



Woodlane High School

achieving success in a nurturing environment

Teaching and Learning Policy

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Aims of the Policy

- To ensure high quality teaching and learning experiences for pupils of all abilities and SEND.
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity.
- To provide coherence of approach and consistency of expectation.
- To make explicit the entitlement of all pupils.
- To promote the core ethos '*achieving success in a nurturing environment*' as well as the values and aims of Woodlane High School.
- To raise attainment by increasing levels of pupil motivation, participation, independence and aspiration.
- To promote reflection on, sharing of, good practice, through a variety of methods.
- To promote an understanding of how learning takes place.
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place at Woodlane.
- To provide practical guidance and clear procedures.
- To provide a focus for development.
- To inform teachers, pupils, parents, Governors and the wider community about the aims and processes of teaching and learning.
- To identify specific areas of responsibility at whole school and individual level.

Rationale

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. We have selected 4 essential areas of focus to highlight our evidence informed practice. In particular, evidence has commonly been drawn from The Education Endowment Foundation due to its clear, accessible nature and its wider scope.

Lesson Structure

Woodlane's Features of Outstanding Teaching and Learning (Appendix 2) were set through a shared consultative process between Senior Leaders, Teachers, Teaching Assistants and the pupils themselves. This set of core principles forms the school's expectations for all teaching and learning and provides staff with the framework to deliver outstanding classroom support.

The steps within Features of Outstanding Teaching and Learning are closely aligned to Barak Rosenshine's Principles of Instruction (2012). The evidence base for Rosenshine's work includes:

- *Research on scaffolds and cognitive supports, such as the use of instructional procedures and models, enabled students to grasp difficult tasks.*
- *Directly observing 'practices of master teachers', those effective teachers whose students made the most educational progress as calculated by the attainment tests.*
- *Research on Cognitive Science on how the human brain acquires and utilizes new knowledge. This offers knowledge of how to endure the limitations of students' long-term memory when trying to learn new conceptual ideas.*

From this research, Rosenshine established 17 Principles of Effective Instructions, and this was refined further to create the 10 key principles which underpin effective approaches to instruction in lessons. This included:

1. *Daily review.*
2. *Present new material using small steps.*

3. *Ask questions.*
4. *Provide models.*
5. *Guide student practice.*
6. *Check for student understanding.*
7. *Obtain a high success rate.*
8. *Provide scaffolds for difficult tasks.*
9. *Independent practice.*
10. *Weekly and monthly review.*

These principles are embedded across the school, are known by staff and pupils, and guide the planning and delivery of effective teaching and learning.

Learning Styles

Woodlane's teaching expectations are centred around supporting pupils who need to access learning through a range of different learning approaches, such as through the implementation of Visual, Auditory and Kinaesthetic (VAK) styles within teaching and learning. Rather than this strategy centring around an individual's preference towards a particular style, it attempts to offer a variety of methods simultaneously to account for the differing needs of each group. However, we acknowledge the key findings of The Education Endowment Foundation (October 2023) which highlights various limitations:

- 1. The number of high-quality studies of learning styles are extremely low. As a result, no impact is displayed. Schools implementing approaches with very limited evidence should carefully consider how they would monitor impact and mitigate against the risk of negative effects.*
- 2. Learners are very unlikely to have a single learning style, so restricting pupils to activities matched to their reported preferences may damage their progress. This is especially true for younger learners in primary schools whose preferences and approaches to learning are still very flexible.*
- 3. Labelling students as particular kinds of learners is likely to undermine their belief that they can succeed through effort and to provide an excuse for failure.*
- 4. It appears to be more promising to focus on other aspects of motivation and self-regulation to engage pupils in learning activities.*
- 5. Teachers should aim to support pupils to take responsibility for success in their learning and develop their own successful strategies and approaches.'*

We recognise the limited formal evidence to support this method, however, have taken steps to mitigate any potential risks of this model, for example:

- Our method centralises on using all of the learning styles, therefore allowing pupils access to a variety of styles during a teaching and learning sequence.
- We do not label pupils as a specific type of learner. We feel this could impact pupil motivation, particularly as all our pupils have SEND and some are from disadvantaged backgrounds.
- Our method assumes that learning style preferences change and what may be suited one day would differ to the next.
- We have asked our pupils how they like to be taught, while this specific terminology was not used, pupils described teaching including all three styles.
- Our teaching and learning, is not restricted to this one method, for example, we use a variety of Dyslexia Friendly and Speech and Language strategies etc. (Appendix 2).
- We regularly scrutinise our progress and outcome data, both of which remain outstanding, proving our methods are currently effective (see 'Impact' below). We are however, always open to adaptation.

Feedback

Teachers and TAs provide regular verbal and written feedback, as a result they: set SMART targets; recap prior learning; regularly and systematically check for understanding etc. We acknowledge the key findings from the Education Endowment Foundation (October 2023), which are as follows:

- ‘1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.*
- 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback*
- 3. Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).*
- 4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.*
- 5. It is important to give feedback when things are correct — not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.’*

We recognise that a significant amount of the research is focused on feedback in a mainstream environment, however, we emphasise the following:

- We use a simple clear model, which is displayed in the classroom and understood by pupils (Appendix 7). The emphasis is on a blue comment for what the pupil has been done well and a green comment or question for the area for improvement.
- Given the variety of SEND we do ask for prompt, regular feedback but do not specify exact timeframes.
- We offer feedback in a variety of forms, which include, verbal, written and in some lessons, and for some homework, digital forms.
- We use teacher and peer feedback.
- We monitor marking and feedback through Book Looks to ensure best practice is followed.

Parental Engagement (Home-School Partnership)

Woodlane views parental engagement as involving parents in their child’s learning, we view learning as both academic and social, emotional and behavioural etc. We acknowledge the key findings of The Education Endowment Foundation (October 2023) which highlights:

- ‘1. Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.*
- 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.*
- 3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications*

(e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.

4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.'

The research informs our practice in the following ways:

- We regularly hold parent reference groups and listen to the feedback of parents, making adaptations accordingly, for example, last year we redesigned our reporting to parents practice and now provide a termly progress report and increased face to face meetings. We have ensured this document is accessible to a wide audience.
- We use a variety of communication methods, including virtual, text, email, direct calls and offer an open-door policy for face to face communication. We are flexible in our approach.
- While parent engagement strategies are often more effective for younger children, the vast majority of our pupils have much younger cognitive ages, therefore the school views these methods as essential.
- We implement regular parent workshops to enhance home-learning, giving examples and practical tips. This method enables parents to ask for specific tips for their child, which are also likely to benefit others.
- We have a dedicated Parent Partnership Leader on the school's teaching staff.

Intent - What is Woodlane aiming to achieve through its curriculum?

- To provide an outstanding education, which is personalised to the need of each pupil.
- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and develop pupils' ability to self-regulate.
- To ensure Woodlane values are at the heart of learning, these include:



- To develop pupils' essential life skills, developing their knowledge and the 'cultural capital' they need to succeed in life (personal development), this will include, but is not exclusive to:
 - ✓ personal & social well-being (*safety/self-image/self-esteem*);
 - ✓ communication skills (*speaking/listening/reading/writing/body language*);
 - ✓ social skills (*behaviour*);
 - ✓ physical & health skills (*hygiene/healthy eating/exercise/team skills*);
 - ✓ ICT skills (*using computers to share and seek information*); and
 - ✓ independence and study skills (*thinking skills/self-organisation/concentration*) etc.
- To promote physical and emotional well-being.
- To prepare pupils for the next stage of their education.
- To ensure all pupils leave Woodlane with outcomes that reflect the best of their ability.

- To ensure that all pupils receive an education that is in line with the statutory guidance outlined in the SEND Code of Practice 0-25.

Implementation - How is the Woodlane curriculum delivered?

Roles and Responsibilities

All staff must be aware of the principles of this policy and how they can contribute to it.

Governors:

- To ensure the effective and rigorous, implementation and monitoring of the policy.

Leadership Team:

- To provide appropriate support, training and resources for all subject areas and staff.
- To monitor and evaluate the delivery of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.
- To ensure teaching and learning is effectively monitored through robust appraisal activities.

Subject Leaders and Teachers:

- To be responsible for the co-ordination of long, medium and short-term planning of schemes of work, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at subject level.
- To provide appropriate support to team members by providing training materials or advice and guidance.
- Support staff to take risks in new teaching methods.

Teaching Assistants and Support Staff:

- To ensure teachers are well supported in the classroom and beyond.
- To ensure teachers receive support to create high quality resources.
- To ensure pupils are well supported both in and out of the classroom.

Continued Professional Development

To support staff in implementing this policy, the school will continue to ensure that:

- All staff have access to high quality INSET.
- All staff receive regular training and support in maintaining the school's dyslexia friendly status.
- All staff receive regular training to support pupils' speech, language and communication needs.
- All staff have access to regular and up-to-date information with regard to teaching and learning practice.
- Individual professional development needs are addressed.
- All staff have access to a range of external professionals who can provide valuable support and training specific to the individual medical or educational needs of a pupil.

Home-School Partnership

The Parent Partnership Leader has responsibility for ensuring there are strong links between school and home. A range of activities, training and information sessions will take place over the

course of a year. This policy ensures that the school's values and methods are shared by all those working closely with a pupil, inside or outside of school. The guidance aims to:

- Help pupils achieve their potential.
- Help pupils to become active and independent learners.
- Promote the love of learning.

We believe that a strong home/school partnership is key to pupil's emotional development, progress and growth as part of the community. We encourage parents to support their child's learning at home in a variety of ways, including:

- Jointly signing the home/school agreement.
- Reading with children as often as possible.
- Encouraging children to complete and return promptly any homework they have been given.
- Talking with the teacher if they have any concerns regarding their children's learning or behaviour at school or at home.
- Signing planners and daily Home-School reports.
- By sharing their own experiences and skills with their child. Parents are able to receive support from school, e.g. adult learning opportunities and parent workshops, where their knowledge or skills require further development.

The Daily (KS3) Home-School reports are used to improve communication between the school and home. They ensure:

- Successes are celebrated.
- Problems are shared/identified.
- Parents have an overview of their child's behaviour and effort within all lessons over the day.
- Parents have a daily method of communication with tutors.
- Important notes from school, (e.g. medical) are handed over within an appropriate timeframe.
- Information about trips/homework/etc. can be provided/requested.

We offer various parent-pupil workshops throughout the year to enable parents to best support their child and work in partnership with the school, these vary on an annual basis but have included:

- ✓ Occupational Therapy/PE
- ✓ Using Google Classroom
- ✓ Maths
- ✓ E-Safety
- ✓ Cooking
- ✓ Speech and language etc.

Curriculum Delivery

- Pupils have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet pupils' learning needs and styles.
- Our curriculum is designed to be challenging, appropriate to the pupil's stage of development.
- Our curriculum offers significant cross-curricula learning opportunities to ensure pupils make significant personal development.
- Our curriculum covers a wide range of core and foundation subjects.
- We dedicate substantial time to both core and foundation subjects.

- Our KS3 curriculum covers 15 subjects, which are taught through 25+ hours contact time each week. Subjects taught are as follows:
 - ✓ English
 - ✓ Maths
 - ✓ Science
 - ✓ Computing
 - ✓ History
 - ✓ RE
 - ✓ Geography
 - ✓ Art
 - ✓ PE
 - ✓ DT Food Technology
 - ✓ DT Textiles
 - ✓ Spanish
 - ✓ Drama
 - ✓ PSCHE
 - ✓ Music

- Our KS4 curriculum covering a range of 13 subjects (some are 'options'), which are taught through 25+ hours contact time each week. Subjects taught are as follows:
 - ✓ English
 - ✓ Maths
 - ✓ Science
 - ✓ Computing
 - ✓ ASDAN/History
 - ✓ Art
 - ✓ PE
 - ✓ DT Food Technology/DT Textiles
 - ✓ Spanish/Vocational Skills
 - ✓ PSCHE
 - ✓ College Link/Work Experience

- Recovery Lessons are taught to all of KS3 (x3 lessons per week), and KS4 (x1 lesson per week in Year 10). These subjects formed the school's Covid-19 catch-up response and ensured dedicated curriculum time was provided to identified areas of lost learning, missed opportunities or regression. Our Recovery Lessons are now primarily used where areas for improvement are identified through our data analysis or observation. They may also be used for enrichment opportunities. For example, the following areas have been targeted through this additional curriculum time:
 - ✓ Science – experimentation and practical work.
 - ✓ Numeracy – problem solving.
 - ✓ STEM – investigation and practical application of Science.
 - ✓ Art – a whole school 'Artsmark' project on puppetry.
 - ✓ PSCHE – Friendship and teamwork
 - ✓ Humanities – Controversial topics leading to a whole school debate.
 - ✓ Further areas will be included as and when these are identified in the school's data analysis etc.

- Our curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall (view our curriculum maps on our website, found under each subject area).
- We offer a wide range of qualifications, which are selected to appropriately challenge (these can vary from year to year), based on the pupil's stage of development, including:
 - ✓ English Language (GCSE)
 - ✓ English Literature (GCSE)
 - ✓ Step Up to English (Gold and Silver Entry Level)
 - ✓ English (Entry Level)
 - ✓ Non-Qualification English Units for learners below Entry Level (AQA Unit Award Scheme)
 - ✓ Mathematics (GCSE)
 - ✓ Mathematics (Entry Level)
 - ✓ Mathematics Functional Skills (NCFE Level 1 and 2)
 - ✓ Non-Qualification Mathematics Units for learners below Entry Level (AQA Unit Award Scheme)
 - ✓ Science - Biology (GCSE)
 - ✓ Science - Biology, Chemistry, Physics (Entry Level)
 - ✓ Non-Qualification Science Units for learners below Entry Level (AQA Unit Award Scheme)
 - ✓ Art and Design (GCSE)
 - ✓ Non-Qualification Art and Design Units for learners below Entry Level (AQA Unit Award Scheme)
 - ✓ Humanities/History (WJEC Entry Level Combined Diploma or Single Certificate)
 - ✓ Non-Qualification History Units at Level 1 for learners who need extending beyond the Entry Level (AQA Unit Award Scheme)
 - ✓ Non-Qualification Humanities Units for learners below Entry Level (AQA Unit Award Scheme)
 - ✓ Spanish and other Languages (GCSE)
 - ✓ Non-Qualification Spanish and other language units for learners below GCSE (AQA Unit Award Scheme)
 - ✓ ASDAN (Gold, Silver and Bronze)
 - ✓ Computing (Entry Level)
 - ✓ Media (BTEC)
 - ✓ ICT Functional Skills (Level 1)
 - ✓ Design Technology - BTEC Home Cooking Skills (Level 1 and Level 2)
 - ✓ Design Technology - Textiles (GCSE)
 - ✓ Preparation for Work (WJEC Entry Level Diploma or Certificate)
 - ✓ PE – Certificate in Sport (NCFE Level 1 and Level 2)
 - ✓ Non-Qualification Vocational Skills Units for all those working within the Vocational Studies lessons (AQA Unit Award Scheme Units at Pre-entry, Entry Level or Level 1)
 - ✓ Non-Qualification Music Units for all learners (AQA Unit Award Scheme)
- Enjoyment in learning is incredibly important to us, we therefore also run regular whole school theme days throughout the academic year, which have included: Medieval Day; World Heritage Day; Lions of Zulu Land; Science Day; Art Day; Puzzle and Challenge Day; School Improvement Day; Money and Enterprise Day etc.

- We provide additional extra-curricular activities at lunch time, after school and specially targeted support on a Saturday.

Teaching and Learning

- Our pupils are taught by well-qualified and experienced transition teachers in Year 7 and subject specialists from Year 8 to Year 11.
- Our Headteacher is well qualified, possessing a range of post graduate qualifications, including; BA (Hons); PGCE; Med; NPQH.
- Our senior leaders are well qualified, possessing a range of qualifications.
- We have several SpLD specialist teachers. Dyslexia Friendly criteria can be found below (Appendix 1).
- Our Special Educational Needs and Disabilities Co-ordinator (SENDCO), holds a BSc in English Studies and Anthropology; PGCE in English/Drama and Media; Level 5 OCR Qualification in Teaching SpLD and will be completing the National Award for Special Educational Needs Coordination.
- Staff and pupils have collaborated to design bespoke criteria for '*Outstanding Teaching and Learning at Woodlane*' criteria, which are used to judge the quality of teaching and learning at Woodlane (Appendix 2).
- Staff and pupils have collaborated to design a bespoke criteria of '*Outstanding TA/Apprentice Support at Woodlane High School*' (Appendix 3)
- The curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation are implemented when required.
- We have a 3-tiered approach to supporting each pupil's learning, including:

Universal – this is the teaching your child will receive from our transition/subject teachers and will include adaptations to match learning needs. All classes:

- ✓ are supported by a teaching assistant (TA),
- ✓ have a maximum of 12 pupils per class to ensure there is a high level of support available from the teacher and TA,
- ✓ are multi-sensory,
- ✓ are dyslexia friendly,
- ✓ have integrated speech, language and communication support, e.g. consistent use of Communicate in Print symbols.
- ✓ have integrated occupational therapy support, e.g. zones of regulation and sensory regulation tools.
- ✓ are supported either directly or indirectly by speech and language therapists.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Interventions may include:

- ✓ specific targeted numeracy/literacy small group activities run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum;
- ✓ one to one literacy/reading support from a SpLD specialist;
- ✓ one to one reading intervention using the SRA programme; and
- ✓ one to one/small group sensory support/circuits etc,

- ✓ specialist streamed literacy lessons at KS3; and
- ✓ specialist streamed numeracy lessons at KS3.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child. This may include educational psychology support, speech and language therapy, occupational therapy, art/play therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. **However, for a high proportion of Woodlane High School pupils, access to these specialists is automatic due to specification a pupil's EHC Plan.** Pupils have access to appropriate support, including relevant technical aids, therapeutic input, and medical needs as outlined within a pupil's EHCP. Resources should be accessible through location, availability and timing and also include access to IT, reference materials and technologies as well as specialist support staff.

Homework

All homework is set on paper or on Google classrooms (parents and pupils requested this), which is managed by the Computing and Home-Learning Subject Leader. Logon details for each pupil are shared when they join the school and allow access to resources. Homework is differentiated to provide the appropriate level of challenge. Training is provided for all staff to access the system and offered to all parents/carers and pupils to ensure there are no barriers to pupils completing their homework.

The purpose of homework is:

- To consolidate and reinforce skills and understanding, extend school learning, encourage pupils to devote time to particular demands.
- To encourage pupils to develop confidence and self-discipline.
- To provide opportunities for practicing life skills.
- To encourage pupils to manage their own time and develop their independence.
- To prepare pupils for the demands of GCSEs, BTECs, NCFE and Entry Level Qualifications.
- To foster a partnership between home and school and encourage parents to take an active role in their child's learning.
- To enable parents to be involved and informed about the type of work being undertaken in class.

Homework can be used for:

- Reinforcing of class work.
- Researching topics and investigations.
- Preparation for class work.
- Reviewing, redrafting or summarising a piece of work.
- Learning key vocabulary.
- Revising for tests.
- Supporting KS4 coursework.
- Extension tasks and projects.

All homework should:

- Be fully explained by staff and clear to pupils.
- Be given appropriate lesson time to ensure understanding, e.g. not be set in the last few minutes of the lesson.
- Be recorded in pupil planners/Home-School reports, with a deadline and any instructions that may be relevant.

- Be set on paper or in Google Classroom with an appropriate timeframe for completion, e.g. 1 week.
- Be titled clearly, using Subject and Topic information.
- Be set in a predictable manner to enable pupils to plan their homework pattern.
- Be formatted in a familiar/standardised manner throughout, including use of the school's colour schemes (Appendix 6).
- Be written using the school's standardised terminology, e.g. All, Most and Some, with language that is dyslexia friendly and accessible to all.
- Cover a range of activities and skills.
- Be manageable for pupils at all levels. Where an individual pupil requires more personalised/differentiated homework, this should be provided individually.
- Be accessible, (and easily understood) for the benefit of all staff who support through Homework Club.

Frequency and duration of homework:

- All core and foundation subjects should set at least one piece of homework a week.
- There is some flexibility for larger projects that are designed to be completed over a number of weeks.
- In general, tasks should take approximately 15 minutes for a pupil to complete, rising to 30+ minutes for GCSE tasks in KS4.
- KS3 pupils are expected to read at home at least 3 times a week.
- KS4 pupils are expected to review and revise content on recommended websites for exams and qualifications regularly as part of their homework schedule.
- KS3 and KS4 pupils will have the opportunity to participate in home-school partnership activities, such as Athletics and Spellodrome.

Staff must ensure:

- Consideration is given for the individual circumstance of different families.
- Homework is marked promptly after completion (or directly after the due date), with appropriate feedback as per the school's marking policy, e.g. a point for improvement, a specific area that was achieved well.
- Regular checks are made to establish which pupils are completing homework, and where support is necessary. Pupils are referred to homework club where necessary.

Home Learning

When a pupil is required to remain off of school for 3 or more days, but is well enough to learn, the school puts in place Home Learning. This is coordinated by the Computing and Home-Learning Subject Leader. The school has access to technology that can be provided to any pupil who does not have appropriate facilities to work from home in the event of a period of absence.

Delivery of Home Learning takes 2 separate forms:

- Short term Home Learning (1 or 2 days) – e.g. a pupil's transport is cancelled at short notice.
- Longer term Home Learning (3 days +) – e.g. a pupil is required to self-isolate due to a positive (asymptomatic) Covid-19 test.

Short Term Home Learning:

- Pupils are expected to access homework either on paper or through Google Classroom.
- Pupils will complete tasks set by teachers.
- Where this absence is planned, the pupil will be invited to join classroom learning virtually (please see below).

- Where this absence is not planned, teachers will add any classwork to the pupil's book for the lessons they are absent for. This will be identified with the word 'absent' at the top.
- Pupils will be given opportunities to catch up on missed work at a later date, or through homework club.

Longer Term Home Learning:

- As soon as it is known that a pupil will be absent from school (but they are well enough to learn from home) the Computing Subject Leader will check the pupil's timetable and establish which lessons are possible for the pupil to access remotely. Exceptions will apply, e.g. Science practical tasks where a 'do at-home' alternative is not practical or safe. Where this is the case, staff will ensure there is work for the pupil to complete through Google Classroom.
- The Computing Subject Leader will set up a Live Lesson link through Microsoft Teams and a timetable for any lessons that the pupil will be joining for the known days of absence.
- Staff will be informed of the pupil's timetable and will ensure they have prepared for the pupil to join their lesson through Teams.
- This Teams link, and any available pre-lesson content will be sent to the pupil through Google Classroom, as this creates a secure access point for the pupil to their lessons.
- The pupil will join their lessons. The teacher and any available teaching assistants will incorporate the pupil in as much of the lesson content as possible, ensuring that they experience a broad and balanced curriculum even if absent.
- At the end of their absence, any work they completed at home on paper or through Google Classroom should be added to their class books as evidence of their continued engagement.

Assessment

The progress of each pupil is carefully monitored throughout their time at Woodlane. Checks on progress take place formally at set intervals and informally throughout the school day. Analysis of progress data shows that pupil underperformance is rare, but addressed where found.

Assessment takes the form of the following:

- Each pupil collates a Pupil Achievement Book, where they showcase their best work and demonstrate progress over time in a variety of subjects.
- Woodlane uses internal and external data from a range of sources to effectively evaluate each pupil's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
- Our Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points (see Appendix 5).
- Our Assessment Map highlights the range of qualifications available and how these can be compared to one another (see Appendix 4).
- Teachers and senior leaders use a range of formative and summative assessment procedures to assess progress and attainment, including:
 - ✓ daily marking;
 - ✓ self/peer assessment;
 - ✓ reading/spelling/maths age assessment;
 - ✓ Cognitive Ability Tests (CATS);
 - ✓ Pupils Attitudes to Self and School (PASS);
 - ✓ informal/formal examinations; and
 - ✓ B-Squared Progression Step data, etc.

Impact – What difference is the Woodlane curriculum making on pupils?

The curriculum is regularly monitored and reviewed by the leadership team and subject leaders to ensure all pupils are accessing teaching and learning that meets their individual needs. This ensures that:

- The vast majority of pupils meet or exceed their expected progress through internal assessment.
- The very large majority of pupils meet or exceed their expected outcomes in Year 11 (external qualifications).
- When compared with other community SEND schools in England, Woodlane regularly ranks in the top 5% nationally.
- When pupils transition from Woodlane in Year 11, they will have gained at least 1 and up to 11 externally accredited qualifications, which reflect the pupil's best ability.
- Analysis of outcomes and pupil progress indicates that there is little statistical significance between the performance of key groups and where any small differences are identified strategies are implemented swiftly.
- The spiritual, moral, social and cultural development of pupils is outstanding.
- Pupils develop outstanding behaviour over their time at Woodlane, increasing their ability to self-regulate.
- Pupils are well-prepared for the next stage of their education and the large majority transition to mainstream colleges. No Woodlane pupil has left Woodlane Not in Education, Employment or Training (NEET) in the last 8 years.
- Pupils regularly return to Woodlane to celebrate their achievements Post 16.

* Please see our annual SEF/SIP for further details on the impact.

* Please see each subject area for further details on our curriculum.

Appendix 1: Teaching Practice Dyslexia Friendly Observation Checklist

| No. | Environment | Achieved Y\N | Comments |
|-----|--|-----------------|----------|
| 1 | The room is well ventilated and at an appropriate temperature | | |
| 2 | The room is well lit ideally with natural light | | |
| 3 | Dyslexic pupils are placed near to the front of the class within easy view of the teacher | | |
| 4 | Dyslexic pupils are positioned so that they have a clear view of the board | | |
| 5 | Dyslexic pupils have sufficient space to accommodate their work, particularly left handers | | |
| 6 | The classroom is as quiet as possible to avoid noise disturbance | | |
| 7 | Movement around the classroom is minimized to avoid visual disturbances | | |
| 8 | Sources of equipment/resources are clearly labelled and organized | | |
| 9 | Key words/vocabulary are placed strategically around the classroom to support current topics | | |
| 10 | Desk top aids are available and their use encouraged | | |

| No. | Teaching Practice | Achieved Y\N | Comments |
|-----|---|-----------------|----------|
| 1 | Clear objectives are stated at the start of the lesson (the big picture is given) | | |
| 2 | Links to previous learning are made | | |
| 3 | Priority points and/or new key vocabulary are given, explained and recorded clearly, such as through bullet points, wall displays, etc. | | |
| 4 | The teacher utilizes a multi-sensory approach for all learning points throughout the session, taking into account all learning styles | | |
| 5 | There is a minimum requirement for dyslexic pupils to record /copy information from the board or from books. | | |
| 6 | Teacher notes/handouts that contain the learning points are readily available for pupils | | |
| 7 | Pupils are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, etc. | | |
| 8 | All pupils are actively encouraged to make verbal contributions and take part in discussions | | |
| 9 | Dyslexic pupils are not made to read or write in front of the class | | |
| 10 | Resources/handouts are tailored to meet the needs of dyslexic pupils | | |

| | | | |
|----|--|--|--|
| 11 | Collaborative working is encouraged including, group work, the sharing of notes, learning buddies, etc. | | |
| 12 | The pace of the session should take into account the needs of learners with time built in for thinking time/brain breaks | | |
| 13 | Frequent and effective use is made of questioning both open & closed questions to check understanding | | |
| 14 | Pupils are not expected to multi-task and tasks are clearly demarcated as looking, listening and writing with an equal balance of such tasks being evident | | |
| 15 | The lesson follows a logical sequence with each learning point leading on from the previous. Links between these learning points are frequently reinforced and made explicit | | |
| 16 | Pupils are encouraged to ask questions and make oral contributions | | |
| 17 | Additional time is allowed within sessions for dyslexic pupils to process information and for reading and writing | | |
| 18 | Key points are reinforced and highlighted both orally and visually | | |
| 19 | Effective use is made of colour, visual aids, etc within presented information to highlight key points | | |
| 20 | Instructions and information are broken down into small steps with no more than 3 clear pieces of information being given at one time. Checks of understanding are made after each stage | | |
| 21 | Handouts conform to dyslexia friendly guidelines | | |
| 22 | Positive and constructive feedback is given to pupils at appropriate intervals | | |
| 23 | Homework tasks are clearly explained and homework instructions are written down for dyslexic pupils. (Home work is not set in that last few minutes of the session) | | |
| 24 | Marking criteria are clearly explained to pupils | | |
| 25 | There is a recap of the objectives and key learning points at the end of the session | | |

| No. | Marking/Assessment | Achieved Y/N | Comments |
|-----|---|-----------------|----------|
| 1 | Homework set is appropriate for the individual pupil, where necessary it is differentiated | | |
| 2 | Pupils are encouraged to record homework in a variety of ways, if appropriate | | |
| 3 | Where appropriate homework is marked for content rather than accuracy of spelling, etc. Recognition is also given for effort | | |
| 4 | Feedback should be positive and constructive | | |
| 5 | A clear indication of the time to be spent on homework should be given | | |
| 6 | Clear and realistic deadlines for the submission of homework should be set, communicated and confirmed with the pupil and clearly recorded for them | | |
| 7 | Parents and pupils are encouraged to comment on the homework set and such comments are reviewed and utilised to inform future practice | | |
| 8 | Pupils know how to access additional support with homework if required | | |
| 9 | Reminders, such as notebooks, personal checklists, etc. are used to help pupils remember specific items/equipment for future sessions | | |

Appendix 2: Teaching Practice Observation Checklist

| Features of Outstanding Teaching & Learning at Woodlane High School | O | G | RI | I |
|---|----------|----------|-----------|----------|
| Teaching | | | | |
| Teaching is multi-sensory (visual, auditory and kinaesthetic), there is a high proportion of visual and kinaesthetic activities. | | | | |
| Teaching is differentiated and personalised to the ability and special educational needs of the individual pupil. | | | | |
| Teaching is well planned and structured , including a starter, main teaching, task and plenary section, the specific lesson structure is visually recorded on the board. | | | | |
| Teaching is well resourced , using targeted scaffolded resources and materials which are Dyslexia Friendly , including differentiated/challenging homework . | | | | |
| Teaching and support incorporates a variety of verbal and visual SALT strategies , e.g. PGSS, Communicate in Print, mind maps, levelled questioning, thinking time and an appropriate level of teacher talk etc. | | | | |
| Staff provide consistent behaviour management , using reward and sanction. | | | | |
| Teachers and TAs provide regular verbal and written feedback , as a result they: set SMART targets; recap prior learning; regularly and systematically check for understanding etc. | | | | |
| Tasks and activities are stimulating, engaging and exciting , while being appropriately challenging . | | | | |
| Staff are friendly, interactive and supportive and the classroom environment is welcoming . The wellbeing of pupils is considered at every stage. | | | | |
| TAs are clearly directed by teachers to enable them to provide the appropriate support and challenge to pupils. | | | | |
| Learning | | | | |
| All pupils make substantial progress from their individual starting points in the lesson, developing their skills, knowledge and understanding. | | | | |
| Substantial and sustained progress is evident in pupil books/folders over time. | | | | |
| All pupils display positive behaviour, attention and listening skills , appropriate to their level of development. | | | | |
| All pupils are enthusiastic to learn and demonstrate resilience to failure , appropriate to their level of development. | | | | |
| All pupils make a positive contribution to the lesson e.g. responding to questions, asking questions, completing the set tasks/activities etc. appropriate to their level of development. | | | | |

Appendix 3: TA/Apprentice Practice Observation Checklist

| Features of Outstanding TA & Apprentice Support at Woodlane High School | O | G | RI | I |
|--|----------|----------|-----------|----------|
| Relationships and Communication | | | | |
| The Teaching Assistant and Teacher demonstrate effective communication in the classroom. | | | | |
| Where appropriate, there is evidence that the Teaching Assistant and Teacher have worked together to jointly prepare resources . The Teaching Assistant demonstrates an appropriate understanding of the topic and any learning tasks . | | | | |
| The Teaching Assistant demonstrates positive relationships with the pupils in the classroom. Pupil wellbeing is always considered. | | | | |
| Misconceptions are addressed with pupils rapidly. | | | | |
| The Teaching Assistant is friendly, dynamic and approachable , setting a positive tone for the lesson as pupils arrive and ensuring the classroom environment is inviting and engaging. | | | | |
| Supporting Pupil Understanding | | | | |
| During 'Teacher Talk', the Teaching Assistant circulates the room and checks understanding . Good listening skills are modelled and the Teaching Assistant uses a range of strategies to support pupil knowledge retention e.g. a Mind Maps, lists, notes etc. | | | | |
| All pupils have appropriate support that enables them to functionally access the teaching and learning , e.g. work is enlarged appropriately for a pupil with a visual impairment etc. | | | | |
| During learning tasks/activities the Teaching Assistant utilises a variety of appropriate strategies to check understanding . This may include personalised or more generalised strategies (many of these are found within the TA Resource Pack), including: <ul style="list-style-type: none"> – Visual checks on pupil progress. – Rephrasing information provided by the teacher. – Using a task planner to schedule steps and plan learning. – Visuals/Speech and Language Therapy prompts on a pupil's desk. – Appropriately levelled questions, e.g. Blanks Levelled Questions 1-4. – Providing thinking time when asking a question. – Adapting work within the lesson (or prior) e.g. chunking – separating longer tasks in to smaller manageable steps etc. | | | | |
| Literacy support is provided that helps pupils decode information and encourages reading. Support does not provide pupils with the answer directly but prompts them to recall or discover an answer. Literacy support should be directed by the Class Teacher and may take the form of: <ul style="list-style-type: none"> – Word banks or sound mats. | | | | |

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|---|--|--|--|--|
| <ul style="list-style-type: none"> – Reading assistance, phonics support or sentence starters. – Scribing for the child where this is requested/necessary due to their needs. – Appropriate SALT resources specific to the needs of each child etc. | | | | |
| Ensuring High Levels of Progress | | | | |
| The Teaching Assistant understands the starting point of pupils in the class and recognises who may need more support or challenge. Prior knowledge is checked. | | | | |
| Questioning is used regularly to ensure pupils have made the progress expected. | | | | |
| Verbal or written feedback given is effective and ensures pupils make progress independent of the Teaching Assistant's presence, e.g. SMART targets are set and these are returned to 5 minutes in to a task to check progress. | | | | |
| Challenge is used effectively throughout the lesson and pupils are not left waiting for opportunities to develop their skills further. | | | | |
| Pupil progress is checked at the end of the lesson to consolidate. Reference to learning objectives is made. | | | | |
| <p>Unexpected behaviour is dealt with proportionately by the Teaching Assistant (under the Class Teacher's guidance) and appropriate strategies are used. These may include:</p> <ul style="list-style-type: none"> – If appropriate, poor behaviour is addressed calmly and quietly in the classroom in the first instance. – Pupils are offered appropriate sensory or regulatory strategies by the Teaching Assistant within the classroom as early intervention. – Where necessary, and in collaboration with the Class Teacher, warnings are issued. – Where necessary to avoid class disruption, timeout (or similar) is offered and supported by the Teaching Assistant. A pupil leaving the classroom is always discussed with the Class Teacher. – Where behaviour is seen to escalate, swift decisions are made based on class expectations. The class are not overly disrupted by the behaviour of others etc. | | | | |
| All pupils make substantial progress from their individual starting points (relevant to the pupils targeted). | | | | |
| Comments on progress and support: | | | | |
| | | | | |
| Previous observation points for improvement: | | | | |
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Areas for improvement:

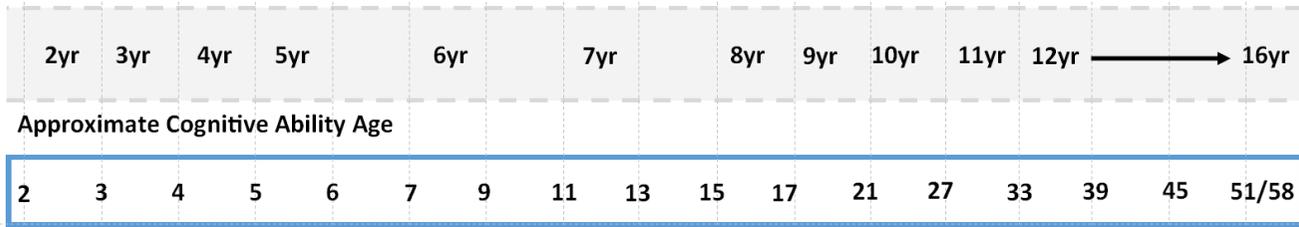
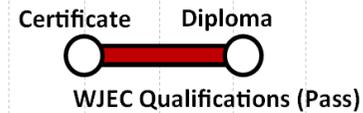
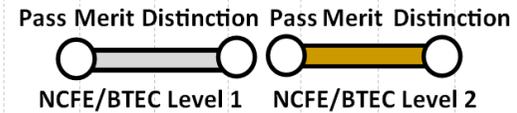
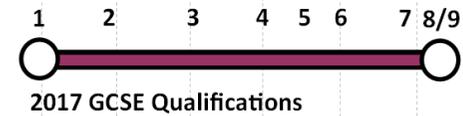
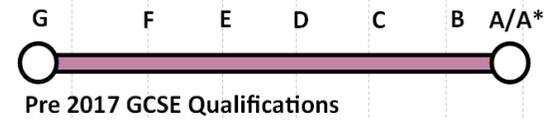
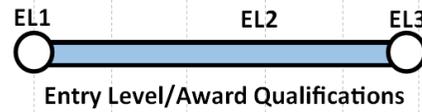
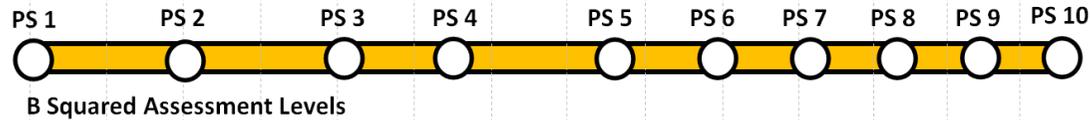
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Teaching Assistant comments:

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Appendix 4: Assessment Expectations – Qualifications Map

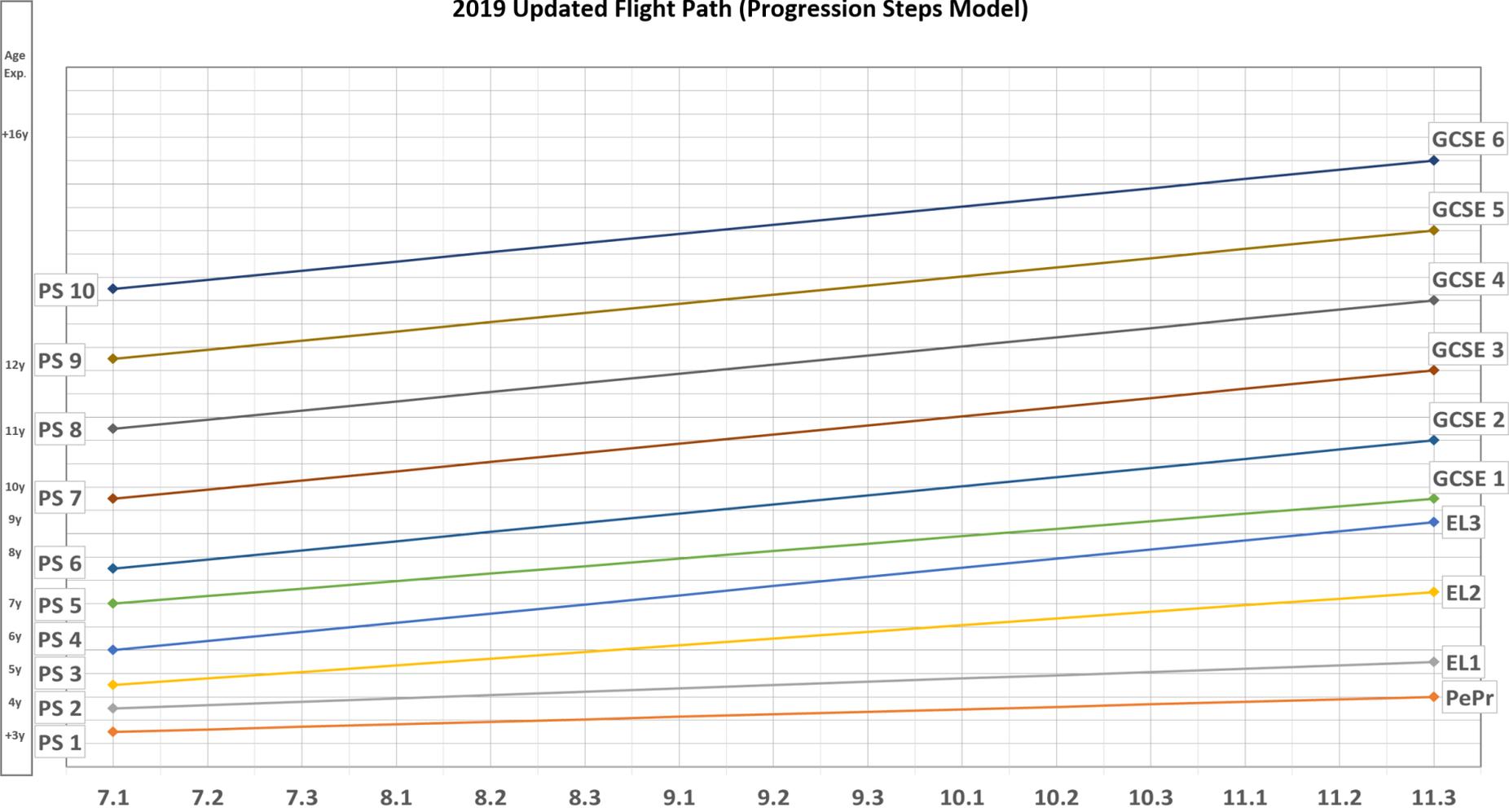
Woodlane High School Assessment Map



Woodlane Progress Point Score

Appendix 5: Assessment Expectations – Flight Path

2019 Updated Flight Path (Progression Steps Model)



Appendix 6: Woodlane Paper-Based Homework Template

| | | |
|--|--------------|------------------|
| Homework Title: | | |
| Subject: | Year: | Date due: |
| Learning Objective: | | |
| <div style="border: 1px solid green; padding: 5px; text-align: center;"> =   green = foundation task</div> <div style="border: 1px solid orange; padding: 5px; text-align: center;"> =   orange = step up task</div> <div style="border: 1px solid red; padding: 5px; text-align: center;"> =   red = challenging task</div> | | |

| |
|--|
| Tasks: (What should I do?) |
| <ol style="list-style-type: none">1. Instructions for a task that lower ability/all learners can access.2. Instructions for a more challenging task, that most of the class can access.3. Instructions for a more challenging task that higher ability/some pupils can access, to extend their learning. |

| |
|--|
| Supporting Material: (Examples, Images, Sources, Key words, etc.) |
| |

Teacher Marking: (How have I done?)

What went well:

Area for improvement:

Appendix 7: Woodlane Marking Policy (Pupil Display)







Marking - How have you done?







What you have done well will be written in blue.






Your area for improvement will be written in green.







You will mark your own work in pencil.





Peer marking will be in coloured pencil.






If you have an 'M', you will be given a merit.





Ticks and crosses will be used.








If you are absent your work will be in your book for catch up.