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# Teaching and Learning Policy

Sept 2021  
Paul Evans

## **Introduction:**

At Southgate School, we believe that the learning experience should be engaging and enjoyable for everyone. Through our teaching, we aim to equip each individual pupil with the skills, knowledge and understanding that prepares them in the best possible way for the next chapter in their education and ultimately adulthood. We want our young people to lead happy and fulfilling lives, reaching their full potential. Teaching support will reduce over time to enable each individual to become as independent as possible.

## **Aims and Objectives:**

This policy aims to promote consistency and high standards of teaching and learning across school. Teaching and learning will:

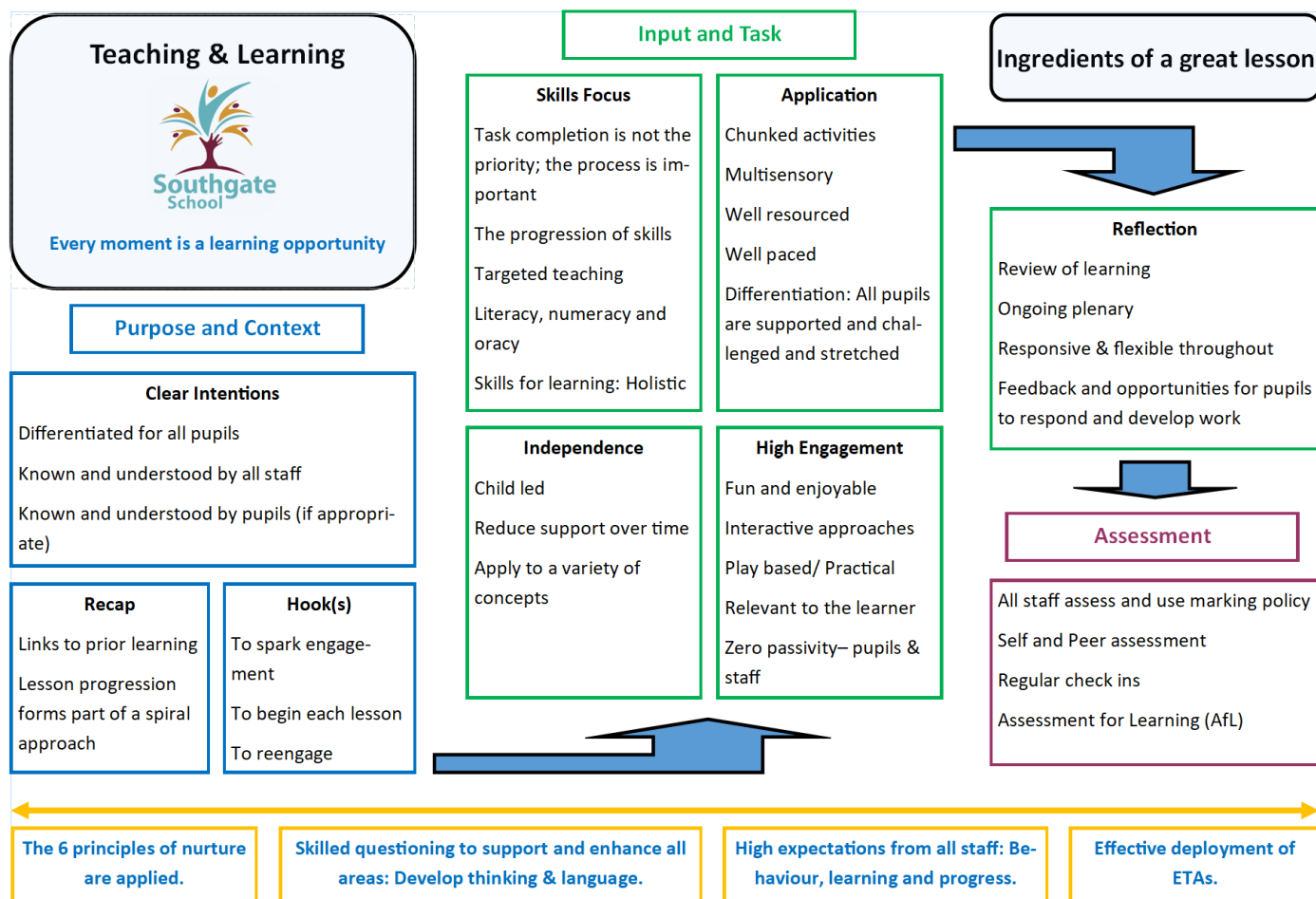
- Be based on the 6 principles of nurture underpinned by strong relationships
- Be fully inclusive of all learners, where everyone feels part of the learning community and where everyone has equal opportunity
- Be provided in a safe, secure and positive environment for learning
- Be focused on fostering enquiring minds and the development of functional skills promoting independence and practical application
- Be flexible and sharply focussed on the Three Pathway Curriculum Model
- Foster tolerance and respect of others as part of a multi-cultural society
- Prepare pupils for life beyond Southgate, creating effective links with home and the wider community
- Showcase achievement at all levels, celebrate success and a desire to succeed
- Be fun, imaginative and creative

## The Southgate Way:



The Southgate Way was created in the Spring Term 2019 following partnership work with pupils, staff, and parents/ carers and school governors. This aims to create a positive learning environment for pupils to thrive in. The Southgate Way is visible and celebrated in all classes and across school. This sets out high expectations for our learners.

## The Ingredients of a 'Great' Southgate Lesson:



## The Effective Teacher also needs to:

- Provide a warm and positive learning environment
- Ensure that effective displays and visuals are in place
- Create an atmosphere where children are secure and prepared to take risks
- Plan and prepare thoroughly
- Ensure that learning experiences take place both in and out of the classroom
- Plan and provide community and educational visits to reinforce and stimulate learning
- Fully utilise the available spaces for learning

## Effective Learning also requires:

- A mix of independent and collaborative work (paired/ group)
- Opportunities for investigation and problem solving
- Opportunities to carry out research and find things out
- Use of ICT and computing skills
- Opportunities to design and make things
- Visits off site to the community and places of educational interest
- Participation in physical activity

## At Southgate:

Teaching and learning is child centred and focussed on their individual needs. It is based on a variety of holistic assessment which enables teaching and support staff to plan sequences of activities that enable pupils to make aspirational progress. We are a highly inclusive school that aims to personalise the learning experience to cater for the very diverse range of needs present in the school.

## Whole School Intervention Culture:


We provide training, support and supervision including a wide range of professionals (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist) and our own intervention team. It is expected that all classroom staff provide the interventions required by pupils as part of an embedded offer. The aim is for children to have their wider needs met with their familiar adults and within their safe base.

## Engagement and Attitudes to Learning:

All staff at Southgate are expected to:

- Promote high engagement with learning
- Promote positive attitudes to learning
- Proactively manage crisis behaviour or disruption

This is specified in the areas titled in green below:

<p><b>High Engagement with Learning:</b></p> <ul style="list-style-type: none"> <li>Interested &amp; focused</li> <li>Curiosity &amp; exploration encouraged</li> <li>High expectations</li> <li>Low anxiety, calm &amp; happy</li> <li>Active, child led learning</li> <li>Personalised to engage ALL pupils</li> <li>Increasing levels of independence</li> <li>Make connections to prior knowledge or real life</li> </ul>	<p><b>Poor Engagement with Learning:</b></p> <ul style="list-style-type: none"> <li>Off task</li> <li>Passive or bored</li> <li>Unwilling to communicate</li> <li>Guessing to pacify rather than answer</li> <li>Focus on 'finishing' activity</li> <li>Unmet needs e.g. sensory, physical</li> </ul>	<p><b>Negative Attitudes to Learning:</b></p> <ul style="list-style-type: none"> <li>Unwilling to engage</li> <li>Low self-esteem or high stress</li> <li>Demand avoidance or adverse to risk</li> <li>Low resilience, giving up or getting frustrated</li> <li>Learning seems irrelevant</li> </ul>	<p><b>Positive Attitudes to Learning:</b></p> <ul style="list-style-type: none"> <li>Resilient and confident</li> <li>See challenge &amp; difficulty as part of learning</li> <li>Proud of achievements &amp; work</li> <li>Intrinsically motivated &amp; see the value in learning</li> <li>Working towards own goals and aspirations</li> <li>Open to new experiences and ideas</li> </ul>
<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <p><b>Engagement and Attitudes to Learning</b></p>  </div>			
<p><b>The Right Way to Proactively Manage Crisis Behaviour or Disruption:</b></p> <ul style="list-style-type: none"> <li>Pre-empt triggers and intervene early, being flexible &amp; responsive</li> <li>Maintain a safe learning environment for other pupils &amp; remain outwardly calm</li> <li>Low arousal approaches &amp; give a 'way out'</li> <li>Follow PMPs and personalised strategies</li> <li>Meeting all needs e.g. health or sensory needs</li> <li>Use visuals, reduce language and give processing time</li> <li>Recovery &amp; reflection after a crisis</li> <li>Pupils develop skills to self-regulate over time</li> <li>Evacuating a safe base or using physical intervention is always a last resort!</li> </ul>		<p><b>The Wrong Way to Reactively Manage Crisis Behaviour or Disruption:</b></p> <ul style="list-style-type: none"> <li>Focusing on behaviour rather than reason</li> <li>Appearing frustrated, stressed or retaliating</li> <li>One size fits all approach</li> <li>Expecting pupils to process or understand during crisis</li> <li>Punishments, including removal of favored activities or loss of 'reward'</li> <li>Too much verbal language, lack of processing time or adding demands</li> <li>Over-stimulation, under stimulation or unmet needs</li> <li>Blame and shame</li> <li>Physical intervention or evacuating the safe base before other strategies</li> </ul>	

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## Teacher Planning:

Curriculum Leaders provide long term plans that each class follow. Teachers are responsible for ensuring that pupils receive an aspirational curriculum that enables them to make holistic progress. Teachers are expected to provide Medium Term Plans half termly which are monitored by middle and senior leaders. In the event of teacher absence, it is expected that cover staff will be able to follow teacher planning to ensure continuation with class teaching and learning.

## Feedback and Marking:

Pupils at Southgate benefit from regular feedback that is appropriate for their developmental level. This will be provided by both teaching and support staff throughout each day. Constructive feedback gives pupils the opportunity to learn and develop.

It is the responsibility of the teacher to ensure that:

- All work is marked regularly and that the school's marking policy is followed
- That pupil work is used as part of wider assessment
- Pupils have opportunity to reflect and respond to feedback (Purple Pen)
- Classroom support staff provide constructive feedback that promote pupil progress
- That feedback is provided in a form which is comprehensible and understood by each individual pupil

## Assessment and Outcome Setting:

Teachers are expected to make accurate and productive use of assessment to help them plan to meet the needs of each individual. This will be on an ongoing basis. Assessment will be holistic covering all relevant areas of the Education, Health and Care Plan. Effective assessment will ensure that teachers set challenging but realistic outcomes both long term and short term as part of the annual review process. This will be broken down further by teachers in termly Individual Learning Plans (ILPs), which are shared with parents/ carers.

## The Role of Parents/ Carers:

Parents and Carers have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school.

Teachers are expected to maintain regular contact with families and engagement with this is encouraged and promoted. There are two face to face Parent/ Carer Evenings in addition to the annual review of the Education, Health and Care Plan. Teachers also provide an annual written report of each pupil's academic progress, specifying strengths and areas for development in key areas.

Parents and Carers are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress.



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Parents and Carers are asked to inform the school of any absence on the first day so that we know that they are safe at home.

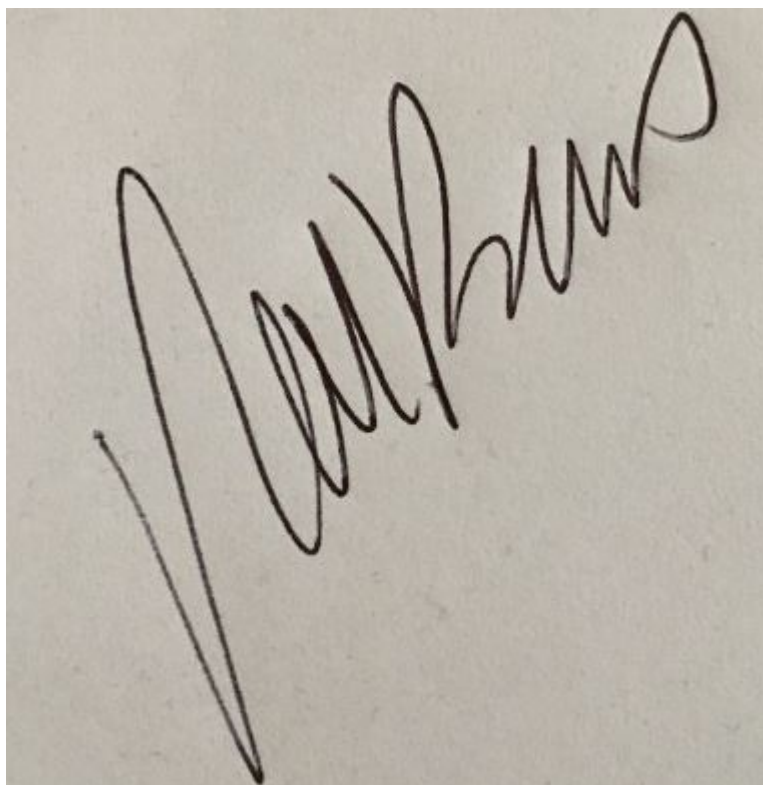
## **The Role of Governors:**

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

- Monitor the effectiveness of teaching through collaboration with link teaching staff (e.g. Pathway Leaders) and through receiving termly Headteacher Reports
- Monitor and review wider school policies that impact on teaching and learning
- Ensure that staff development and performance management processes promote high quality teaching

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We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

A handwritten signature in black ink on a light-colored background. The signature is highly stylized and cursive, consisting of several large, sweeping loops and a long, thin tail that extends downwards and to the left.

10/11/2021