

The Potteries School

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POLICY: Teaching and learning policy

COMPILED	IMPLEMENTED	COORDINATED	REVIEWED
14/11/2018	19/11/2018	Andy Joynson	04/12/2025

THE POTTERIES SCHOOL: TEACHING AND LEARNING POLICY

Mission Statement and Aims

The School supports the following mission statement and the following associated set of aims :

The Potteries School would like our learners to restart their educational experience with confidence and resume a pattern of learning in order to progress, attain and achieve.

- provide opportunities that compensate for earlier missed experiences
- support young people in learning to manage their own behaviour
- support improved self-esteem and self-image
- enable learners to develop the skills for positive social interaction
- empower learners to participate in their own education
- provide a safe, secure learning environment
- help learners to begin to enjoy learning
- help learners to achieve their potential
- prepare learners for success in adult life in British society
- empower learners to invest in their own development and that of the school community

THE RIGHT WAY

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
EMBEDDING	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	<ul style="list-style-type: none"> ○ Make links to Children's Rights (UNCRC) in their plans. ○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making. ○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.
Equality and NON-DISCRIMINATION	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	<ul style="list-style-type: none"> ○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs. ○ Give information to children in a language or format appropriate for their age, culture, or ability. ○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.
EMPOWERING children and young people	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	<ul style="list-style-type: none"> ○ Give children the information they need to influence decisions that affect them (e.g. simple language reports). ○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them. ○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.
PARTICIPATION	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	<ul style="list-style-type: none"> ○ Develop clear targets to listen to children and young people from marginalised groups. ○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff). ○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.
ACCOUNTABILITY	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	<ul style="list-style-type: none"> ○ Publish an accessible annual update showing how they've worked towards making children's rights a reality. ○ Feedback regularly to children in a suitable format. ○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.

Learner Profiles

All learners at The Potteries School experience emotional, social and behavioural difficulties. These predominant needs are often accompanied by a range of additional learning needs. Most of the learners have had interrupted histories in education and care. There are a wide variety of abilities on admission, with some learners operating at a very low level of literacy, numeracy and cognitive ability, while others are quite proficient learners. All have fragile self-esteem and place a low value on themselves as learners. They all demonstrate difficulties with authority and a lack of trust in adults. They experience difficulties in forming and maintaining positive relationships with other learners and thus have limited ability to work cooperatively, in groups or in the classroom. The learners who attend the Potteries School are:

- Resident at the Potteries Care Home
- Aged between 10 and 18 years of age
- Both boys and girls
- On a placement of up to 26 weeks for assessment
- Under voluntary accommodated, full care or interim care orders

Statements of Special Educational Need for the learners predominantly focus on their Social, Emotional and Behavioural Needs, however these are often accompanied by a range of other educational differences and a disrupted educational history ensuring learners needs and associated learning plans are very complex. The range of difficulties experienced by the learners often leads to them experiencing great difficulty in accessing education and this can be manifested in a high level and complexity of behavioural expression. It is therefore critical that the school identifies these needs in order to provide a safe, structured and positive learning environment for each individual in which to engage and make good progress.

Policy Objectives

- To stimulate and support re-engagement with the learning process, using research based, active learning approaches wherever possible and engaging in a significant number of real-life learning experiences.
- To promote accelerated learning in order to compensate for previous missed opportunities and enable young people to gain the best outcomes possible in the time they spend in the Potteries School.

Procedures and Practices

- Teachers and education support staff (within a framework of supporting policies and procedures) demonstrate clearly to all learners that the school promotes a fresh start to every day as the guiding principle behind everything that the school offers;
- The rewards and sanctions system used across the school seeks to promote individual self-esteem and effort in lessons as well as collaborative approaches to work and behaviour;
- Teaching directly addresses the emotional, social and behaviour needs of students in positive ways to enable re-engagement and facilitate accelerated academic learning. Teachers must therefore:
 - invest in the positive ethos of the school, including the “fresh start every day” approach;
 - have high expectations and seek to support the positive aspirations of learners;
 - seek to maximise the quality of learning relationships between learners and all those involved in supporting them, including support staff in the classroom and fellow learners;
 - use whole school approaches to behaviour management;
 - have an understanding of the histories of learners in their classes;
 - be empathetic to the needs of learners, recognising that consistency is the key to successful behaviour change;
- To successfully re-engage pupils in learning, the school uses a wide range of approaches, including:
 - dyslexia friendly classroom approaches;
 - research-based active learning wherever possible in all classroom based learning activities;
 - games and game-playing, both traditional and digital, using teacher-devised and commercial packages;
 - small teaching groups;
 - learners accessing additional support to compensate for gaps in learning;

- learners given support strategies and resources to scaffold their learning;
 - an emphasis on personal and social development through the PSE curriculum;
 - vocational education, including community based activities that encourage learners to invest in the fabric of the school;
 - regular off-site activities including both whole school and group educational visits, outdoor and adventurous education and physical education facilitated by both teaching and education support staff in the school week;
 - outdoor and adventurous education;
 - regular multi-cultural days that celebrate diversity and emphasise inclusion;
 - extended opportunities for community based work experience;
 - a reward system that underpins an assertive discipline behavioural approach with sanctions that enable learners to own their own behaviour.
- The school seeks regular opportunities for learners to become active partners in their learning, capable of making authentic choices through:
 - giving the young person a sense of their own efficacy and value as a learner, through the regular use of meaningful praise;
 - providing up to date displays that celebrate individual achievements, as well as display that support current and future learning
 - participation of learners in monitoring, review and evaluation procedures, linked to their PPM, LAC, Statement/EHCP and PEP reviews;
 - giving learners the opportunity to voice their opinions about the running of the school through representation and participation in Learner Feedback sessions and responding to those opinions wherever possible to improve provision.
- The school seeks to equip young people with the skills of 'learning to learn' for example by:
 - developing a sense of personal effectiveness as a learner, using a wide variety of learning approaches;
 - developing effective learning behaviours, including resilience and concentration;
 - building confidence in oracy, literacy and numeracy;
 - learning how to research, organise and present findings;
 - developing skills in analysing, explaining, justifying, demonstrating and developing a logical argument.
 - developing higher order thinking skills, learning to review and reflect on achievements and next steps for improvement.
- The quality of teaching and learning is evidenced through:
 - professional development review procedures of education support staff including regular activity observations undertaken by the head teacher;
 - External validation by CareTech Head of Education and Estyn inspection;
 - learner progress tracking systems linked to secure baseline assessment;
 - monitoring and reporting on the profile of learning outcomes achieved by individual learners in line with the objectives contained within statements/EHCPs and agreed with local authorities.

- The Head Teacher will ensure that:
 - there is a continuous cycle of self-review and improvement;
 - all education support staff are appropriately qualified and have relevant experience to support students with emotional, social and behavioural needs;
 - the individual professional development needs of education support staff are identified, through agreed procedures and addressed as far as possible through a variety of approaches;
 - management processes for the qualitative monitoring and review of teaching and learning are maintained and necessary reports are submitted to CareTech Head of Education;
 - schemes of work and medium term planning assist in delivering a broad and balanced curriculum in an engaging and stimulating way;
 - teaching provides a unique and meaningful experience for learners which directly reflects their identified learning needs;
 - the daily timetable is managed to maximise learning outcomes for learners;
 - the school seeks to develop networks with teachers across CareTech and maintained schools to facilitate the continuous cycle of improvement in teaching and learning;
 - attends PPM and LAC meetings, sharing and using their knowledge of individual learners wider progress to provide more accurate support, differentiated teaching and appropriate personal support;
 - education support staff work with learners to maximise independent learning, secure self-determined targets and devise methods of self-assessment and reflection whenever possible.

Monitoring, Reviewing and Evaluation of the Schools Teaching and Learning Policy

- The implementation of this teaching and learning policy will be monitored by the head teacher, working with all education support staff and carers and reported on regularly through Monthly Monitoring Reports submitted to CareTech Head of Education.
- The success of the policy will be judged by consideration of:
 - attainment and achievement outcomes;
 - student progress across time;
 - quality of learning and teaching, demonstrated through learning walks, classroom observations and student progress meetings;
 - views of parents/carers;
 - views of outside agencies;
 - views of Local Placing Authorities;
 - views of visitors to the school;
 - views of organisations making provision for off-site educational visits and activities.

Review

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on 04/12/2026

