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**Summerhouse Teaching, Learning and Assessment Policy**

This policy has to be read alongside the English, maths and PSHCE policies.

Our Goals

Summerhouse is a behaviour support unit which works alongside the mainstream school to support children. We are committed to delivering high quality teaching and learning for all students. As the children attend two days a week for two terms the policy reflects this part-time placement and the subjects taught here daily are maths English and PE. The curriculum is differentiated to meet class and individual needs and has to be flexible to meet the needs of challenging and often complex children. To ensure all children have access to this personalised aspect they all will experience a variety of teaching and learning styles enabling them to achieve in all aspects. The national curriculum is used for medium term planning and weekly planning is taken from that. We have children arriving and leaving at different stages of the school year and so the planning model is not the usual continuum but must take into account the changing intake. There are specialist teachers for PE and music and the other subjects are planned depending on the needs and interests of the class.

Summerhouse focuses on allowing children quality opportunities to learn and make progress. Many of the children coming to Summerhouse have had negative experiences in mainstream school and have developed habits which have a detrimental impact on their learning. We focus on equipping the children with positive attitudes to learning that will be used in other settings and ensuring that every child is able to achieve to the best of their ability. Many children come to Summerhouse with behaviours that prevent them from accessing the full curriculum and we work to teach children the tools required to be active learners. We develop within them a positive attitude towards school and equip them with strategies that allow them to learn in the way that suits them best.

**Effective Learning**

* Learning takes place within a social context where scope, and opportunities, to maximise the quality of learning relationships between learners and all those involved in supporting them
* Pupils are given the opportunity to reflect on their behaviour to develop behaviours that support success
* Skills to support success in a mainstream education setting are a constant focus with Summerhouse
* Teaching and learning strategies actively engage and challenge learners, and develop their ability to focus on their learning skills and their capabilities, to take ownership of their own progress
* Account is taken of pupils’ prior learning and experiences and their current attitudes and anxieties

The confidence and capacity of individual learners is enhanced – learners are empowered through:

* developing personal skills and strategies to enable self-management and direction;
* building a repertoire of learning strategies to offer a range of learning options;
* equipping pupils with the skills of ‘learning to learn’ for example by improving organisational skills, concentration, listening and time-keeping;
* building confidence in literacy, oracy and numeracy;
* developing confidence in working with others, notably on a one to one basis and in small groups
* experiencing success by using plenty of positive feedback such as ticks and comments
* linking assessment with feedback, mentoring and progression
* extending them where possible but not to the point where it is felt they will not succeed

**Effective teaching**

* Teachers use a variety of styles and techniques to engage, motivate and allow the children to progress
* The atmosphere is calm and purposeful
* Work is carefully differentiated taking into account the needs of each individual child
* Children need to understand the learning objective of the lesson which may be tailored to meet their needs
* They are made aware of what is expected of them particularly quantity and quality of work
* Expectations are high but yet realistic as many of the children attending Summerhouse may have gaps in their learning
* Many of our children have memory difficulties so lessons need to be chunked, instructions made simple and repeated where necessary, learning of specific data given extra time
* Praise given frequently to help children stay on task and achieve
* Use of simple and clear activities to avoid long directions
* Verbal feedback used to allow students the opportunity to consolidate their learning
* Children are aware of their targets for learning
* Effective structures in place to promote learning
* Develop children’s skills so they become independent learners
* Fully engaging support staff in the teaching and learning process
* During teaching evaluate assess and amend as when necessary

**Assessment without Levels**

The assessment system for English and maths is based upon key performance descriptors for the year. The end of year expectations has been split into three categories:

1 Emerging 2 Developing 3 Secure

Each term the class teacher highlights the area of the programme of study the child has achieved so we know exactly where they are and can plan accordingly. This is completed for English and maths only.

A pupil progress file is kept in each class and in the folder we keep:

* National Curriculum progress
* Behaviour for learning
* Phonics assessment if applicable
* Spelling assessment ( KS2)
* Reading assessment if necessary
* Learning targets for English, maths and behaviour

Records of the children’s attainment and achievement are kept in many ways at Summerhouse:

* Teachers timetables
* Lesson plans with annotations
* Phonics assessment and subsequent planning sheets
* National curriculum progress updated termly or when significant progress has been made
* Assessment resources available for the different computer programmes e.g. word shark and number shark
* Marking in children’s books ( see also marking policy)
* Annotated examples of work from Summerhouse and mainstream school
* Pupils attitude to learning survey
* Pupil progress meetings half termly where there is a dialogue with the mainstream school