



## Teaching and Learning Policy 2024-25

<b>APPROVED BY:</b>	Full Trustee Board
<b>LAST REVIEWED:</b>	October 2024
<b>NEXT REVIEW:</b>	October 2025

<b>This Policy has been written for:</b>	<p>All staff and students at West Heath School, their parents and carers and other stakeholders.</p> <p>All teaching staff should have a detailed knowledge of this policy and should receive regular training to improve their teaching and learning practice. All HoDs should be familiar with the quality assurance documents and use these regularly to ensure that they monitor the teaching and learning practice in their department.</p> <p>All students should be aware of the content of the policy through the use of the West Heath lesson structure, their day-to-day interactions with staff during lessons and they should be familiar with many of the resources referred to in this policy.</p>
<b>Rationale:</b>	<p>The Teaching and Learning Policy should help to outline the expectations of all teaching staff at West Heath School. The policy sets out the universal West Heath lesson structure and the psychology behind a uniform lesson format. The policy will explain the use of learning walks, the lesson observation structure, and the use of monitoring and evaluation policies to improve teaching and learning.</p> <p>The policy will reinforce the need for staff to create a teaching and learning environment where students are able to learn best and where positive relationships between staff and students are key. Students should enjoy their learning and their lessons and staff should adapt their lessons to meet students' individual interests and learning needs.</p> <p>The policy aims to ensure that all members of school community recognise the importance of excellent teaching and learning and that staff have clarity and understanding of what this looks like for West Heath students.</p>
<b>Consultation:</b>	<p><b>Persons with particular responsibility:</b></p> <ul style="list-style-type: none"> <li>• The Head of Curriculum and the Head of Safeguarding</li> <li>• All Teaching Heads of Department and/ or Faculty</li> <li>• All teaching staff at West Heath School</li> </ul> <p><b>Consultees:</b></p> <ul style="list-style-type: none"> <li>• SMT</li> </ul>

<b>Legislation and Guidance:</b>	<ul style="list-style-type: none"> <li>Teaching staff</li> <li>Behavioural Consultants with SEND school experience</li> </ul> <p><b>Monitoring and Evaluation:</b></p> <ul style="list-style-type: none"> <li>The Student Council, SMT and Heads of Department and/ or Faculty.</li> <li>The Education Act 1996 National Guidance (DfES/DoH 2002)</li> <li>Ofsted Criteria 2022</li> <li>LA Policy Statements</li> <li>Keeping Children Safe in Education 2022</li> </ul>
<b>Links to other Policies/ Procedures:</b>	<p><b>This policy should be read alongside:</b></p> <p><i>Promoting Positive Behaviour Policy</i></p> <p><i>SEND Policy</i></p> <p><i>Cultural Diversity Policy</i></p> <p><i>Quality Assurance Policy</i></p>
<b>Key definitions/ terms:</b>	<ul style="list-style-type: none"> <li>The 4Rs- <b>Respect, Resilience, Responsibility and Relationships.</b></li> <li>Lesson Observations/ Book Scrutinies</li> <li>AFL- Assessment for Learning</li> <li>SEMH- Social, Emotional and Mental Health</li> <li>SMSC – Spiritual, Moral, Social and Cultural Education</li> <li>HoD- Head of Department</li> <li>HoS- Head of School</li> <li>SMT- Senior Management Team</li> </ul>
<b>Edition, Review frequency and dates</b>	<p>This is edition 11, reviewed March 2024</p> <p>This policy will be reviewed every year.</p> <ul style="list-style-type: none"> <li>It is due for review March 2025.</li> </ul>
<b>Appendices &amp; Procedures:</b>	<p>This policy has:</p> <ul style="list-style-type: none"> <li>Connect Task/ Zones of Regulation Example</li> <li>Teacher Observation Form.</li> <li>LSA Observation Form.</li> <li>Book Monitoring Document.</li> <li>West Heath Steps Level Criteria</li> <li>West Heath Assessment Sticker.</li> </ul>

<b>1. Introduction</b>	<p>The West Heath curriculum intent supports the School’s vision and mission statement.</p> <p><i>To create an inspiring, trauma-informed curriculum that balances the need for students to achieve academically and improve their social, emotional and mental health. To ensure all teachers have high expectations and that students receive a diverse range of pathway options that capture their interest and empower them to thrive in life beyond the school. The values of the 4Rs are woven into the fabric of our unique Personal Development curriculum, which includes PSHE, Self-Science, Social Skills and Oracy lessons, all of which help to support West Heath’s mission statement to ‘Rebuild Lives through Education’.</i></p>
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	<p><b>West Heath School Vision</b> <i>Rebuilding lives through education.</i></p> <p><b>West Heath School Mission Statement</b> <i>To support and empower our community to discover their strengths by taking responsibility for their lives, through respect for themselves and others.</i></p> <p>Working with some of society’s most vulnerable children, West Heath School’s curriculum is designed to re-engage students into learning, inspire their creativity, and broaden their opportunities. Students enter the school at all ages and from various, at times challenging and disadvantaged, starting points, having often missed consecutive years of school. Students need to experience success and to settle back into a learning environment.</p> <p>The curriculum makes use of evidence-based approaches, which together aim to support students develop the knowledge, self-awareness, understanding and skills to flourish. WHS has developed a <b>spiral curriculum</b> where the students will revisit key topics throughout their school career. The aim of this is to reinforce a learner’s previous knowledge whilst expanding/deepening their understanding of the areas being explored.</p>
<p><b>2. Our Values- the 4Rs</b></p>	<p>At the heart of the West Heath curriculum is the ethos of the 4Rs- resilience, respect, relationships and responsibility and its aim is to ensure students are happy, healthy and able to form and maintain positive relationships. The 4Rs are mapped in Schemes of Work (SoW), the lesson observation structure and promoted in all areas of school life. Personal development subjects are also an integral part of the curriculum and aid students’ transition to further education and preparation for adulthood.</p> <p><b>Responsibility-</b> students to take responsibility for their learning; attend school unless there is a good reason for absence; try their best in lessons; complete all work set by their teachers and value the equipment they use in lesson. The <i>Votes for Schools</i> programme and Student Newspaper, <i>Start Daily</i>, will also encourage students to think about and take responsibility for the global and political events happening in the world around them.</p> <p><b>Respect-</b> HoDs will create SoWs and teachers will plan lessons that celebrate diversity; enable students to understand and respect different cultures; and encourage students to integrate within the whole school community. Students will be offered a range of trips, such as visits to local Mosques and Cathedrals, in order to develop their cultural capital and understanding of different races and religions. In Personal Development subjects, such as PSICHE, Self-Science and Social Skills, students will be taught techniques that encourage self-regulation, develop their self-confidence and support them to develop self-respect. Ensuring that students understand safeguarding issues, such as online bullying, gaming addiction and how to stay safe and seek help when needed, is an integral part of the entire West Heath School curriculum.</p> <p><b>Resilience-</b> teachers will create lessons that enable students to develop the ability to withstand, address, adapt and adjust to misfortunes and overcome obstacles. Teachers will use patience and praise to ensure that students feel encouraged and motivated to bounce back from perceived failure during lessons. Teachers will use the West Heath Marking</p>

	<p>Assessment Sticker to ensure all students understand how to improve their work and make progress in their learning.</p> <p><b>Relationships-</b> good relationships with teachers help students feel a greater sense of belonging and encourages them to participate more actively in the school community. West Heath prides itself on the positive relationships developed between students and all West Heath lessons should follow the WH Format: beginning with Connect tasks, which are designed to be imaginative and fun and give staff a space to get to know students, as well as to enable them to regulate, physically and emotionally, before the lesson begins.</p> <p>This will ensure that the school provides an environment where every student can feel:</p> <ul style="list-style-type: none"> <li>• safe;</li> <li>• healthy;</li> <li>• able to enjoy and achieve;</li> <li>• able to contribute to future economic well-being;</li> <li>• able to make a positive contribution.</li> </ul>
<p><b>3. Aims</b></p>	<p><b>The aims of the policy are:</b></p> <p>To ensure that all West Heath teaching staff understand their respective roles and responsibility in providing first class learning opportunities.</p> <p>To enable staff to:</p> <ul style="list-style-type: none"> <li>see their responsibility to teach the ‘whole child’ to improve their academic, physical, spiritual and emotional behaviour and outcomes;</li> <li>understand and implement the West Heath lesson format in all lessons;</li> <li>plan and create interesting and engaging lessons that promote safeguarding and the welfare of students, creating an effective learning environment;</li> <li>to ensure that the whole West Heath School community feels valued, respected and represented fairly during lessons, SoWs and long-term planning.</li> </ul> <p>to ensure that all staff:</p> <ul style="list-style-type: none"> <li>follow the expectations for teaching and professional conduct as set out in the Teachers’ Standards;</li> <li>update parents/carers on students’ progress through termly reports on progress and yearly parent/carers consultation evenings;</li> </ul> <p><b>to support our school mission statement of ‘Rebuilding Lives through Education’ by encouraging students to reflect on and change their behaviour, which helps to prepare students for life beyond West Heath School.</b></p> <p>To ensure that all students:</p> <ul style="list-style-type: none"> <li>are an active participant and have an active voice in their learning. For example, through the use of surveys and questionnaires;</li> <li>enjoy their learning;</li> <li>try their best to develop positive learning behaviours;</li> <li>use their resilience in lessons to improve their behaviour for learning.</li> </ul>

<p><b>4. The Psychology behind the Curriculum</b></p>	<p>It is important to note that the mainstream model did not work for the vast majority of our students. West Heath School should look and feel different from the schools that our students have previously experienced, and we want them to associate it with feeling safe, secure and inspired. We want our students to enjoy, improve and excel in their learning.</p> <p>Our staff understand that students learn in different ways and in contexts. The West Heath curriculum encourages and promotes diversity, not only in learning strategies to include all students and to meet their individual needs, but to ensure that diversity is promoted and celebrated in all lessons and in detail during Self-Science and RSE lessons.</p> <p>Though some therapeutic exercises may reduce lesson time, if the student does not have a mindset that is ready to learn then they will not be able to access or remember the lesson content. Students who have experienced trauma or have additional learning needs often arrive to lessons in flight or fight mode- this means that they are working in the brain stem, their nervous system is on high alert and the prefrontal cortex does not work effectively. Beginning lessons with Zones of Regulation and/ or the West Heath Connect Task helps to calm students' nervous systems and helps them to self-regulate and access the learning.</p>
<p><b>4b. WH Connect Tasks</b></p>	<p>The West Heath Connect Tasks (WHCT) are designed to be fun and engaging and encourage students and teachers to begin the first 5-10 minutes of their lessons with a positive learning experience. This not only enables students and staff to develop their relationships and see different sides and skills that they may both have; the WHCT get students excited to get to their lessons on time. These tasks ensure that students calm their nervous systems and the WHCT can be adapted to different classes and students, dependent on their mood and/ or specific skills the students may need to develop. For example, some classes benefit from linguistic starters such as Articulate or Riddles; visual learners benefit from skills in games such as Pictionary, Magic Eye and Where's Wally; kinesthetic learners may benefit from physical WHCT such as sensory circuits and movement activities. Please see <b>Appendix A</b> for examples.</p>
<p><b>4c. The Zones of Regulation (ZoR)</b></p>	<p>No matter how well students achieve academically, if they are unable to identify and regulate their emotions then they will not be able to be happy or to thrive in the world outside of school. The ZoR help students learn all of the physiological sensations they feel in response to different emotions. Ultimately, this helps students understand and regulate those feelings and respond to situations in an appropriate way. Many of our students lack emotional literacy skills; the ZoR helps students both to identify how they are feeling, explain their own emotions and also understand, and try to empathise with, how their peers and their teachers are feeling. Please see <b>Appendix B</b> for examples around the School.</p>
<p><b>4d. Sensory Circuits</b></p>	<p>Students in Year 5-7 complete sensory circuits on a daily basis and the teaching staff are able to adapt the circuit to meet the needs of the students. For example, they can choose specific circuits dependent on whether the students need alerting, organising or calming. This also helps students to regulate their behaviour before they attempt to access learning</p>
<p><b>4e. Class Therapeutic Tools</b></p>	<p>All students should be provided with a range of therapeutic tools to help them to feel comfortable and able to focus in lessons. Examples of the below should be available to all students:</p> <ul style="list-style-type: none"> <li>• Weighted blankets/ lap pads as pressure helps to calm students.</li> <li>• Wobble stools and wobble seats to redirect students' energy and improve concentration.</li> </ul>

	<ul style="list-style-type: none"> <li>• Desk covers to remove sensory overstimulation.</li> <li>• Theraputty to help improve hand strength by developing the muscles in the hands.</li> <li>• MP3 players for students to listen to music in lessons.</li> <li>• A large assortment of different fiddle toys.</li> <li>• Chewing toys to help with anxiety.</li> <li>• Ear defenders to help block out low level noise.</li> <li>• Sliding slope to help students read/ focus on text.</li> <li>• Teddy bears and/ or Worry Monsters to comfort students.</li> </ul>
<p><b>5. WH Core Offer</b></p>	<p>West Heath School prides itself on having an exceptionally broad and diverse curriculum, offering a wide range of subjects, coupled with high-quality facilities and adaptable teaching styles.</p> <p><b>KS2</b></p> <p>At KS2, students follow the KS2 National Curriculum. There is significant focus on Early Reading, Mathematics (x8 lessons per week) and students developing Communication Skills. Students have x2 lessons of PSCH; x4 PE lessons; x2 Gardening lessons as well as weekly Catering and Music lessons. Students learn thematically and follow a beautifully constructed spiral curriculum to ensure key concepts are constantly revisited and reviewed.</p> <p><b>KS3</b></p> <p>At KS3, students' core study subjects:</p> <p>x4 lessons each of English, Maths and Science</p> <p>x4 lessons of PE and x2 Forest School</p> <p>x5 lessons of Personal Development subjects: Preparation for Adulthood, PSCH, Self-Science, and Votes for School</p> <p>x2 Tutor Times (x1 Social Skills and x1 HoS Designated)</p> <p>x7-8 Creative Arts subjects: Music, Textiles, Art, Performing Arts, IT and x2 lessons of Catering (Year 9- Creative Crafts)</p> <p>x1 Humanities (Year 9 x2 lessons)</p> <p>x1IT</p> <p><b>KS4</b></p> <p>At KS4, students' core study subjects:</p> <p>x4 lessons each of English, Maths and Science- GCSE/ Functional Skills</p> <p>x3 lessons of PE</p> <p>x4 lessons of Personal Development subjects: Preparation for Adulthood, PSCH, Self-Science, Votes for School (Year 10) and College Preparation (Year 11)</p> <p>x1 Tutor Time</p> <p>Students complete x3 lessons of x4 of the following Option Subjects:</p> <p>GCSEs: English Literature; Business Studies; Art; Textiles; History; Statistics</p> <p>NCFE: Sport; IT; Music Performance; Music Technology; Performing Arts; Hair and Beauty</p> <p>Outdoor Education: LASER Forestry; Duke of Edinburgh Award;</p> <p>BTEC: Creative Media/ Art</p>

	<p><b>KS5</b></p> <p>Sixth Form studies with West Heath School are predominantly delivered offsite via one of our external partners. Most students at Sixth Form level, begin their reintegration into mainstream settings, supported by our experienced staff who have their own base room and can support the students with their pastoral and academic needs in between their timetabled lessons and seminars.</p> <p>Since 2023, West Heath has its own bespoke Gate Lodge provision for KS5 students who may not be ready academically or confident enough to go onto external college provision. This curriculum is modular-based and enables students to personalise their learning and focus on subjects which interest them. For example, there are a variety of different units based on a range of subjects such as Forestry, Hair and Beauty and / or Personal Development topics such as building confidence and/ or resilience. This curriculum offers students the opportunity to complete written coursework and/ or practical assessments and meets a variety of different learning styles, adapting to the individual strengths of the students.</p>
<p><b>6. Personal Development and the Curriculum</b></p>	<p>Developing the ‘whole’ child at West Heath is at the centre of what we try to do. Much of this happens through the relationships build with staff and the numerous opportunities that are part and parcel of life at West Heath school from a varied curriculum to day trips, residential stays and a multitude of off-site provision via out Education Off Site provision. However, our personal development suite of timetabled subjects, also ensures that we are supporting all students to thrive and be ready for their next steps towards adulthood and independence, within their timetabled lessons. The aim of our Personal Development curriculum is that all students are HEADS: Healthy; Engaged; Aspirational; Diplomatic; Safe</p> <p>This framework is part of how work is assessed in each subject and formulates part of the intent of all learning across the School. The below bespoke Personal Development lessons make up five timetabled slots across every week and are therefore seen in line with the importance we place on core academic studies.</p> <p><b>PSCHE</b> – Our statutory component where students study a spiral curriculum under the topics</p> <ul style="list-style-type: none"> <li>· Being me in my world</li> <li>· Celebrating Difference</li> <li>· Dreams and Goals</li> <li>· Healthy Me</li> <li>· Relationships</li> <li>· Changing me</li> </ul> <p>Students look in an age-relevant way at topics from managing transitions, drugs education, sex and relationship education amongst many others and signposting for where to seek help. In addition to the weekly lessons, each term there is a whole school activity day built around the theme and all staff, no matter what lesson they teach will be attempting to link thematically at times to the overarching theme.</p> <p><b>Social Skills</b> - A programme of study written and evaluated by our own Speech and language therapists, where students learn about the art of communication through structured peer interactions, discussion and modelling. Social Skills lessons are an opportunity for students to</p>

	<p>practice and apply skills that will help them to form positive relationships and an understanding of how to interact and cope with different social situations. This session is run by tutors and therefore further helps build the relationships between students and key members of staff.</p> <p><b>Preparation For Adulthood-</b> West Heath has the facility of a fully equipped Preparation for Adulthood house for students to practise life skills that they will need to live independently. Each week students from Year 7-11 are taught highly practical and often game-based lessons, to track all their skills from tying a shoelace, understanding road signs, operating white goods. Students will also learn how to fill in an application forms, practice interview skills, meet with a career advisor and think about budgets and bank accounts. This is a unique provision and one that the School is very proud to offer to our students.</p> <p><b>Self-Science</b> – This bespoke subject is written by professionals within West Heath school and adapts to the needs of the cohort being taught. Self-Science attempts to talk explicitly about the human brain, emotions, communication, neurodiversity, sleep and nutrition and child development. It is highly relevant to our students as it seeks to help them explain and understand feelings of anxiety and panic, improve their own understanding of the neurodiversity that impact our community. At the heart of Self-Science is the insight and hope that a brain is not ‘fixed’ in one state unable to change, but that we can all grow in a way that helps us achieve our goals. This encourages students to foster a culture of understanding and empathy across the school.</p> <p><b>Votes For Schools</b> – Votes for Schools is a national initiative that West Heath participate in. Each week, students discuss relevant news stories that are crafted into PowerPoint-based lessons asking searching, open questions. Both sides of the debate are presented, and students are then invited to vote based on their opinion. This introduces them beautifully to the British value of democracy and helps students develop their oracy skills. Students see that their vote has meaning as the following week a soundbite of video clip is shared from a relevant person e.g. a Politician or charity worker etc. responding to how the nation of students voted.</p>
<p><b>7. Work Experience</b></p>	<p>There is also the opportunity to undertake work experience in Key Stage 4 and students in Year 9 and Year 11 are scheduled an appointment with an independent careers advisor to offer bespoke advice on future options. Students in Year 11 are supported to visit and apply to both independent and West Heath partner colleges and Sixth Form students are supported to develop independent travel training skills.</p> <p>The careers advisor also attends and books appointments for Year 9 and 11 parent/ carer evenings.</p>
<p><b>8. Assessment for Learning</b></p>	<p>It is common for academic data about a student on arrival to be inaccurate, for a range of reasons. Depending on the student’s circumstances these may include - for example - significant breaks in learning prior to arrival, attendance at several education providers in relatively quick succession, a period of absence from education, or sustained refusal by the student to participate in learning activities.</p> <p>Assessment for Learning (AfL) is an integral part of effective learning and teaching: learners understand learning intentions and success criteria and are given feedback on how to develop</p>



	<p>their learning. All teachers are expected to use a range of summative and formative assessment types and to complete x3 data drops throughout the academic year.</p> <p>The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. For example, a summative assessment might be a spelling or key vocabulary test or a quiz or an end of term exam questions or final project piece. Summative assessment is often marked as a percentage or mark.</p> <p>All staff should also complete x 3 summative assessments (x1 per term) each academic year and this data is entered on SIMS. This data is included in a full annual report with the student's strengths and weaknesses, effort and target grades, which are sent home to the parent/ carer for review.</p> <p>Subject Marksheet:  T6 WH Step/T6 Grade (GCSE/NCFE/BTEC or WH Level etc)  T6 Progress  T6 PATL (Progress &amp; Attitude to Learning)  T6 Strengths  T6 Next Steps</p> <p>The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work based on the individual subject lesson criteria. For example, the use of the West Heath Assessment Sticker gives students clear steps on how to improve their work. All teachers are expected to use the West Heath Assessment Sticker at least once per half term. Please see <b>Appendix C</b> for detail.</p>
<p><b>9. Promotion of British Values</b></p>	<p>The Promotion of British Values is mapped across the curriculum in both the Personal Development subjects and Humanities curriculum. The PSCE curriculum follows the Jigsaw Association, which embeds all the British Values into lesson and revisits them each academic year.</p> <p>West Heath School also runs a cross-curricular day based on the British Values- Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.</p> <p>Students from Year 7-10 study Votes for School lessons so that they actively participate in the voting process and develop their cultural capital by discussing topical news and issues.</p> <p>WHS also has its own Student Council, where students were nominated and had to complete an application form. This teaches students about the voting process and each School has representatives where students can feedback their views to be discussed at council level.</p>
<p><b>10. Safeguarding and Equality</b></p>	<p>The vast majority of our students have complex backgrounds, and often experience co-morbid diagnoses which can make it extremely hard for them to make sense of the world and to have a genuine sense of their capacity to positively influence events in their lives and form positive</p>

<p><b>and Diversity in the Curriculum</b></p>	<p>relationships with others. As such, promoting equality and diversity in all subjects is a crucial mechanism for supporting them develop the sense of self-efficacy, self-acceptance, and acceptance of others that is so vital in being able to lead a healthy and happy life.</p> <p>Safeguarding and the use of the 4Rs are embedded across the subjects' curriculum maps and all teachers ensure students are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. in all subjects.</p> <p>WHS does this by:</p> <p>Mapping safeguarding topics in every unit in KS2/ 3/ 4 Curriculum Maps.</p> <p>Making the students feel valued and positive about themselves through the curriculum.</p> <p>Ensuring that the curriculum is inclusive and that students have equal access to learning.</p> <p>Recognising the different learning styles of the students, making appropriate provision within the curriculum to ensure each student receives the widest possible opportunity to develop their skills and abilities.</p> <p>Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this.</p> <p>Avoiding stereotypes or derogatory images in the selection of books or other visual materials, as well as scrutinising assessment materials for cultural bias.</p> <p>Ensuring that minority races are promoted in lessons, PPs and resources used.</p> <p>Creating an environment of mutual respect and tolerance.</p> <p>Data is collected with regard to the attainment and achievement of all students in order to inform the planning and provision of support to individuals and groups of students.</p> <p>Offering a bi-weekly LBGTQ+, Girls Group and Cultural Diversity Group to ensure all students have a voice to discuss topical issues.</p> <p>Bullying and anti-social behaviours in the school are often caused by a lack of education or understanding. For certain behaviours, such as the use of discriminatory language, students will be obliged to complete a short course to learn more about and reflect on the consequences of the behaviours for the victim of this treatment. Unlike punitive punishment, this reflects West Heath School's ethos about 'rebuilding lives' as the students will be educated in a manner that helps them to reflect on the impact of their actions, learn from their behaviour and reintegrate back into the community.</p> <p>Personal development and safeguarding topics are also taught, discussed and explored during tutor sessions, which take place x3 times per day. For example, students have studied Anti-Bullying PPs, Careers Week PPs and Safeguarding Week PPs. This helps to ensure that all opportunities to promote safeguarding, both in lessons and during pastoral time, are fully utilised and that key messages are being discussed both by tutors and teaching staff.</p>
<p><b>11. Thematic Learning</b></p>	<p>Throughout the academic year students will celebrate a wide range of events and festivals to increase students' understanding of other cultures, to promote and celebrate diversity and to continue to build upon the safeguarding curriculum. For example, Humans Rights Day, Chinese</p>

	<p>New Year, Ramadan and Ede, Internet Day, International Women’s Day, World Autism Awareness Day, Black History Month, Anti-Bullying Week, Diversity Week and World Aids Day etc. This encourages students to have greater understanding of the world around them.</p> <p>As stated in the Personal Development section, each half term all subjects promote the following themes in order to promote safeguarding topics, but also to ensure a spiral curriculum pattern where topics are revisited and reviewed in an age-appropriate context. The themes are: Being Me in My World/ Celebrating Difference/ Dreams and Goals/ Healthy Me/ Building Relationships/ Changing Me.</p>
<p><b>12. Promoting Literacy in all Lessons</b></p>	<p>At WHS, the expectation is that all staff promote literacy in their lessons. This is to improve students’ literacy skills, which is a key part of the personal development criteria, and functional literacy has a significant impact on student’s life chances. As is made clear in the Marking and Assessment Policy, all teachers should point out spelling mistakes of key subject words and/ or basic punctuation and grammar, such as full stops, capital letters and high frequency words. Key words and SPaG are also a key component of the marking and assessment stickers. This ensures that all teachers view themselves as responsible for teaching literacy. All HoDs receive training on how to improve students’ writing skills, which they should cascade down and discuss with their teaching teams.</p> <p>During lesson observations, all staff will be expected to address, respectfully, or correct students’ oral literacy. This will help students’ personal development and benefit student when seeking employment and/ or going on interviews.</p>
<p><b>13. Accessing the Curriculum</b></p>	<p><b>Academically More/ Less Able students</b></p> <p>All staff have completed questionnaires to identify any student that they believe may be gifted or talented. The criteria for Gifted and Talented students have been taken from the National Association for Able Children in Education (NACE) and a budget has been provided to ensure students can receive additional resources/ extra-curricular activities and after school stretch and challenge sessions can be put in place. ‘Gifted’ learners are those with abilities in one or more academic subjects, such as Maths or English. ‘Talented’ learners are those who have practical skills in areas such as Sport, Music, Creative and/ or Performing Arts. These students are then saved on SIMs spreadsheets so all staff are aware of their abilities. Academically more able students need to be challenged, not just given more work, with increasingly difficult skills such as creation and evaluation skills.</p> <p>Less academically able students are also identified and will receive additional one: one Literacy and Numeracy intervention slots to ensure that are able to access the curriculum. These students do not receive amended outcomes, but they are provided with scaffolds to help them to reach the same outcomes as other students in their class. For example, sentence starters, vocabulary banks, scribes and/ or building blocks.</p> <p>Adapting student resources/ outcomes is vital at both ends of the academic spectrum. All staff have been taught methods to adapt lessons/ resources, memory enhancing techniques such as dual coding and repetition, as well as strategies to ensure that students’ individual learning needs are met.</p>

	<p><b>Setting</b></p> <p>Students are taught in mixed ability sets in KS2 (Year 5 and 6) and Year 7. In Year 8 and Year 9 students are set by ability in the core subjects- English/ Maths and Science- but are in mixed ability sets for all other subjects. In Year 10 and 11 students are also in ability sets for core subjects, but they are in mixed ability option subjects. Though students are not set for the options subjects, students do need to have a reasonable aptitude for the subject in order to take it to a higher level.</p>
<p><b>14. Bespoke Timetables</b></p>	<p>For students who still struggle to access the curriculum, tutors can access a Change of Timetable (COT) form to increase or decrease the amount of lessons; add in bespoke literacy or numeracy interventions or more holistic interventions such as dog walking, bike riding or additional lessons in a subjects they are interested in and/ or one: ones with a preferred teacher. Students can also attend EOS (Educated Off-Site) provisions to help them to build aspirations and re-engage with the curriculum.</p>
<p><b>15. EOS (Educated Off Site) Provision:</b></p>	<p>A key aspect of EOS is to engage KS4 students and provide them with an opportunity to gain qualifications that provide a platform for transition into 6th Form. The EOS provision offers a variety of offsite provisions, for example, students completing Challenger Troop and/ or Skills for Employment, which may have students build the confidence and resilience to attempt more vocational routes into Higher Education. Skills for Employment, for example, can lead to a City and Guilds qualification.</p> <p>For KS3 students, the EOS provision provides students the opportunity to engage with both peers and staff members in an offsite location, which develops students’ aspirations and helps with re-integration to the main school. The EOS provision also has the flexibility to offer students other courses of interest, to enhance their curriculum, and ultimately to give the students a voice and exercise choice, which promotes their education and wellbeing. There are extensive offsite learning opportunities such as: horse riding and equine therapy, Willow Farm, Challenger Troop and Skills for Employment. This helps to develop students’ confidence and self-esteem and see that even if they do not always excel academically, that they can still develop a variety of vocational skills.</p> <p>WHS has designated EOS staff members that offer tuition to our students offsite whether it is at a students’ home or in an informal educational setting such as a library or local resource centre. Work is set by subject teachers and delivered by Associate Teachers/ Tutors.</p>
<p><b>16. Workshops and External Visitors</b></p>	<p>WHS prides itself on offering students relevant workshops and inviting in external visitors that are specific to students’ needs and raise students’ ideas and aspirations. For example, KS4 students that needed help with building their confidence and sense of self-esteem were selected to attend the ‘Thinking Differently’ workshop. This is to ensure that they are reflecting on strategies to improve their wellbeing and mental health so they are better prepared to make the transition into KS5/ further education. External visitors and alumni students are also invited in to talk with, present to and inspire students.</p>

<p><b>17. Trips</b></p>	<p>Students receive regular opportunities to take part in a range of trips to support social development between peers and the general public. At WHS all students are offered a range of educational trips designed to improve cultural capital such as Theatre/ Museum trips and trips to local Mosques and Churches; engagement trips to places such as Disneyland Paris and kinesthetic trips such as visits to the Trampoline or Golf Park. Students are also offered a variety of residential trips, including a trip to Carroty Wood, Bewl Water, the Ardeche and Normandy in France and a trip to Rome.</p> <p>Learning outside the classroom is an excellent way for children with SEND to enhance their social skills, learn visually, gain confidence, concentrate more easily, and improve intellectually. Not only can students improve in their lessons, they can also learn essential life skills such as using public transport, making their own lunch or dinner and personal hygiene routines such as brushing their teeth. For students with SEND, as with all children, having contact with different people and environments encourages them to adapt to new situations. Making these experiences a regular part of school life provides frequent opportunities to develop students’ confidence and social skills, whilst expanding their horizons and becoming more aware of the world around them. Young adults with SEND needs, often learn best through doing; educational trips provide them with real life experiences and help them develop the necessary skills to enable them to help promote preparation for adulthood and lead an independent or semi-independent life.</p> <p>As a school that values and promotes the 4Rs, taking WH students on trips not only develops students own sense of personal responsibility, relationships between teachers and young people improve through shared experiences, and many teachers find new ways to relate to their students during school trips.</p>
<p><b>18. Remote Learning/ VLE</b></p>	<p>WHS uses <b>Satchel One – Show My Homework (SMHW)</b> to ensure that all students can access work from home. This may be for homework or additional work purposes, but may also be to ensure that any student who is off-site, whether due to their mental health issues, or because they are away or in the EOS provision, is able to access their work and continue their learning.</p> <p>Satchel One is an online platform that WHS uses for the setting and monitoring of home/work. All staff will use SMHW to set work for absent students, all students will use it as a means of accessing set work, and all parents/ carers will have access to see what work has been set through the Satchel One Parent/ Carer App.</p> <p>SMHW also enables parents/ carers and students to see the details of the tasks that have been set, as well as their submission status and grades if applicable. It will provide parents/ carers with a deeper insight into the work their child receives. More importantly, it will improve students’ organisational skills, time-management and help them to keep on top of their workload.</p>

<b>19. Homework</b>	<p>WHS appreciates that for many students it is a huge achievement for them to focus throughout the day and complete an 8-hour timetable. Due to this, homework at WHS is optional for students.</p> <p>For KS4 students, it is expected that teachers will ensure there are past exam papers/ example portfolio work for students or links to useful websites or revision materials, should they wish to access it, however, this is not a requirement for our students.</p>
<b>20. Quality Assurance: Monitoring and Evaluation Procedures</b>	<p>WHS seeks to maintain a learning culture; all teachers are reflective practitioners who seek to improve and reflect on their teaching and learning practice. Observations and scrutinies are part of the appraisal process and, when carried out as part of a process of constructive engagement within an atmosphere of support and co-operation, are beneficial to staff development.</p> <p>Please refer to our Quality Assurance Policy for detailed information regarding our monitoring and evaluation procedures.</p>
<b>21. Useful Websites</b>	<p><a href="http://www.stemcrew.org.uk">www.stemcrew.org.uk</a></p> <p><a href="http://www.educationsupport.org.uk">www.educationsupport.org.uk</a></p> <p><a href="http://www.nace.co.uk">www.nace.co.uk</a></p> <p><a href="https://learning.parliament.uk">https://learning.parliament.uk</a></p> <p><a href="https://www.gov.uk/government/organisations/department-for-education">https://www.gov.uk/government/organisations/department-for-education</a></p>

# Teaching and Learning Appendices




# Appendix A: Connect Task Examples

Insert Title

Lesson outcome:

Key Words

**Discussion:** If you could speak to any species of animals, what would you choose and why?




*Respect      Resilience      Relationships      Responsibility*

Insert Title

Lesson outcome:

Key Words

**Task:** Pick a word out of the hat and model it out of playdough. We will try and guess what you have made.




*Respect      Resilience      Relationships      Responsibility*

Insert Title

Lesson outcome:

Key Words

**Task:** Complete the 4 Behind activity...



*Respect      Resilience      Relationships      Responsibility*



# Appendix B: Zones of Regulation around WH School



## Appendix C: WH School Assessment Sticker

<b>Work Assessed:</b>		<b>Date:</b>	
<b>Key Vocabulary/ SPaG:</b>		<b>Effort:</b>	
<b>Key Strength/s</b> (Link to Subject/ Grade Criteria)			
<b>Area/s to Improve</b> (Link to Subject/ Grade Criteria)			
<b>Student feedback/ comments:</b>			
<b>Link/s to West Heath bespoke personal development criteria:</b>	<b>Does the piece of work encourage students to be:</b> <input type="checkbox"/> Healthy <input type="checkbox"/> Engaged <input type="checkbox"/> Aspirational <input type="checkbox"/> Diplomatic <input type="checkbox"/> Safe		
<b>How? Comments:</b>			