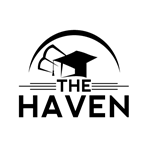
**The Haven Teaching and learning Policy 2019**

**The Haven School**



|  |  |  |
| --- | --- | --- |
| **Approved by:** | Zoie Stevenson | **Date:** Sept 2018 |
| **Last reviewed on:** | OCT 19 |  |
| **Next review due by:** | OCT 20 |  |

**The Haven Teaching and learning Policy 2019**

**School Aims-**

**The Curriculum-**

**A whole School Approach (monitoring and review)**

* A shared approach to curriculum planning and delivery
* All staff are regarded as partners in pupils learning
* A collaborative approach to whole school development strategies for teaching and learning
* CPD and PD days dedicated to upskilling, sharing and developing staffs understanding – a platform for innovative practice
* Policy is shared with staff and is visible on the school ‘hub’
* Observations of learning, pupil progress meetings and learning walks by SLT ensure requirements of this policy are met
* SLT review planning and with staff, alter and develop as necessary to ensure we continue to meet the needs of all learners.

**High expectations of work and behaviour**

All pupils are expected to be Ready, Respectful and Safe. Staff have high expectations of students in terms of the quality of work they produce, behaviour and attitude towards learning. Staff promote resilience by encouraging pupils to be reflective and learn through their mistakes. Pupils are awarded commendations for modelling school expectations.

**Relationships**

Haven staff value every child and treat them as individuals. They act professionally to build positive, supportive and respectful relationships that foster a love of learning and self-respect.

**Feedback and Questioning**

Haven staff focus on how pupils learn as individuals and use feedback to promote self-esteem and pupil motivation. Feedback is usually immediate and often verbal.

Staff will use questioning techniques to challenge and support the students’ learning, together with opportunities for students to reflect on their own learning and complete progress sheets.

**Preparation for Life beyond School**

Students are supported to develop life skills during weekly skill building sessions and given bespoke careers education that is woven into the curriculum (derived from the Gatsby Benchmarks). This enables them to become independent young adults who are able to make a positive contribution to society.

**Opportunities beyond the classroom**

Staff look for alternative ways to deliver learning outcomes and broaden the horizons of the students they teach. We celebrate opportunities beyond the classroom in order to foster relationships and develop the social and emotional skills of students in our care. This is done through a range of high quality enrichment and extra-curricular provisions.

**Displays**

Classrooms provide stimulating displays that celebrate progress and act as a resource for learning by providing points of reference.

The use of positive images reinforces our values and expectations of Haven Learners.

**Planning for all learners**

Haven staff plan challenging, accessible lessons with clear and consistent routines. Lessons are well paced and engaging with the understanding that this will look different depending on the needs of the student. Staff use pupils’ individual learning plans to ensure literacy, numeracy and social targets are addressed across all subjects.