



# Compass Learning Centre

## Learning & Teaching Policy 2022-23

<b>Statutory Policy:</b> NO				
<b>Governors' Committee Responsible:</b>		Teaching & Learning Committee		
<b>Link Governor:</b>		Chair of Committee		
<b>Link SLT:</b>		Deputy Head		
<b>Person Responsible:</b>		Deputy Head		
<b>Date Reviewed:</b>		October 2022		
<b>Next Review Date:</b>		October 2023		
<b>Key Link Policies / Documents:</b> <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>		SEN Policy Marking and Feedback Assessment Policy Behaviour Management		
<b>Policy Suite:</b>				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
	✓			

*Our aim is to help all our learners unlock their potential in life and work*

Signed: *Alison Glazier* Headteacher Date: 01/10/2022

Signed: *Anna Khan* Link Governor Date: 24/11/2022

## Equality Impact Assessment – initial screening record

<p>1. What area of work is being considered? 2. Upon whom will this impact?</p>	<p>Local Authority School Attendance Policy &amp; Guidance - Teaching &amp; Learning  Staff Students</p>																																				
<p>3. How would the work impact upon groups, are they included and considered?</p> <table border="1" data-bbox="271 521 1241 779"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td>√</td><td></td></tr> <tr><td>Gender</td><td></td><td>√</td><td></td></tr> <tr><td>Disability</td><td></td><td>√</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td>√</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td>√</td><td></td></tr> <tr><td>Transgender</td><td></td><td>√</td><td></td></tr> <tr><td>Age</td><td></td><td>√</td><td></td></tr> <tr><td>Rurality</td><td></td><td>√</td><td></td></tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
The Equality Strands	Negative Impact	Positive Impact	No impact																																		
Minority ethnic groups		√																																			
Gender		√																																			
Disability		√																																			
Religion, Faith or Belief		√																																			
Sexual Orientation		√																																			
Transgender		√																																			
Age		√																																			
Rurality		√																																			
<p>4. Does data inform this work, research and/or consultation? And has it been broken down by the equality strands?</p> <table border="1" data-bbox="271 958 1241 1227"> <thead> <tr> <th>The Equality Strands</th> <th>No</th> <th>Yes</th> <th>Uncertain</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td>√</td><td></td><td></td></tr> <tr><td>Gender</td><td>√</td><td></td><td></td></tr> <tr><td>Disability</td><td>√</td><td></td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td>√</td><td></td><td></td></tr> <tr><td>Sexual Orientation</td><td>√</td><td></td><td></td></tr> <tr><td>Transgender</td><td>√</td><td></td><td></td></tr> <tr><td>Age</td><td>√</td><td></td><td></td></tr> <tr><td>Rurality</td><td>√</td><td></td><td></td></tr> </tbody> </table>		The Equality Strands	No	Yes	Uncertain	Minority ethnic groups	√			Gender	√			Disability	√			Religion, Faith or Belief	√			Sexual Orientation	√			Transgender	√			Age	√			Rurality	√		
The Equality Strands	No	Yes	Uncertain																																		
Minority ethnic groups	√																																				
Gender	√																																				
Disability	√																																				
Religion, Faith or Belief	√																																				
Sexual Orientation	√																																				
Transgender	√																																				
Age	√																																				
Rurality	√																																				
<p>5. Does the initial screening highlight potential issues that may be illegal? <b>No</b></p> <p>Further comments:-</p>																																					
<p>Do you consider that a full Equality Impact Assessment is required? <b>No</b></p>																																					
<p>Initial screening carried out by Deputy Headteacher</p> <p>Signed: Mark Fisher Dated: 1.10.2022</p>																																					
<p>Comment by Head teacher:</p> <p><i>Alison Glazier</i></p> <p>Date</p>																																					

## Introduction:

*“Quality is never an accident, but always the result of intelligent effort”*

John Ruskin

Our core purpose as a Pupil referral unit is to provide the best possible education for our pupils. To achieve this we must reflect constantly on the way our pupils learn and how we teach. This policy is intended to define and explain our practice in order that we can work consistently and effectively. In addition this document should provide a model for monitoring and evaluation ensuring that we maintain high quality first teaching.

## Compass Vision:

**Our aim is to help all learners achieve their full potential in life and work.**

Most of our students arrive at Compass after a period in which they have found it difficult to engage with their learning because of medical issues or significant behavioural and / or learning difficulties. In order to help them re-engage with the experience of successful learning our aims are:

- Learning will be flexible, personalised to the needs of the individual, tailoring programmes and experiences to the needs and interests of the students.
- Teaching should challenge young people to actively improve their outcomes
- We seek to address disaffection and behavioural barriers to learning by providing a range of opportunities to develop social and personal skills, by placing enjoyment at the core of our lesson planning and by seeking to provide as many practical learning activities as possible whilst providing a broad and balanced curriculum with a strong core element to help reintegration to mainstream school.
- Compass staff aim to provide learning that builds relationships and is also challenging enough to build confidence and self- esteem.

## Definitions:

### Learning

Powerful learning- refers to the ability of learners to respond successfully to the tasks that they are set, as well as the tasks they set themselves – in particular to:

- integrate prior and new knowledge
- acquire and use a range of learning skills
- solve problems individually and in groups
- think carefully about their successes and failures
- evaluate conflicting evidence and to think critically
- accept that learning involves uncertainty and difficulty

Excellent learners are:

- **Resilient** -they persist in the face of complexity and frustration.
- **Resourceful** -they know what to do when they get stuck.
- **Responsible** -they take initiative for themselves and for others.
- **Reflective** -they learn from experience, recognise and celebrate their success and are realistic in their judgments.
- **Emotionally literate** - know, manage and marshal their own emotions and recognise and handle emotions in others.
- **Confident** - enough to take risks, risk mistakes, work independently and ask for help.

## Teaching

Teaching is an intervention which provides opportunities for children, young people and adults to share meaningful experience and, as a consequence of reflection, acquire knowledge, develop skill and make informed choices. Teaching structures and directs experience, provides access to relevant information and knowledge, challenges belief and provides the tools for learning.

*“The purpose of teaching therefore is not only to help students to acquire curriculum knowledge, but also to assist them in becoming powerful learners. The most effective curricular and teaching patterns induce children to construct knowledge – to inquire into subject areas intensively. The result is to increase children’s capacity to learn and work smarter. The trick is to find ways of raising levels of attainment whilst at the same time helping children become more powerful learners by expanding and making clear to them their repertoire of learning strategies.”* David Hopkins

We believe **outstanding** teaching occurs when teachers:

- Build authentic relationships with students;
- Focus on outcomes and plan to meet them;
- Scaffold meaningful challenge matched to the learning needs of the students;
- Utilise a range of models of learning;
- Have high expectations of learning, behaviour and participation;
- Share learning processes;
- Provide a clear sense of structure and purpose;
- Actively involve learners;
- Connect learning to the world beyond the classroom;
- Build from what is already there, using accurate assessment of students’ needs;
- Create enthusiasm and commitment;
- Check understanding systematically;
- Demonstrate a belief in equal entitlement and opportunity for all;
- Have an awareness of the child’s needs and how these may be impacting on individual students’ ability to engage in learning and take reasonable steps to meet these needs to ensure that these do not become a barrier to progress or an excuse for poor progress;
- Use resources flexibly and creatively;
- Use a range of questioning and encourages pupils to formulate and ask questions and builds in an expectation of success and acceptance that mistakes will be part of that success.

**Excellent teachers are:**

**Responsible** - fulfilling their wider professional responsibilities.

**Learner focused** - promote good progress and outcomes by pupils, plan and teach well-structured lessons and make accurate and productive use of assessment.

**Adaptable** - Adapt teaching to respond to the strengths and needs of all pupil.

**Challenging** - Set high expectations which inspire, motivate and challenge pupils.

**Professionally informed** - Demonstrate good subject and curriculum knowledge.

**Forgiving** - allowing children to make learning and behaviour mistakes and learn from them not giving up on children.

**Consistent** - Manage behaviour effectively to ensure a good and safe learning environment.

**Flexible** - responsive to students’ interest/needs and will change pace, direction and pitch to meet those needs.

**Risk takers** – never afraid to try something new or share an idea in order to extend pupils learning or overcome a barrier.

## **Strategies and practices**

### **Celebrating and valuing achievement:**

Students' achievement, academically, socially and emotionally is highly valued and should be celebrated routinely using:

- Specific praise
- Personal reward charts
- Rewards
- Positive calls home
- Postcards home
- Certificates
- Awards
- Gold & Silver colour status from Behaviour for learning system
- Student of the week votes

### **Displaying pupils' work:**

The quality of the learning environment has a significant impact on students' behaviour. Students' work should be displayed in a timely way, reflecting their successes and representing all learners at Compass.

- Work chosen by students as examples of which they are proud is to be displayed on the Success at Compass main noticeboard.
- All work displayed should be appropriately marked according to the Compass marking policy.

### **Pupil Progress Files**

3 pieces of work a year that represents what level the students is working at and shows progress over time.

### **Special Educational Needs and Disability:**

All students with special educational needs and disability (SEND) should have access to appropriate learning experiences in a broad range of curriculum areas through the use of differing means and strategies and interventions\*

These could be:

- Differentiated materials.
- Additional support from an adult.
- Access to technology such as laptops, hand held mobile devices, camera and video recorders that support children's specific need in accessing and recording their learning.
- Access to a wide variety of software to support learning.
- Relevant schemes to support reading and phonic development.
- Relevant schemes to support numeracy.
- 1:1 support where appropriate for the individual.

All students at Compass have a personalised programme of provision planned to meet their individual learning needs.

Compass SENCo, teaching and support staff will identify the barriers to learning for each individual student. They will share and discuss these needs and develop strategies that can be used to overcome the barriers, co-operating with colleagues in developing teaching approaches suited to students' SEND and record this in the students Individual Education Plan (IEP).

Staff, parents and the student will then agree a Provision Map which makes explicit those strategies and targets identified to overcome learning barriers.

\* See *SEN policy*

### **Students with EHCPs:**

The SENCo will coordinate the needs identified in these documents and ensure that students have access to the agreed support package associated with those needs. It remains the responsibility of those teachers working with individual students to familiarise themselves with the Statement / EHCP document and ensure these needs are met.

The SENCo will identify those barriers to access of learning using the personal pupil profile. She will share with all staff those needs and strategies that can be used to overcome the barriers, co-operating with colleagues in developing teaching approaches suited to pupils' special educational needs. An IEP will then be prepared and agreed for each child which makes explicit those strategies and targets identified to overcome learning barriers. \* See *SEN policy*

### **Equalities statement:**

All children and adults at Compass have access to learning and teaching through a stimulating, exciting, effective curriculum regardless of whether they are from a group with a protected characteristic or those who are not.

### **Homework.**

At Compass, homework is strongly encouraged but viewed as an optional part of the planning of learning. It is set where it is likely to motivate and encourage pupils learning. Homework is mostly set by teaching staff through the teams online website where work can be completed and marked at home.

- It should not be offered as a compulsory extension of classroom work;
- Homework set should be suitably differentiated to the needs of the child and should reinforce and extend their classroom learning;
- It should be presented in a form that is clear for pupils and parents and does not put undue pressure on the family;
- Should be set in good time so questions can be asked and support given.
- It should not be used as a behavioural device and instead be a tool for additional reward.

### **Assessment, marking and feedback. (see Marking & Presentation Policy)**

This will operate effectively when the Compass policies on assessment and marking are applied consistently;

- Assessment is viewed as an integral part to the lesson, via targeted and differentiated questioning, sharing ideas, self and peer assessment;
- Clear evidence is collected that informs teachers how to progress *individual* attainment;
- Staff offer clear feedback to, and seek clear feedback from children;
- Staff ensure each child is clear about what they need to improve, and how best to get there;
- Pupils are encouraged to take responsibility for learning through self- assessment and target setting;
- Pupils understand the assessment process and marking criteria;
- Feedback is timely and takes account of individual needs;
- Praise is used effectively;
- Teachers' comments are constructive, outlining achievement of planned outcomes to date and next steps;

- Teachers keep good records and ensure information is available and shared to enhance pupil progress
- Teachers have an evidence-based link between learning needs and lesson planning.

Students' needs are assessed on entry so that we can plan differentiated routes through the curriculum with an individual pupil profile and begin to address the barriers to learning and narrow the gap in attainment. We take this information from home schools, parents and where necessary, other agencies, such as the Educational Psychologist, to assist us. Individual Education Programmes are developed for pupils from the profiles, learning, social, emotional and behavioural goals are set for them in relation to their abilities and progress towards meeting these goals is monitored regularly through:

- Briefing sessions;
- Teaching and learning meetings
- 1:1 sessions with Key Workers;
- IEP reviews; and
- Statement/ EHCP reviews where appropriate.

### **Reports to parents**

At the end of each term (x3), parents/carers will receive a short report showing the following: Effort, Behaviour, Working at grade or level, Assessment levels, Target grade or level and teacher comments including targets for improvement. IEP short term targets are also shown on this report. Parents/carers are encouraged to respond to the comments in these reports.

In addition, parents/carers will be invited to attend a Parents' Evening once a year to discuss progress directly with the teacher. This maybe face to face or online. Parents will also get to see the students Pupil Progress Files as evidence of progress being made.

### **Reports to receiving schools**

Copies of the termly and annual reports are shared with home schools where applicable. When a student is moving back into school, a package of assessment and feedback is prepared and delivered by a key staff member for each school. This includes:

- Data on progress and attainment
- Progress with emotional literacy.
- Attendance data.
- Assessment data
- Reintegration readiness report.
- Risk assessment if required

### **Monitoring and Evaluation.**

**The Head teacher & Deputy Head Teacher's** primary role is to ensure all students enjoy challenging, learning and experience high quality teaching.

Central responsibilities are to:

- Communicate an ethos of good learning and effective teaching;
- Manage the review of the curriculum;
- Ensure relevant policies are agreed, applied and reviewed regularly;
- Provide the continuous professional development of all staff;
- Ensure resources are deployed effectively and fairly and along with others, monitor and evaluate learning and teaching and

- Provide information about the performance of pupils, staff and Compass as a whole to parents, professional partners, managers and the local authority.

### **Monitoring of the quality of teaching**

This is carried out by the SLT and governors;

- Learning walks
- Lesson observations
- Work scrutiny
- Pupil feedback
- Data analysis
- Teacher / subject meetings
- Subject development plans
- Planning scrutiny

The aim of this monitoring process is to:

- Identify and share good practice;
- Evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
- Track progress on any teaching and learning issues identified in the School Improvement Plan;
- Identify key aspects of teaching for development of specific curriculum areas and for the whole school;
- Identify and support weaker teaching areas
- Standardise monitoring procedures.

Where quality of teaching is below expectations teachers will be supported using;

- Paired Peer support ;
- Peer support in coaching groups
- Peer observation;
- Mentoring;
- 1 to 1 coaching support
- Normal appraisal procedures.

Discussions should include clear advice about the improvements needed, support available and how the performance will be reviewed. This should be confirmed in writing and, where appropriate, may be linked to the appraisal process.

**The Management Committee (School Governors)** have a responsibility to receive information about pupil progress and the effective application of the appraisal process. To visit and monitor progress with school development and to ask challenging questions through the management committee and curriculum and standards and steering committees.

The Compass committee are encouraged to visit and observe practice, speak to staff and students and feed back to other stakeholders and staff.

Compass is evaluated by Ofsted in accordance with government regulation.