected of them to do in response to the marking.
- ✦ Ensure it is clear to someone looking back at a pupil's work what are corrections and improvements.



Targets for improvement should be:

Specific Measurable Achievable Relevant Timely

Marking Code (KS3 & 4)





General Codes	
✓	Correct/Good Point/Well Written/ Good effort. Green pens should be used to draw attention to praise.
Next Steps	How to develop your work and make progress. Green pens should be used to draw attention to feedback.
SA	Self Assessed
VF	Verbal Feedback Given
HL	Work completed at Home
PA	Peer Assessed
Marking Codes for Literacy	
SP (Word underlined)	Correct a spelling mistake/correct spelling given where appropriate.
P	Punctuation
©	Use a capital letter
-----	Grammar issue- denoted by a line underneath the whole sentence where there is a grammatical error.
V	Consider using another word

Marking Code (KS1 & 2)

-  **When used – it is noted that feedback may often be verbal in Early Years and KS1**
-  Symbols need to be written in the margin and the teacher may wish to circle an error in the text in green.




SP	Spelling mistake <i>(teachers will choose a few appropriate words to correct. These could be Common Exception Words or based on the phonic pattern of the week)</i>
P	Punctuation
©	Use a capital letter
€	Incorrect use of capital letter
	Paragraph

A written code (where appropriate) is used to indicate the following:

-  IA - independent activity
-  VF - verbal feedback
-  AS - adult support
-  SI - self-initiated (Early Years)

Early Years Foundation Stage /Year One

In addition to the above, EYFS/Year 1 will use the following:

-  Self -Initiated work will be acknowledged using the code and dated.
-  Independent work will be acknowledged using the code and dated.
-  Adult-supported work will be acknowledged using the code and dated.

Photographic evidence:

In some instances, photo evidence will be used to show a pupil's engagement and progress. These will be annotated and dated (including child's comments where appropriate).

Before you mark work:

- ✦ Ensure the pupil has checked it themselves.
- ✦ Ensure the pupil knows what criteria you will be marking against.
- ✦ Consider what you want the follow up to be on the part of the pupil.

After you have marked work:

- ✦ Consider how much lesson time you will need to allocate to improvements.
- ✦ Consider whether you need to change your planning to allow for misunderstandings.
- ✦ Consider whether you can make the next task more challenging.

Marking guidance:

- ✦ Check that pupils are aware of the key words and that they are being used and spelt correctly.
- ✦ Check whether pupils have any further questions or whether you could ask any in light of their work.
- ✦ Check whether pupils have identified/highlighted the key points and facts.
- ✦ Ensure you have told them what went well and set them 'even better if' targets that they can respond to.
- ✦ Ensure the above is subject specific.

Formal assessment

- ✦ Assessments are formally marked 'at a distance' from the students at least once every half term.
- ✦ Assessments are recorded by teachers and collected using SIMS assessment marksheets according to the assessment calendar.
- ✦ Marks/GCSE targets are shared with students, as appropriate, at least once in the half term.
- ✦ Marks/GCSE targets are used to inform future planning and teaching and learning.
- ✦ Revised assessment (CAT4) reports will provide KS2, KS3 and GCSE indicators to support target setting.
- ✦ At the end of each term, Curriculum Lead Teachers will plan/produce a standardised assessment piece which will be used to support moderation of assessment and end of term data collection.
- ✦ The standardised assessment piece will be set by Curriculum leads at the end of each term.

- ✦ Formal assessment analysis will be produced at the start of each term to identify under performance in Curriculum areas at whole school and individual centre level.

Spelling policy

There is a whole school approach to spelling which involves constant repetition, awareness of strategies and practice. Consistent marking with praise as an acknowledgement of success across all curriculum areas, will increase the chances for achievement in spelling for all pupils.

Developing spelling skills is a gradual process and all staff support pupils in this. The aim of this policy is to ensure support is consistent, targeted and accurate across the curriculum.

Key words are reoccurring, subject specific words that are essential to the access of knowledge in any given Curriculum area. They are words, which due to their importance, should be recognised, understood and used correctly in written, read and spoken tasks.

Subject teachers should identify the key words for each topic.

Each scheme of work should include key words.

- ✦ A list of key words should be shared with pupils and recorded prior to starting a unit of work.
- ✦ Key words should be clearly displayed in the classroom.
- ✦ Pupils should be supported appropriately, according to their needs, to master the use of key words accurately and independently through a graduated approach.
- ✦ It should be recognised that different key words can have different meanings in different areas of the curriculum.
- ✦ The spellings and meanings of key words identified should also be taught in the context of each module or topic. This can be done using a variety of methods:
 - ✦ Playing word games
 - ✦ Word searches, with or without a list of words
 - ✦ Anagrams, with meanings, and with or without word lists
 - ✦ Word completion exercises
 - ✦ Pictorial prompts and where appropriate concrete objects
 - ✦ Spelling tests
 - ✦ Correcting words which have been deliberately misspelt using a dictionary
 - ✦ Assisted technology and DARTs (Directed Activities Related to Texts) such as:
 - ✦ Cloze passages
 - ✦ Underlining and highlighting of words
 - ✦ Labelling

Spelling strategies

- ✦ Each pupil will learn and memorise words in a different way. Each classroom should display spelling strategies. A multisensory approach i.e. see it, say it, hear it, do it, should be used wherever possible. This includes:
- ✦ Syllabification: Poor spellers frequently miss out parts of words, usually the middles. Encouraging pupils to listen for and identify the number of syllables in a word, then to repeat them as they write and then asking them to read what they have written, enables them to check that they have written the word in full. For example, con-tin-ent, ex-peri-ment.
- ✦ Word Families: New words can be developed from existing known words. For example, in-dust-ry can be developed to produce in-dust-rial. Words can also be grouped by letter pattern. For example, 'tion' endings nation, civilisation.
- ✦ Words Within Words: For example, measuring.....me as u ring
- ✦ Mnemonics: These can be used for whole words. For example, Beautiful – Bears Eat Apples Under Trees If Feeling Unusually Lucky
- ✦ Look – Say – Cover- Write – Check: Pupils should be taught to:
- ✦ Study the correct spelling focusing on difficult bits of the word
- ✦ Say the word aloud, pronouncing it to emphasise the spelling if necessary. For example, Wed-nes-day
- ✦ Write the word from memory
- ✦ Check their word with the original

Marking of spelling

Marking of spelling must be consistent across the curriculum. Reviews of spelling should be included in planning to ensure pupils are retaining knowledge. Marking should be constructive and supportive.

- ✦ Focus on words with high use frequency.
- ✦ Don't mark all spelling mistakes. Target errors related to a specific spelling pattern and reinforce rules.
- ✦ All errors in the spelling of subject specific words (in many cases, key words) should be corrected in the first instance and underlined after that and identified with 'sp'.
- ✦ Errors in the spelling of any other words should be corrected as and when appropriate in a manner that is supportive and according to the needs of the pupil.
- ✦ Pupils should be encouraged to record frequently misspelt words in a spelling list at the back of their books.
- ✦ Progress in spelling should be celebrated.
- ✦ Correct spellings in a constructive way that helps pupils devise strategies to improve their spellings (for example, only underline the part of the word with the error and model the rule, story + s = stories)
- ✦ Use of a specific coloured pen to highlight spelling errors and a coloured pen for pupils to use to make corrections and improvements.

Effective use of resources to meet aims and support curriculum development

In order to enable effective development and delivery of the curriculum:

- ✦ Teachers and support staff, with qualifications and experience to meet its needs, deliver the curriculum.
- ✦ Accommodation and resources allow the curriculum to be effectively taught.
- ✦ Training is given high priority for teachers to develop and maintain current Curriculum knowledge.
- ✦ Regular curriculum meetings are held in order to monitor, evaluate and further develop current schemes of work.

Curricular opportunities

- ✦ WSPAC provides education for pupils with a variety of needs and there has to be a flexible approach to curriculum delivery. The spiritual, moral social and cultural development is at the core of our work. Account is taken of gaps in pupils' learning resulting from missed or interrupted schooling and of the difficulties related to emotional or behavioural problems. Age-related programmes of study are not always appropriate. For individual pupils to make progress it is sometimes necessary to select work from an earlier or later key stage. The aim is for pupils to achieve as high a standard as possible. The curriculum is delivered through well-structured, efficiently planned lessons that take account of assessment and prior learning to ensure that the individual needs of pupils are met.
- ✦ Groups can be made up of pupils from different years and work is carefully planned to ensure that each one is working at an appropriate level. The approach to ICT is both discrete and cross- curricular and eLearning is an essential element of the curriculum.
- ✦ The curriculum is further enhanced by a variety of enrichment activities and programmes within the local community.
- ✦ Centres are registered as examination centres and Key Stage 4 courses will lead to external accreditation where appropriate.

Work Related Learning

- ✦ A programme is in place for Key Stage 4 pupils. Pupils learn about work in careers education and learn for work by developing key skills for employability.

Where possible pupils will undertake a period of work experience. Please see the Careers Policy.

Spiritual, Moral, Social and Cultural Development

1. Introduction

At West Sussex Alternative Provision College, the promotion of pupils' spiritual, moral, social and cultural education is addressed across the whole school.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

This statement supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

2. Principles

Spiritual, Moral, Social and Cultural Development is crucial for helping individual pupils grow and develop as people.

It is an expectation at West Sussex Alternative Provision College that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies such as discussion, reflection, pupil participation, tutor time etc.

The importance of relationships between all school staff, parents and governors is fundamental. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

3. General Aims for Spiritual, Moral, Social and Cultural Development

West Sussex Alternative Provision College offers a broad and balanced curriculum:

- ✦ To promote the spiritual, moral, social and cultural development of pupils at the school and of society
- ✦ To promote British values
- ✦ To prepare pupils for the opportunities, responsibilities and experiences of adult life
- ✦ To promote respect and consideration for differences in gender, race, religion
- ✦ To help each pupil achieve their full potential across all areas of the curriculum
- ✦ To develop the individual strengths of all pupils and to help and provide support in areas for development
- ✦ To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- ✦ To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- ✦ To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- ✦ To develop skills for employability and the world of work

- ✦ To develop respect for religious and moral values and understanding of other races, religions and ways of life
- ✦ To help the pupils understand the world in which they live

- ✦ To develop a sense of responsibility, consideration for others, self-respect and self confidence
- ✦ To promote good relationships between home, school and the local and wider communities

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