



Hazel Oak School

Teaching and Learning Policy

(To be read in conjunction with Hazel Oak's 'Curriculum' and 'Inclusion' policies and 'Assessment Guidelines')

Aims and Objectives

At Hazel Oak we deliver a personalised approach to teaching and learning, tailoring and differentiating our curriculum to suit the needs of all our learners.

We aim to ensure that each child achieves their academic potential, leaving us with accreditation and secure pathways into continuing education or work.

We aim for our young people to leave us as responsible, independent individuals, equipped with the necessary skills, knowledge and confidence to find their place in the community and make a positive contribution.

All of our students have learning and/or social and communication difficulties, with many having experienced failure in other settings and so we set out to place the individual at the heart of our curriculum.

Hazel Oak is a happy school where we aim to build students' self esteem and ensure that they enjoy learning, feel a sense of belonging and achieve and celebrate success.

Planning and Delivery

We maintain a flexible and creative approach to curriculum delivery, reviewing it regularly to ensure that it is motivating, accessible and offers appropriate challenge. We take the National Curriculum and other programmes of study and adapt them to suit the learning needs of our students.

We recognise that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic) and so we adopt a multi-sensory approach in lessons to address the needs of all our learners.

We consider the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) and particular interests of our learners when planning our activities.

We recognise that many of our learners struggle with some of the more traditional techniques found in mainstream provision and need their learning to be broken down into smaller and achievable 'chunks' and so we adopt a variety of strategies such as dyslexia-friendly approaches and programmes, to enable our students to access and retain information.

We also recognise that many of our learners find it difficult to see links in their learning and transfer the skills learned in one lesson across to other lessons, or out in the 'real' world and so we adopt themed and project-based approaches to many aspects of our curriculum, to enable students to see purpose and make connections.

We offer vocational courses alongside the academic and our Enterprise work ensures that 'functional' learning is key to what we offer.

We place great value on Learning Outside the Classroom and ensure that our students are provided with regular opportunities to learn out in the community, through visits and work experiences.

Technology is embraced in Hazel Oak as being a motivating resource and an essential aspect of modern life. Computers, laptops and I-pads are regularly used in lessons to enrich the learning and enable the continual development of ICT skills.

Our class sizes are small with ratios that exceed no higher than 1:7 (Teacher/ Teaching Assistant: Students) to ensure that our students are well-supported and progress and understanding can be tracked throughout the lesson.

Our lessons:

- give students an overview of the lesson/ unit of work
- build on previous learning
- have clear learning objectives and expected outcomes that are shared with the students
- are presented in a range of styles
- allow opportunities for the students to build up their own understanding through various activities
- allow opportunities for students to review what has been learnt and monitor their progress through 'Assessment for Learning' strategies
- have built-in opportunities for feedback, celebrating success and reviewing learning strategies
- indicate what the next step in the learning will be.

We encourage our students to take responsibility for their own learning, reflecting on how they learn best and where they struggle in their learning. We use 'Bloom's Taxonomy' as a model to help us plan activities and frame questioning to ensure that we provide opportunities for students to develop higher order thinking skills.

Assessment, Evaluation and Monitoring:

Achievement and progress at all levels of the curriculum, and for all ages is regularly monitored and reviewed. Teachers' and students' evaluation and assessments feedback into future or modified plans. Feedback from lesson observations contributes to this cycle of evaluation.

To continually improve the quality of teaching and learning, curriculum monitoring is carried out by the Senior Leadership Team, External Advisors and The Governing Body's 'Performance and Standards' Sub- Committee. This is undertaken by scrutinising students' work, records, schemes of work, planning documentation, student interviews and learning walks, as well as a planned termly cycle of lesson observation and feedback.

Policy Date: June 2017

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