Teaching and Learning Policy

Hereford Learning Hub is small, nurturing and innovative learning provision for pupils with SEND who present a wide range of needs including autism, anxiety and dyspraxia. Working within a calm and supportive environment enables our teachers to get to know their needs and implement a curriculum that suits them. Our curriculum is broad and balanced with enrichment activities that prepare them for life. Hereford Learning Hub seeks to offer an exceptional home from Hereford Learning experience where everyone matters, and everyone achieves.

We believe that education can transform the lives of every child. Everyone can learn, irrespective of their starting points and abilities. We are committed to give our pupils whatever academic support needed to make progress and achieve successful outcomes. We remove barriers to learning and make learning fun within a caring environment.

Relationships are central to what we do. Forming good working relationships between tutor and pupil underpins the successful outcomes needed.

**Aims of the Curriculum**

We strongly believe that all areas of the curriculum have value. Every child has different needs and abilities. Pupils learn in different ways. The Hereford Learning Hub is committed to providing a varied learning experience of high expectations where pupils learn best and love to do so. Hereford Learning Hub tutors use their skills and knowledge to provide the best way to teach each pupil whether it’s outside, through play, kinaesthetic or visual learning.

We ensure that all pupils are supported, scaffolded and enabled to make progress through individual educational plans. We aim to design a curriculum with a holistic approach to ensure that pupils are engaged, motivated and progressing.

Hereford Learning Hub curriculum aims to be:

* child centred
* broad, balanced and engaging
* differentiated to enable pupils to make progress within curriculum pathways: Sensory, Life Skills and Independence
* personalised and supportive ensuring pupils meet individual targets as specified in their Education, Health and Care Plans
* holistic - spiritual, moral, social and cultural understanding.
* proactive in keeping pupils safe in all aspects of life
* shared with pupils and their families to encourage shared engagement with the curriculum

**Nurture**

In addition to the curriculum, we aim to provide a safe learning environment where:

* the classroom is a safe space
* we nurture well-being and growth mindset
* we learn to communicate
* we encourage life skills

**British Values and PSHE/RSHE**

At Hereford Learning Hub, we recognise the importance of teaching British Values. The values are incorporated into daily lessons, activities and topics. British Values plays an active role in in our **PSHE/RSHE** learning where we promote social and cultural development. British Values include:

* Democracy
* The Rule of Law
* Individual Liberty
* Mutual respect for and tolerance of those with different faiths and beliefs and those without faith

**Curriculum Planning**

Senior leaders at The Hereford Learning Hub have a clear vision for providing high-quality, inclusive education to all. We will celebrate achievement and have high expectations for everyone.

Planning needs to be clear about the key learning. Objectives taken from the National Curriculum and the Engagement Model. We aim to use the curriculum to design a broad and balanced learning experience with engaging topics and opportunities that pupils will be motivated by. Our subjects include:

* Maths
* IT
* English
* Science
* Humanities
* PE
* Art/DT

Our curriculum also includes pathways such as sensory, life skills and independence.

We adapt the curriculum to ensure that we:

* appropriately identify and meet pupils' personal, social and academic needs
* enable them to achieve good academic attainment on par with their mainstream peers
* improves pupil motivation, self-confidence, attendance, and engagement with education
* provide clearly defined objectives, including the next steps following the alternative provision placement

**Planning**

The curriculum is planned with long term, medium term and short-term planning formats. All planning is saved on the HLH’s staff system.

**Timetables**

All pupils have an individual Education Plan and risk assessment. This is to ensure that the need of each individual pupil is met and assessed. Timetables include lessons, breaks and transitions.

**Monitoring and Evaluation**

Monitoring and evaluation are central to meeting the needs of each individual pupil. Records of evaluations are stored within HLH’s staff system. All monitoring is used to measure pupil progress, teaching and learning. We aim to enable pupil progress and adapt practice to meet the needs of pupils in our provision through engaging, nurturing and supportive learning experience.

**Continued Professional Development**

Hereford Learning Hub seeks to always develop and improve our practice. We have time to review our curriculum and note any changes. We support CPD that will enable to development of our pupils.

**The Role of Parents and Carers**

Hereford Learning Hub works with parents and carers to help our pupils develop and grow. We develop good working relationships with parents and carers and inform them of progress and learning by:

* Parent’s evening
* Reports
* Sharing IEPs
* Open days/open door
* Seesaw
* Google Classroom
* Parent and Carer voice questionnaires

**Alternative provision: demonstrating pupil progress**

Each pupil has a personalised plan

We assess each pupil rigorously against their plan. It clearly outlines:

* Objectives for improvement and attainment
* Timeframes
* Arrangements for assessment and monitoring progress
* A baseline of the current position against which to measure progress
* Links to other relevant information such as education, health and care (EHC) plans for children with special educational needs (SEN)

**At HLH, we use a baseline assessment** to work out the levels at which pupils are working when they're join us. **We** measure against this when evaluating pupils' progress while they're attending our provision.We use this in addition to the results from assessments or exams that pupils took before coming to our provision. We use combination of tests to assess aspects of pupils learning that include:

* Standardised national tests, such as reading tests
* Smaller, periodic tests associated with different schemes of work

**External moderation**

At Hereford Learning Hub, outcomes are moderated by members of another school in order to provide valid internal assessment.

In these meetings we:

* look at marking with the moderator to check they’re applying appropriate standards
* record the results of these moderation meetings
* use the NC as a benchmark to see what level they are working at in relation to those in mainstream settings
* prepare for reintegration if necessary

**Behaviour and Attendance**

We can show pupil progress through improvements in behaviour and attendance by keeping a log. See separate policies.

**Analysing data and monitoring trends**

The data we collect allows us to identify trends in progress and attainment (e.g. by looking at percentages of pupils who have met certain targets). Monitoring trends in behaviour, attendance and reintegration alongside trends in academic attainment allows us to support positive trends, or address negative ones.