



Hednesford Valley High

Teaching and Learning Policy

Reviewed by: E Hill

Last reviewed: May 2024

Next review due by: May 2027

Contents

1. Rationale — page 2
2. Legislation and Guidance — page 2
3. Objectives — page 2
4. Creating a positive learning environment — page 2
5. HVH 3 R's Teaching Strategy — page 3
6. Developing Teaching and Learning within the school — page 3
7. Responsibility of the School — page 4
8. Dissemination and Review — page 4

1. Rationale

It is well documented of the barriers that teaching students with SEND presents. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. It is therefore essential that we created a policy that ensures students have access to high quality teaching. It is clear, students learn best when they are taught by staff who have the knowledge, enthusiasm and are equipped with the skills and provisions to instil an interest and desire in learning.

2. Legislation and Guidance

The Hednesford Valley High School Teaching and Learning Policy has adopted and consulted the following organisations, documents and guidance:

- HVH Curriculum Statement
- EEF SEND in Mainstream Schools
- EEF Blog “five a day” to improve SEND outcomes

3. Objectives

The HVH Teaching and Learning Policy sets out to ensure that Hednesford Valley High School:

- Provides consistent quality first teaching to its all students
- Provides the opportunity for staff to develop their understanding of SEND to ensure teaching is adapted to the needs of students
- Ensures students are able to access the curriculum

4. Creating a positive learning environment

At HVH we are mindful of the needs of our learners and are creating a learning environment to support the learning of all individuals. To support our understanding, there are periodic reviews from different organisations, including SALT and the NAS. Along with these reviews and academic research into cognitive overload we are creating a classroom learning environment that supports student learning. This includes:

- Classrooms that are neutral with limited information on walls to reduce the impact of cognitive overload
- The introduction of knowledge organisers to provide students the information they require for each topic
- Subject specific words are carefully considered and incorporated into learning
- A consistent approach to all teaching (HVH 3R’s Teaching Strategy)

5. HVH 3 R's Teaching Strategy

At Hednesford Valley High School, we are conscious to ensure that all practices are structured around evidence-based research. Although citing mainstream education, we have adopted the EEF's five recommendations for supporting students with SEND. These have been adapted to ensure the appropriateness of the needs and logistics of our students and provisions. We have also adopted elements of the EEF's "five a day" approach to supporting students with SEND. Along with this and other research in teaching and learning in SEND, we have developed a teaching strategy that supports the learning of all students. We call this the HVH 3 R's Teaching Strategy. All lessons at HVH follow this consistent approach to ensure student understanding and retention of knowledge.

Part	Section	Content		Rationale
1	Recap	Retrieval Practice – task to revisit past learning		Evidence states that knowledge can move into long-term memory with constant revisiting past learning
2	Routine	Connect	Connect new learning to previous learning	It is essential for students with SEN (particular those with ASD) to understand "why" they are learning a specific topic and "what is expected" of them
		Language	Introduce new words to students	Evidence states the importance of students, particularly with ASD, understanding words before being introduced to them in sentences.
		Instruct	Opportunities for "I DO" and "WE DO"	Evidence states that students with SEND progress well with explicit instruction
		Challenge	Opportunities for "You DO"	Evidence states that students with SEND progress well with explicit instruction
3	Recap	Task to review the learning from the lesson		Evidence states that knowledge can move into long-term memory with constant revisiting past learning

6. Developing Teaching and Learning within the school

For students to have access to high quality teaching, staff need to knowledge and understanding of SEND and have access to high quality provisions. The school has developed a CPDL programme to enhance staff understanding of a variety of SEND, including; Autism, Developmental Co-ordination Disorder (DCD), Dyslexia, Attachment and Trauma. Staff are also placed into SEND areas to create specialism. There is also the opportunity for staff to attend training courses to further enhance their understanding and share best practice with staff.

7. The Responsibilities of the School

The following staff will ensure the high quality of teaching and learning:

- The Headteacher and business manager ensure the provisions and facilities of the school
- The Headteacher will produce a quality assurance process to assess the teaching of students
- The Assistant Headteacher for Quality of Education will ensure a CPDL programme to support staff understanding of SEND
- Assistant Headteacher for Quality of Education will ensure a teaching strategy for the school

8. Dissemination and Review

The policy will be disseminated widely both to Staff and Governors through appropriate meetings. The policy will be reviewed May 2027.