

Park School Teaching service Curriculum/ Teaching and Learning Policy

Reviewed By	Hazel Banks
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Quality Teaching and Effective Learning

At Park School Teaching Service we seek at all times to offer pupils a balanced and relevant curriculum based on the core subject areas of English (Literacy), Mathematics (Numeracy), Science and ICT. Other curriculum areas are covered using ASDAN accreditation and tailored to meet the individual needs of pupils. We also offer enrichment through Art, music, cookery, and outdoor sessions. We offer a creative and personalised approach to learning with a view to progression and outcomes for pupils. Parents are informed of the curriculum provision for their child at the time of admission, and are able to gain further information from speaking with staff at regular intervals.

In order to provide a broad and balanced curriculum, both PSHE and Life Skills are taught once a week. The aim is for pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in the modern world. Both subjects aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). Social, Moral, Spiritual and Cultural themes are linked to PSHE and Life Skills as well as core subjects. Pupils are encouraged to take part in charity events held by the school, follow cultural themes that are taking place according to the cultural calendar and become aware of the world around them through daily news on the whiteboards. Pupils take part in pupil voice once a week and are encouraged to celebrate achievements and value diversity.

The curriculum provides opportunities for each pupil to:

- develop literacy, numeracy, ICT and oratory skills
- develop self-confidence and self esteem
- develop emotional literacy skills
- develop social skills
- develop cooperative skills and a mutual respect for the needs and rights of others
- promote self-discipline, intellectual challenge and high expectations
- acquire the knowledge and skills relevant to adult life, employment and constructive leisure time
- develop skills to manage difficult situations well
- develop creative and practical skills and interests

Sex and Relationship Education

Sex and Relationship Education is taught to pupils, as part of the PSHCE curriculum and delivered by the School Nursing Team.

Parents are informed of their legal right to withdraw their child from this.

Careers Education and the wider curriculum

Pupils in years 9, 10 and 11 receive careers guidance, having regular opportunities for consultation with a member of staff from Connexions. This takes the form of both individual and small group sessions. Parents are also invited and encouraged to attend meetings with the Connexions worker.

The Learning Environment

The wide range of needs of the children and young people within Park School Teaching Service necessitates diversity of provision and learning environments. We recognise the diversity of need within each learning setting and aim to create stress-free environments, ensuring all pupils feel safe, secure and supported. The learning environment will provide opportunities for one to one work, group activities and supported, independent learning. The learning environment will utilise display boards, modern technology and whiteboards. Designated areas will be used to display pupils' work and achievements.

Baseline Assessment

Information is received from schools regarding achievements and National Curriculum Levels in English, maths and science. However, this information may not be up to date due to significant absence from school. Teaching staff will decide when it is appropriate to set a baseline assessment and use the data to set relevant targets and plan accordingly. This is then reviewed on a weekly basis. Half termly KPI data is collected and analysed by the Academy Lead to ensure appropriate interventions are being put in place and every child is achieving their potential.

Pastoral KPI data is also collected half termly to ensure that pupils are being adequately supported in their learning journey.

Lesson Structures

- Lessons are delivered in a way that ensures that pupils understand what they are learning and how to make progress.
- Lessons will be appropriately differentiated and personalised to best meet pupils' needs.
- Lessons will be part of a medium term plan which may be developed by teachers within Park School Teaching Service or be provided by the home school.
- Lessons will be linked to and build upon prior learning, if appropriate.
- Teaching staff will plan activities to engage, involve and motivate pupils to allow them to make progress.
- Evaluation of progress made will inform next steps and forward planning.

Experiences and Activities

- Lessons will include activities which appeal to a variety of learning styles, including visual, auditory and kinaesthetic, as appropriate.
- A culture of celebration of achievement and diversity will be fostered in lessons and pupils will be encouraged to offer their own views and opinions, where appropriate.
- Appropriate activities/experiences will be clearly included in the medium-term plans.
- All activities will be well differentiated and age/ability appropriate.
- The member of staff may model the activity and regularly monitor progress and learning.
- Pupils may be given opportunities for self-review, peer review and reinforcement, as appropriate.
- A range of pupil groupings may be offered, where appropriate, to develop personal and social skills.
- Pupils are given the opportunity to reflect on and develop their learning through regular Fix-it time as outlined in the Marking and Feedback Policy.

Resources

- Respect for resources will be encouraged in all aspects of teaching and learning.
- Resources will be differentiated and of good quality in order to aid learning.
- Resources should ensure access to learning for all pupils.

Planning/Recording and Assessment

Our planning is responsive to the needs of pupils and is constantly evaluated. Formative assessment takes account of medical, social and emotional factors which can impact on progress.

Assessment, Recording and Reporting documents are updated on a weekly basis.

Quality Assurance

All planning along with current grades and target grades is presented to the Academy Lead at the start of each half term. Evidence of feedback being used to accelerate progress is also collected half termly.

All teaching is observed termly by the Academy Lead. This demonstrates a genuine interest in the quality of teaching across the service and ensures good practice can be disseminated. Leadership and UPS teachers are encouraged to support

colleagues in lessons, as appropriate, ensuring quality provision of core subjects across the service. Regular observation also ensures adequate and appropriate resourcing and aids in the identification of staff training needs which, in turn, can inform future staff development.

The quality of provision with additional SEND is monitored and evaluated by the Deputy Academy Lead along with progress towards social and emotional targets.

Accreditation

Pupils are entered for external exams according to their individual needs. Some are able to sit several GCSEs whilst others are aiming towards achievement at entry level. All are encouraged to achieve external accreditation and progress to the next stage of their learning. Asdan accreditation is also used to engage reluctant learners and develop additional knowledge and skills.

Reporting

Written reports covering progress in maths, English and any additional subjects are sent to parents twice yearly along with comments on non-academic progress. Parents/ Carers are also invited to a "Pupil Progress Day" to discuss their child's progress with individual members of staff and obtain advice on how to support their child further.

Monitoring and Evaluation:

Formal monitoring and evaluation of the curriculum is an on-going process. As a staff team we are constantly looking to improve the quality of the curriculum, in terms of both content and standards of teaching and learning. Curricular issues are discussed in weekly staff meetings and the Park School Teaching Service Development Plan reflects the improvements that we wish to implement.

Recruitment and Retention:

To ensure the consistent delivery of the curriculum it is essential that we seek to recruit and retain quality teachers and other members of staff. The teachers and members of support staff at Park School Teaching Service are all supported by an ongoing professional development programme. This programme supports staff in:

- Acquiring new skills and techniques
- Developing existing skills
- Developing subject knowledge
- Developing a range of teaching styles
- Developing skills in differentiation to facilitate learning.

We encourage staff to work in supportive teams to share expertise and develop ideas. They attend hubs both within Bolton Impact Trust and also Bolton Education Authority.

Procedures for Complaints:

Parents / Carers who are dissatisfied with any aspect of the curriculum/ Teaching and Learning are asked to discuss the matter in the first instance with the Academy Lead. If the issue cannot be resolved, then the parent / carer should make their complaint known, in writing, to the Executive Principal, Mr Paul Hodgkinson.