

Sir Tom Finney Teaching and Learning Policy

Vision Statement

Teaching and learning is the purpose of our school and this policy aims to ensure that all the pupils at our school are provided with high quality learning experiences that lead to pupils achieving their full potential. The desire to meet the individual needs of each pupil is central to our Teaching and Learning Policy.

We aim to provide a safe, positive and stimulating learning environment through which we offer a curriculum, which is broad, balanced and relevant, meeting the requirements of the National Curriculum. The policy aims to lay the foundations of the whole curriculum both formally and informally and inform all members of the school community of the principles underpinning the work of our school.

Pupils at Sir Tom Finney Community High School learn through their total experience. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles. This policy guides all stakeholders and their practice in creating an effective and well managed learning environment in which individual needs of each pupil can be met. Our values includes the conviction that all pupils are of equal worth regardless of gender, ethnicity, ability and circumstances or special needs.

Aims

Teachers at Sir Tom Finney Community High School value all pupils. In order for all pupils to reach their full potential, we need to ensure that in our delivery and planning of the curriculum, we allow children to access the full range of teaching and learning styles and develop pupils skills effectively.

Teaching and Learning – We believe that pupils learn best when they:

- Are happy
- Are safe
- Are interested and motivated
- Achieve success and recognition for their achievements
- Are given tasks that are appropriate to their level of need and ability
- Are confident, feel secure and aware of boundaries
- Are challenged and stimulated
- Their teacher is enthusiastic, energetic and knowledgeable
- Have the confidence to make mistakes and learn from them
- There is a relationship of mutual respect between all the members of the school community.

Teaching – Teachers will ensure they:

- Promote effective and positive interaction with pupils
- Promote high expectations
- Plan lessons that have clear objectives that are communicated effectively to pupils
- Use a range of teaching styles including multi-sensory
- Are enthusiastic, energetic and knowledgeable
- Provide clear expectations that are fair and consistent
- Provide clearly understood and manageable routines
- Provide an environment that is happy, friendly stimulating and well resourced
- Provide a safe and secure learning environment
- Provide a well-managed and organised classroom or learning setting
- Celebrate good work and provide feedback to pupils about their progress

- Implement assessment strategies and record relating to agreed criteria
- Promote a strong home and school working partnership
- Taken into account individual needs and responded to appropriately
- Recognise and manage effectively the support of other adults in the classroom
- Create an attractive and stimulating learning environment through appropriate classroom displays

Learning – Pupils will be encouraged to have the opportunity to; or experience:

- Work individually, in groups and as a class
- To make decisions and work co-operatively
- Be creative and discuss their ideas
- Develop social skills and independence
- To read with enjoyment, fluently, accurately and with understanding and enthusiasm
- To develop numeracy and literacy skills as appropriate to their needs and abilities
- To use and apply the technical and specialist vocabulary of subjects
- To have high expectations of themselves and the quality of their work
- To communicate clearly and confidently in speech and writing
- To listen and respond appropriately
- To use ICT to enhance their work and source information
- To be enthusiastic about school and learning
- To communicate what they have attained and how they have attained it
- To be aware of their own attainment, their learning approaches and contribute to the plans for how these can be improved
- To become independent learners
- To recognise, respect and value cultural diversity and the religious beliefs of others.
- To develop awareness of self and sensitivity to others, to develop self discipline and to a high level of acceptable behaviour
- To know the importance of attending school regularly
- To understand the need for a healthy diet and lifestyle

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life by:

- Multi-sensory praise by teachers, peers, Headteachers and parents/carers
- Displays of good work
- Opportunities to perform or share
- Encouraging self esteem and confidence
- The awarding of stickers, rewards and certificates
- Celebrating achievements in assemblies
- Regular positive communication with home to raise parent/carers awareness of pupil achievement

Achieving Our Aims

Teaching and Learning is a process of co-operative teamwork involving everyone in the school community.

Together we work towards the schools aims by:

- Regarding pupils as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment with clear expectations

- Offering equal opportunity in all aspects of school life
- Encouraging, praising and positively enforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging each other

Teachers should work toward the schools aims by:

- Providing a supportive and stimulating and challenging work programme designed to enable all pupils to reach high standards of personal achievement
- Ensuring that learning is progressive and continuous
- Being good role models, punctual, well prepared and organised
- Maintaining an up to date knowledge of the National Curriculum, understanding the purposes, scope, structure and balance of the National Curriculum as a whole.
- Understanding how pupils learning is affected by their physical intellectual, emotional and social development.
- Being aware of and knowing how to access recent inspection evidence, and classrooms-relevant research evidence on teaching pupils with special educational needs
- Planning their teaching to achieve progression through the identification of clear teaching objectives and content appropriate to the subject matter specifying how these will be taught and assessed.
- Developing and implementing effective and appropriate curriculum planning at all levels i.e. (Long, Medium and Short Term) and making them available to all staff deliverers of a subject; planning is monitored and evaluated by the senior staff twice yearly.
- Setting tasks for whole class, individual and group work including homework if appropriate, which challenge pupils and ensure a high level of pupil interest.
- Setting appropriate and demanding expectations for pupils learning, motivation and presentation of work.
- Making effective use of time available in school
- Ensuring sound learning and discipline
- Establishing and maintaining a purposeful working atmosphere
- Setting high expectations for pupils behaviour, fostering positive and purposeful classroom relationships.
- Ensuring that they are familiar with school policies and how to apply them
- Making effective use of age appropriate resources and to organise and manage these effectively
- Have a good working knowledge of I.E.P.s and Annual review documentation.
- Setting targets for children's learning and evaluating progress towards these effectively
- Evaluating their own teaching critically and using this to improve their effectiveness
- Continuously updating their subject knowledge and teaching practice in line with current developments and initiatives, and planning their own CPD with the support of the Head teacher.

Pupils should work toward the schools aims by:

- Attending school regularly, arriving on time and being prepared
- Taking responsibility for their actions and their property (where able to do so)
- Taking increasing responsibility for their learning and setting targets to achieve in their work as appropriate
- Ensuring that work sent home is completed and handed in on time
- Adhering to the school uniform policy
- Contributing to and creating a co-operative atmosphere in class
- Following class and school codes and policies and by accepting the consequences when they are not

- Playing and working in a way that includes everyone
- Treating everyone in the school community with respect
- Being familiar and making good use of resources and equipment in school
- Evaluating and assessing their own learning supported by staff

Parents/Carers should work toward the schools aims by:

- Ensuring pupils attend school in good health regularly and punctually
- Informing the school of a valid reason for a pupils absence on the first day of absence
- Providing support for the role of the teacher and the discipline of the school
- Ensuring early contact with the school to discuss matters which affect a pupils happiness, progress and behaviour
- Being realistic about their children's abilities, to offer encouragement and praise whilst maintaining high expectations
- Participating in regular discussions concerning their childs progress
- Giving due importance and support with homework
- Allowing children to take increasing responsibility as they progress through the school ensuring they are suitably equipped with basic learning tools.
- Supporting the schools dress and uniform code and assuring that pupils have the appropriate, clean, named uniform and P.E. kit as needed.
- Ensuring that the school is informed of up to date contact addresses and phone numbers
- Informing the school of the pupils medical background and needs and any changes thereafter, including providing a supply of appropriate medication
- Ensuring if applicable their child is provided with an appropriate healthy packed lunch

Teaching Assistants should work towards the schools aims by:

- Working collaboratively with the teacher following clear directions
- Being involved in the planning and assessment of specific pupils and or groups of pupils in collaboration with teaching staff
- Using resources to support learning in stimulating and interesting ways
- Having clear expectations of and knowledge about specific pupils and groups with whom they are working
- Using and assessing I.E.P.S on a daily basis to support pupils learning
- Maintaining confidentiality at all times
- Being on time and prepared
- Informing the teacher of any concerns or changes in children's learning, individual needs or circumstances
- Maintaining a professional attitude to work
- Participating in relevant training
- Being clear about job descriptions, roles and responsibilities

Governors should work towards the schools aims by:

- Being linked to a curriculum area/department
- Meeting with subject co-ordinators to discuss an agreed agenda
- Supporting, encouraging and monitoring the relevant parts of the school improvement plan
- Wherever possible, attending INSET meetings
- Link Governors reporting their findings to the governing body
- Ensuring a regular cycle of review of school policies and documentation

The Curriculum

Our aim is to deliver a broad, balanced and relevant curriculum for all pupils. The school curriculum comprises of all learning and other experiences that Sir Tom Finney Community High School plans for its pupils. Pupils are given the opportunity to access the curriculum in a variety of different ways appropriate to the needs of the pupil. Governors are responsible for the broad curriculum and it is the responsibility of the Headteacher and staff to put this into practice.

See attached detail in appendix:

Curriculum Co-ordinators

Curriculum Co-ordinators have a variety of roles and responsibilities. Their core purpose is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

- A curriculum leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the needs and objectives of the school and the subject.
- A curriculum leader has responsibility for securing high standards of teaching and learning in their subject as well as playing role in the development of school policy and practice.
- A curriculum leader ensures that practices improve the quality of education provided, meet the needs and aspiration of all pupils and raise standards of achievement in the school.
- A curriculum leader plays a key role in supporting, guiding and motivating teachers of the subject, and other adults
- Curriculum leaders evaluate the effectiveness of teaching and learning the subject curriculum and progress towards targets for pupils and staff to inform future priorities and targets for the subject.
- A curriculum leader should identify needs in their own subject and should have an understanding of how their subject contributes to the school priorities and to the overall education and achievement of all pupils.

Individual Class Teachers

Individual class teachers are responsible for the short term planning, implementation and delivery of the curriculum subjects they are timetabled for.

The focus of the policy is the learning that takes place in the classroom. However learning is a lifelong process that is not restricted to the classroom. Staff and pupils bring a range of cultures and experiences that can be drawn upon to enrich and stimulate the school environment.

Teachers need to be aware of the following points when considering planning.

- ✓ PRIOR ATTAINMENT what levels have individuals reached within your, other subjects
- ✓ LEARNING STYLES do the tasks set suit the range of learning styles
- ✓ CHALLENGE is the work appropriately challenging?
- ✓ EAL is the work accessible?
- ✓ SEN is the work differentiated accordingly?
- ✓ SUPPORT is teaching assistants used to directly support and promote learning?
- ✓ TEACHING TECHNIQUES is there sufficient variety to maintain motivation and learning?
- ✓ LITERACY are opportunities available to promote and improve skills and are clearly indicated?
- ✓ NUMERACY are opportunities available to promote and improve skills and are clearly indicated?
- ✓ ICT is ICT used effectively to promote learning?

Monitoring and Evaluation of Teaching and Learning

The Headteacher reviews teaching and learning on a regular basis to monitor standards. By observation, by checking files and talking to students. On-going review takes place to focus on particular issues and to support where the need for development has been identified.

Classroom teachers are responsible for the progress of the pupils in their classes and for self-evaluation of their own professional development. All staff are responsible for contributing to, and monitoring the progression and well being of all pupils both socially, emotionally, physically and academically.

The aim is:

- Identify and share good practice
- Evaluate the quality of teaching in line with Ofsted criteria and set targets for improvement
- Track progress on teaching and learning issues identified in the School Improvement Plan
- Self evaluation by staff and their contribution to policies, improvement and vision of Sir Tom Finney Community High School.

Review

Date policy approved and adopted:

Policy to be reviewed bi-annually

- **Date for next review:**



CURRICULUM

'Learning and Achieving Together'



Overview

Within key stage 3 and 4 students are organised into age based tutor groups at the start and end of the day running from Y7 - Y11. In the sixth form tutor groups may be of mixed age or age based (depending upon numbers in each year cohort).

The curriculum delivered is reviewed year on year to account for changes nationally and locally and to meet the needs of different groups of students as they progress through school.

The curriculum in KS3 (yrs 7,8,9) is based upon the national curriculum subject areas. There is a balance of ability-based groups for some subjects alongside mixed-ability based groups in other subjects. Lesson content is differentiated to meet individual needs and ability levels. Subjects taught in ability groupings are English, Maths, Science and ICT whilst other subjects are taught in mixed ability tutor groups. MFL will be delivered as thematic days throughout the course of the year.

Some sessions are delivered on a carousel to facilitate opportunities for swimming and the final sessions on a Friday are flexible 'activity' sessions to reward good effort and to allow catch up and finish off if needed or individual tuition/mentoring etc.

The curriculum in KS4 (yrs 10,11) offers an increase in emphasis on a personalised timetable of accreditation and option choices. At Entry Level the qualification selection includes ICT, English, Maths, Science and PSE. Performing Arts concentrate on LAMDA examinations, production and performances. The school also offers individual units of accreditation across a range of other subjects such as food technology, work related learning and employability; enterprise education; horticulture etc.



Those students who are working at pre-entry levels (P1 – P3) follow a sensory based curriculum.

The school provides access to option choices including arts, technology, humanities, lifeskills and independent where appropriate and link vocational courses taking place off site.

KS4 students have access to Work related Learning/Enterprise sessions on a weekly basis and where appropriate and relevant will have the opportunity for work experience.

This curriculum entitlement will allow all learners, irrespective of need or ability or disability to follow a progression pathway linked to Foundation Learning subject, vocational and personal development routes.

The curriculum in the sixth form (yrs 12,13,14) has students following an increasingly personalised programme with a balance between a core offer based upon a range of accredited/certificated courses and option choices with the emphasis of preparation for life beyond school. The range of accredited/certificated courses include Entry Level Certificate in Adult Numeracy and Adult Literacy and ICT; LAMDA awards within performing arts and ASDAN Personal and Social Education; Personal Progress; Independent Living and Life Skills. Individual units of accreditation across a range of other subjects can be offered such as food technology, work related learning and employability; enterprise education; horticulture etc.

Those students who are working at pre-entry levels (P1 – P3) follow a sensory based curriculum.

There are also a selection of option choices based around sports and leisure opportunities, creative arts opportunities, performing arts and enterprise. Where appropriate and relevant FE students will have the opportunity for work experience.

This curriculum entitlement will allow all learners, irrespective of need or ability or disability to follow a progression pathway linked to Foundation Learning subject, vocational and personal development routes.



The school offers a number of lunchtime and after school clubs and activities for example creative arts, ICT, football, sensory stimulation, cycling/go-karting, sports and leisure, dance and drama, and multi skills, swimming and rock climbing.

Each department benefits from a range of educational visits to support the curriculum as well as residential experiences, plus opportunities to participate in performance based and sports based activities at other schools, colleges, theatres and in the community.

The school accesses Lancashire Music Service and facilitates individual music tuition.

The school engages a consultant for individual singing tuition and performance production.

The school has a choir and band.



The school and individual students also access support and advice from other professionals such as Speech and Language, Physiotherapy, Occupational Therapy, CAMHS, Educational Psychology, Young People's Service and specialist teachers via Lancashire Education Inclusion Service in Visual and Hearing Impairment and Autistic Spectrum Disorder. All of which can impact upon individual student targets and curriculum content and delivery.

A key function of the curriculum is to reinforce the school's ethos and commitment to equality and inclusion by supporting students who encounter communication and social difficulties and targeting them directly within well structured, personalised programme.

Support provided includes:

- The use of Lo-Tec/Hi-Tec communication aids
- Individual communication programmes
- Individual ASD programmes
- Specific Resources
- Individual support (can be in-class or withdrawal)
- Small group support (can be in-class or withdrawal)
- Training (staff and students)
- Classroom support
- Information, advice and guidance (IAG)
- Speech and Language programmes (in liaison with Speech and Language therapy service)

Religious Education (RE)

The school does not have any religious affiliation, but does, however offer a broadly Christian ethos, whilst respecting and valuing all other faith and denominations of students and their families who attend the school.

As a compulsory subject, Religious Education is taught as a discrete subject on the timetable across school and includes elements relating to all the World's major religions to aid understanding and respect for each other. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of RE unsuitable for their child may withdraw their child from taking part. Should you wish to do this then the Headteacher must be informed in writing.

Assemblies

The school has calendared weekly assemblies each with a focus for that week, this may differ across departments. The school is split into departmental assemblies. The assemblies will be based upon a focus for the week' and will have a broadly religious component to them as well as an achievement component. Students participate in assemblies at a level matching their ability or a level within which they feel comfortable. Those parents/carers whose belief or non-belief means they find our arrangements for the delivery of assembly unsuitable for their child may withdraw their child from taking part. Should you wish to do this then the Headteacher must be informed in writing.

Sex and Relationships Education (SRE)

The Governing Body has a duty to ensure that students are provided with an appropriate level of SRE. SRE is seen as an essential part of our students' development and is integrated into the Personal, Social and Health Educational (PSHE) curriculum. Each student will be treated as a specific individual and the information will be differentiated according to an individual's learning ability and level of understanding. The underlying principle is that we offer the knowledge and information to keep our young people safe and secure and for them to understand their emotions, physical development and personal responsibilities.



Homework

Homework is available for those parents/carers who wish their child to undertake additional study at home. The activities can range from practical tasks, generalising learnt skills, reinforcing individual educational targets to specific subject based homework. In the first instance parents should contact a students' pastoral tutor to discuss this.

Educational Visits/Residentials

The school considers the use of educational visits, education in the community, educational opportunities at other establishments and longer stay residential experiences an essential element of a student's overall educational entitlement. They enable students to learn, develop, practise and generalise their learning in realistic settings and other environments. All visits out of school undergo a risk assessment process; to make this easier we ask for parental permission at the start of the year to cover routine, curriculum based out of school activities. Visits outside of this or of a 'one off' nature will be the subject of individual requests for permission. We have four minibuses of our own, two with tail-lifts and adapted for wheelchair users. The buses are checked regularly and follow a service schedule to ensure they remain in a road worthy condition. Drivers must have the appropriate licence and undergo further training.



Charging Policy

An agreed principle is to recover the costs of an out of school educational activity and that parents/carers will be asked for a voluntary contributions towards those costs with an assurance that any lack of contribution would not deny any student the opportunity of participation. However, it is also made clear that should insufficient funds be contributed then the activity may not take place.

Similarly some subject activities require expenditure on specific resources such as ingredients for Food Technology and contributions may be requested, again a lack of donation would not stop a student accessing the activity.

All requests for contributions would be non-profit making and cover costs only.

Work related learning or enterprise groups participate in activities that are intended to introduce students to the idea of work, business and profit making. In these circumstances students will be 'selling' a product and would be charging in order to recoup costs and make a small profit, which goes back to the students.

Extended Service Provision

Extended service provision is intended to support schools to provide appropriate services to contribute to the Every Child Matters agenda. Schools are expected to provide a 'core' offer of services including:

- A varied menu of activities
- Information for or signposting for parents/carers
- Arrangements for identifying and reviewing children and young people in need of support
- If there is a demand, community access to suitable premises

At Sir Tom Finney Community High School we have a wide and varied menu of lunchtime clubs and after school activities including ICT, art, bike and go-karting, football, rock climbing, swimming, dance, integrated sports, signing and sensory.

The Learning Resource Centre collates a range of information and guidance material available to parents/carers about opportunities for activities, family learning and support. Whilst school holds information on a wide variety of Special Educational Needs and curriculum subjects.

Arrangements for identification and review of support needs is an ongoing process throughout the year, but is formalised at the annual review of statement on an annual basis.

The school accommodates a local Scout troop specifically targeting our student clientele and has on request, provided space for orchestral practise. The school has a lettings policy, as such anyone interested in the use of the premises should contact the Headteacher initially.

Community Cohesion

Schools no longer have a duty to promote community cohesion through the three identified strands:

- Teaching and learning and curriculum
- Equity and excellence in all that it does
- Engagement with the community and the provision and/or signposting of extended services

LCC defines Community cohesion as:

'People working together and respecting the differences in our society'

However our good practise has community cohesion built into the schools vision and mission statements, incorporated into curricular content and included into policy, procedure and practise.

Specific examples include: summer fair, work related learning activities such as restaurant night and gala birthday night, fundraising events, working with other agencies, extended educational visits - such as participating in performance at Covent Garden and the House of Lords and acting as premises for a scout troop, Ludas dance group, consultant and health related clinics for medical and therapy services of the PCT.

elp



Young actors celebrate top marks in exams

Young actors from the... celebrated their top marks in exams... The group of young actors... were awarded... for their excellent performance... in the... exam...

