



Glenwood School

Together we will;  
respect, achieve and make good choices

# Glenwood School Teaching and Learning Policy

**September 2018**

This policy outlines the purpose, procedures and management of teaching and learning, assessment and curriculum at Glenwood School. The implementation of this policy is intended to promote consistency and high standards, and is the responsibility of all staff.

### Rationale

The Teaching and Learning at Glenwood School is based on the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip our learners with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that the correct teaching and learning experiences help our learners to lead happy and rewarding lives.

The policy strives to meet all legal requirements and to provide an accurate and comprehensive record of the progress, achievements, abilities and experiences of individual learners. These processes are carried out in collaboration with parents/carers and learners, whose contributions are valued and incorporated.

### Equal opportunities

The race, ethnicity and cultural background as well as the interests, strengths and needs of individuals must be considered in deciding on appropriate forms and methods of teaching and learning, planning, assessment, recording and reporting.

### Statutory Assessment and Reporting Procedures

The majority of learners will have an Education, Health and Care Plan (E.H.C plan). Their needs will have been recognised from a very early age and multi-disciplinary assessments will have been completed before a statement or plan is drawn up

Within six weeks of a learner's placement at Glenwood, teachers complete a baseline assessment. (See assessment tools below) A Joined Up Planning Meeting/Learning Meeting will be held as soon as possible after a learner joins Glenwood School. This is a multi agency meeting, which includes parents/carers. Aims and aspirations for the learner are shared and planned for in conjunction with their Education, Health and Care Plan (E.H.C plan).

The outcome of the meeting, next steps (annual targets) will be agreed and reviewed at least annually.

The Annual Review meeting aims to:

- assess the learner's progress towards meeting the outcomes specified in the Statement of Special Educational Needs/E.H.C plan.
- liaise with other parties involved in a learner's life.
- assess the learner's progress towards meeting the next step targets.
- review the special provision for the learner (Personal Support Strategy)
- agree next step targets for the coming year, against which progress will be considered at the next Annual Review.

For learners in year 9, a Transition Plan must be formulated which draws together information from the young person, parents/carers and a range of partner agencies within and beyond the school in order to plan coherently for the young person's transition to adult life. All Transition Plans must also be reviewed and updated at least annually.

### Assessment

Assessing learners' progress is an on-going process that takes place in the context of carefully planned learning opportunities. Assessment is an integral part of all learning and teaching. It is continuous throughout the school year.

#### Evidence for Learning Application

Every learner at Glenwood School has their progress systematically recorded throughout every half term using the Evidence for Learning App. (Please see attached guidance).

The aim of the Evidence for learning app at Glenwood is to ensure that all teachers are reflecting, analysing and questioning learner progress based on the E.H.C.P outcomes. The app enables teachers to collate evidence that supports their professional judgement.

Half- termly learning conversations (phone calls and face to face) and sharing of evidence throughout the year is an effective way of working in partnership with families.

At each termly face to face learning meeting, teachers give families examples of their young person's progress in the form of annotated photographs. At the end of the academic year, teachers give families a collection of photographs to celebrate their young person's year, which includes a teacher and head teacher comment.

## [Planning](#)

Teachers are required to demonstrate their planning process. They will make their own decisions about what methods are effective for their individual learners.

EHCP outcomes are our starting point and what we always return to because these outcomes have been defines as the priorities that will have the biggest impact on the young persons' life.

When embarking on planning teachers must revisit the following:

EHCP/ Annual Review

Baseline Assessments

Most recent half- termly reflection (against EHCP outcomes) and 'Big Picture'

Short Term Targets

Personal Support Programme and other support programmes.

Organisation Plans: These should show the organisation of learners and staff. They should be dated for the term and changed if there is a need. It should give practical information about positioning of learners and deployment of support staff. Organisational plans include; swimming, lunch, bus seating, snack and whole class seating.

## [Curriculum](#)

See attached Curriculum Overview and Topic Overview

## [Annual Assessment Cycle](#)

See attached guidance.

## Assessment Tools

In order to assist teaching staff, a range of assessment materials are available.

It has been agreed that the following assessments are completed for each learner:

- Glenwood School baseline assessment checklists.
- Communication Profile
- SCERTS model
- Early Years Foundation Stage – Development Matters
- PIVATS

Other assessments can be found on the shared curriculum which all teachers have access to.

## [Review of the policy](#)

The policy will be reviewed in line with whole school procedures.

## [Appendices Attached](#)

The Glenwood Way

Evidence for Learning App Guidance

Glenwood Curriculum Overview

Annual Assessment Cycle

Reviewed: September 2018