



PensMeadowSchool

Living, Growing, Learning

Learning and Teaching Policy Post 14

NOVEMBER 2020

NEXT REVIEW DATE: NOVEMBER 2022

Staff Responsible: TLR: G. Lees

Disclaimer

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Aims

Pens Meadow School Post 14 aims to:

- Facilitate a learning and teaching environment that enables each learner to become independent and confident and to achieve his or her personal best.
- Provide learning experiences appropriate to the individual with regard to age, attainment, culture and gender differences.
- Ensure that each learner accesses a broad and balanced curriculum appropriate to their needs and in preparation for adult life, enabling them to maximise their independence and make sense of the world in which they live.
- Ensure that a variety of teaching styles are applied to meet the different learning styles of the pupils.
- Deploy highly motivated staff dedicated to providing a quality education and provision to meet outcomes for the pupils. Staff will be supported by the learning culture of the school.

Culture of learning and teaching at Pens Meadow School

Teachers, with the support of all staff, provide a broad and balanced curriculum in order to maximise the skills, knowledge and understanding to meet outcomes of each learner.

This will be achieved by facilitating

- a welcoming, supportive, effective and well-resourced safe working environment where every member of the team is recognised and valued
- a positive ethos of care, respect and challenge appropriate to the needs of the individual, regardless of their race, gender, cultural heritage, age or special educational need
- opportunities to work collaboratively with parents & carers, professionals and the wider community
- a culture where all successes are celebrated, however small
- opportunities for continuing professional development appropriate to the needs of the learners, staff and Pens Meadow School
- access to resources and provision appropriate to the individual need of the learner, including ICT and multimedia
- a range of learning and teaching opportunities, including
 - whole class teaching

- small group work according to the specific needs of the group (e.g. ability, choice, interest)
- 1:1 teaching and support
- Independent learning
- Working inclusively within the wider community

Learning Needs

Learners at Pens Meadow Post 14 have moderate, severe and profound learning difficulties with a significant number also having autism. Whilst the Post 14 Facility sets suitable learning challenges, it also recognises the need to differentiate work at an appropriate level.

Study Programme

The Post 14 provision at Pens Meadow is designed to give all students a range of learning opportunities that are personalised and allow them to build on previous learning and academic achievements, alongside developing their communication, personal and social skills, and vocational experiences allowing them to meet their agreed outcomes. Where appropriate, students also work to develop appropriate behavioural responses. This programme is further enhanced by enrichment activities which include residential visits, sport and culture trips and leisure options. Students have a planned programme of access to local college courses.

In Key Stage 4 provision learners follow ASDAN Transition Challenge course that accesses all subjects of curriculum in an experiential way building on their independent and life skills.

The provision in Key Stage 5 is structured around a three year programme:

Year 1

A broad, balanced, differentiated provision which gives students the opportunity to take part in a range of taster sessions

Year 2

A broad, balanced, differentiated provision which gives students the opportunity to build on the skills and knowledge developed in Year 1.

Year 3

Specialism – Students (or advocates where appropriate) have the opportunity to select from a number of specialist areas including horticulture, sport, hospitality. This will be carried out in preparation for transition into adults.

A Strategic Provision map shows our vision for the development of skills which are essential for learners to become as independent as they can, within their capabilities, for future living within our wider society. This can be found in the Provision Overview document.

Target setting

Education, Health and Care Plan (EHCP)

All of the students who attend our Post 14 provision have an Education, Health and Care Plan (EHCP) which clearly outlines a number of individual outcomes within the following areas –

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental health

Sensory and/or Physical needs

Individual Education Plan (IEP)

EHCP targets in conjunction with Personal Pathway documents are used to create an Individual Education Plan (IEP). These provide staff and students with short term, focused SMART targets which track the small steps of progress towards the outcomes documented in the EHCP. Students with a Behaviour Management Strategy (BSS – see Behaviour Offer for more details) may also have additional targets based around appropriate behavioural responses for example. IEP's are ongoing working documents which are assessed throughout the day and formally reviewed termly (at half term).

Key Skills

At Pens Meadow we feel that it is vital that students develop a set of transferrable key skills that can be utilised in a range of settings. Student's work, with support, to identify targets and/or focused areas for development from the following skill sets – enquiry, problem solving, social, creative thinking and active learning. These are discussed at student Personal Pathway meetings and progress documented.

Provision Targets

The provision content is accredited at various levels from Pre-Entry to Entry Level 3 by a number of examination bodies including ASDAN, OCR and AIM VOCs . Students must ensure that they meet the unit outcomes in each area in order to receive certification. When planning, staff utilise differentiated learning questions and outcomes that are shared with students. Progress towards each learning question is documented using the schools marking code and is used to inform planning and differentiation of work. Students are encouraged to self-assess their own learning.

Record keeping and assessment

Regular observations and assessments are made of learners' work in order to record progress, establish levels of attainment and inform future planning. Students are encouraged to self

and peer assess the work they have completed. Lessons are continually evaluated by class teams and this is reflected in the formative assessment evidence and marking of pupil work in line with the agreed marking policy. Teaching assistants should be involved by the teacher in the planning process and in discussion about next steps in learning for each pupil.

Provision monitoring and evaluation

The overall provision is the responsibility of the TLR for Post 14 working alongside the Deputy who monitors its delivery and impact. Regular learning walks, book looks and planning trawls enable members of the SLT to monitor provision. Internal and external moderation exercises help to validate these judgements. Governors are also invited to make termly classroom visits with an agreed focus.

The Head and Deputy Head teacher are responsible for the professional development needs of all staff as identified by the School Development Plan and Appraisal Cycle.