



Moat House

Teaching and Learning Policy

September 2023

*This policy should be read in conjunction with the
Assessment, Marking, Recording and Reporting Policy.*

Moat House provides education for vulnerable KS4 students struggling to attend school, who would benefit from a bespoke personalised package to help them re-engage with learning, with a specialism in 14-19 year old students who are either pregnant, or are young mothers.

Some of our students are:

- Dual registered with a mainstream school, completing GCSEs
- Single registered completing a one year GCSE and Functional Skills path way
- Completing a two year GCSE path way
- Joining Moat House to be supported during their pregnancy, access the Nursery and gain further qualifications to enable them to access Level 2 courses in future
- Re-engaging with education after a period of being NEET

Moat House is inclusive and promotes equality. All genders are welcome and we acknowledge and use chosen pronouns. We are committed to supporting all of our students, treating everyone equally and respecting individuality. Across school, we embrace diversity and ensure, where possible, that the school environment and the materials used visibly celebrate, for example, cultures, faiths, genders and sexual orientation.

Mission Statement

To provide a happy, safe, healthy, stimulating and inclusive environment where all are valued as individuals and are encouraged and supported to reach their full potential.

Our Aims:

At Moat House we undertake to:

- provide a learning environment which is happy, welcoming and safe yet challenging, ambitious and stimulating for all
- support and care for students, babies and staff so that they are able to enjoy their work and look forward to coming to Moat House
- develop knowledge and skills necessary to enable all students, and babies, to lead healthy, fulfilling and independent lives
- offer our pregnant students and young parents the support to develop effective parenting skills
- ensure that students leave Moat House with qualifications and skills which prepare them for further education, employment or training
- provide an environment in which literacy is a priority, allowing students to develop a range of reading and writing skills , and acquire a broader vocabulary
- respect and value the diversity of our community
- involve parents, carers, other agencies and the wider community in the work of Moat House
- provide a range of learning experiences which will encourage confidence, self-worth and self-belief
- encourage an atmosphere in which all are supportive of each other and work cooperatively

Our Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing a calm, quiet and effective working environment at all times, in which each student can achieve their maximum potential
- valuing and celebrating students' success and achievements
- providing positive role models
- providing a fair and disciplined environment
- maintaining purposeful and informative planning, record-keeping and assessment documents
- developing links with the wider community

- reviewing personal and professional development by accessing and also providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise

Equal Opportunities and Special Educational Needs:

All students at Moat House must be given full access to a curriculum personalised to their individual needs. Both teaching and nursery staff will endeavour to help all students and their babies to reach their full potential irrespective of race, age or ability. This policy should be read in conjunction with the most recent SEN policy.

The Learning Environment

All areas of the learning environment will be structured to ensure opportunities for a range of practical and other activities, which will develop appropriate skills, concepts and knowledge. Classrooms will be ordered, purposeful and engaging, providing a welcoming and safe place for all, regardless of ability, to learn in.

The classrooms will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of the learning space to accommodate different groups:

- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc)
- one to one teaching
- collaborative learning in pairs or groups
- independent learning

Writing equipment, calculators and geometrical materials are kept in rooms as appropriate and other materials eg paper, coloured crayons, glue etc. are available.

Access to dictionaries, text and reference books, as well as reading materials for pleasure are readily accessible along with other teaching materials. Laptops and i-pads are also available.

The teacher is responsible for ensuring the classroom is fit for the next lesson/colleague to use.

Teachers have a responsibility to look after both the learning environment and the students within. The teacher should deal appropriately, in line with the Moat House Behaviour for Learning Policy, with students who are disruptive the learning of others or causing damage to the equipment or fabric of the classroom.

Resources:

Each teacher is responsible for the resources for their own curriculum area. If new resources are required, the Headteacher **must** be consulted before ordering and purchase.

Teachers are expected to:

- show outstanding subject knowledge and a passion for their subject
- model a keenness to learn and engage
- demonstrate high expectations of both work and behaviour
- keep abreast of developments within their subject area
- take responsibility for their own professional learning
- know what courses / programmes of study are on offer nationally to the age group at Moat House
- ensure that programmes of study which they have chosen to deliver are appropriate for the starting points of our students
- provide all students with opportunities for success
- provide encouragement, positive reinforcement and praise
- know what students know and use different ways to help them make progress
- have clear medium term and long term plans for their subject area
- provide regular feedback to students on the progress they are making and ways to improve
- recognise and act upon poor performance from students
- use relevant student data to inform their planning of learning activities for individuals
- ensure lessons are engaging and suitably ambitious and challenging
- share clear objectives and success criteria with students during the lesson
- ensure lessons are planned as part of a series (short term and medium term planning)
- offer adaptive teaching to meet the needs of the student
- work with colleagues to ensure that identified learning strategies are built into lesson plans to support SEN student
- positively promote transferrable skills –independent research/literacy/numeracy
- employ a range of strategies to support students to improve their reading skills
- encourage students to be resilient
- provide opportunities for reflection by students
- provide opportunities to challenge students through pace, questioning strategies and problem solving activities
- provide opportunities for repetition / reinforcement
- maintain records of performance and attainment for each student

A lesson plan proforma is available on the teachers' server but any appropriate format can be used.

Adaptive teaching:

Teachers will adapt delivery of the curriculum by:

- the needs of individual students
- task
- outcome
- teacher / adult support

Record-keeping and assessment – see Assessment, Marking and Recording Policy :

Regular assessments are made of students' work in order to establish the level of attainment, and to inform future planning.

Targets

Students are routinely set targets for each subject. Progress towards these targets is monitored by teaching staff at regular progress meetings. Students, along with parents/ carers where appropriate, meet with a member of the Moat House Leadership team during review week in the autumn and summer term to discuss interim reports and progress. Parents and students are also invited to Parents'/ Carers' Day in the spring term when targets are reviewed and written reports are produced by subject teachers to offer ways to improve.

Parent's / Carer's Role:

Parents/carers are encouraged to support students' learning by:

- ensuring regular attendance
- encouraging punctuality
- encouraging students to come to school feeling confident and positive about learning
- sharing with teaching staff any problems a student may encounter at school or at home which may affect behaviour or progress
- attending Parents'/ Carers' Day
- supporting students by becoming actively involved in the operation of Support Plans, and any Special Educational Needs processes, including those for EHCPs
- ensuring that all contact addresses and telephone numbers are up to date and correct.
- responding to letters sent home from school
- informing the school of reasons for any absence

For the **expectations of learners** please see the Moat House Behaviour Policy

Community Role including Governors and other regular visitors:

The community is invited to support the school by:

- contributing to activities such as possible Open Days / lunches / end of term activities
- presenting themselves as positive role models to be emulated

Lucy Cooney