

Local Procedure Title	Teaching and Learning
Service	Clay Hill School
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Local Procedure Author(s)	Kristy Wharton
Local Procedure Ratification	Checked and Approved by: Andrew Whyte

1. Teaching & Learning Intention

This policy sets out the approach Clay Hill and Home Farm School will take to ensure high-quality learning for all pupils, with a strong emphasis on their progress and development. It establishes a consistent framework for the assessment, planning, and delivery of our curriculum.

Clay Hill and Home Farm School is committed to providing a caring, supportive, and stimulating environment in which high-quality teaching drives outstanding outcomes and progress for all pupils. Teachers are expected to adhere to the national Teachers' Standards, ensuring consistently high levels of professional practice.

At Clay Hill and Home Farm School, the aim is to ensure that all pupils:

- Develop high levels of literacy and foster a lifelong love of reading.
- Attain strong skills in mathematics through a mastery-based approach.
- Develop an enquiring mind with a passion for continuous learning.
- Build independence, confidence, resilience, and the ability to cooperate effectively with others.
- Express imagination and creativity through a broad range of media.
- Experience teaching that is underpinned by sequential planning and designed to extend and challenge.
- Gain an understanding of our multicultural society, promoting tolerance and respect for the values of others.
- Develop a strong desire to succeed and take pride in their achievements.
- Benefit from strong partnerships between school, home, and the wider community that foster aspiration and high expectations.
- Access comprehensive careers education; delivered both discretely and embedded within the wider curriculum.
- Experience equality of opportunity in all aspects of school life.

2. Assessment

Both summative and formative assessments play a vital role in informing the planning of learning to support the ongoing progression of our pupils.

Summative assessment data is collected at three key points throughout the academic year. The data collected during the summer term serves as a baseline for the following academic year and is used to measure pupil progress over time. When a pupil transitions into Clay Hill and Home Farm School, data from previous educational settings is reviewed. Where appropriate, baseline assessments are conducted once the pupil has settled into the school environment. After Clay Hilling points are established, staff implement sequential planning and personalised learning strategies to support each pupil's progress.

This approach ensures that teaching is responsive to individual needs and effectively addresses gaps in pupils' knowledge and skills.

End of year targets are set for each pupil and are designed to be aspirational, aiming for a minimum of one year's progress. These targets are determined on an individual basis, taking into account each pupil's existing gaps in knowledge and skills, as well as their capacity to make progress in line with their specific learning needs.

The summative assessment tools used vary across subject areas and Key Stages. The specific methods are outlined in the Marking and Assessment Policy, as well as in the individual Literacy, Mathematics, and Non-Core subject policies. These approaches can be summarised as follows:

Writing

- Key Stages 1–3: Half-termly *Big Write* tasks assessed against the English writing assessment criteria, with outcomes reviewed through staff moderation.
- Key Stage 4: Use of accreditation past papers aligned with the qualification each pupil is working towards.

Reading

- All Pupils: CLAY HILL Reading assessments (Accelerated Reader) used to determine reading age and ZPD (Zone of Proximal Development).
- Key Stage 4: Use of accreditation past papers aligned with the qualification each pupil is working towards.

Mathematics

- Key Stages 1–3: End-of-term assessments from the White Rose Maths scheme.
- Key Stage 4: Use of accreditation past papers aligned with the qualification each pupil is working towards.

Non-Core Subjects

- Key Stages 1–3: Assessment of pupil work against subject-specific progression maps.
- Key Stage 4: Combination of assessment against subject-specific progression maps and subject/accreditation-specific exam papers.

All summative assessment data is recorded and monitored using the school's tracking spreadsheet. This data is reviewed in detail during termly pupil progress meetings, led by a member of the Senior Leadership Team in collaboration with the relevant subject leader and teachers. During these reviews, key pupils are identified, and targeted interventions are planned to address gaps in learning and support continued academic development.

Formative assessment, conducted during learning time, is a valuable tool for identifying misconceptions and gaps in pupils' knowledge and skills, as well as assessing progress made. It supports effective teaching and learning by enabling the following:

- Teachers to monitor pupils' performance on an ongoing basis, using this information to provide appropriate support or challenge, evaluate the effectiveness of teaching, and plan or adapt future lessons accordingly.

- Pupils to reflect on their understanding in relation to learning intentions, helping them to identify areas for improvement and take ownership of their progress.
- Teachers and parents/carers to engage in meaningful communication, building a comprehensive picture of each pupil's strengths, areas for development, and the skills required to make further progress.

Examples of Formative Assessment Strategies Used:

- Whole-class question and answer activities, including personalised questioning.
- Written and verbal feedback on pupils' work.
- Evaluation of practical outcomes.
- Pupil self-assessment activities.
- Peer marking and feedback.
- Pupil/adult discussion and evaluation.

Staff will use secretarial marking, in accordance with the Marking and Assessment Policy, to provide meaningful feedback to pupils. This includes referencing the Scaffolding Framework (EEF, 2025) to clearly identify the type and level of support provided.

To support staff workload and well-being, formative assessment will primarily take place through live marking during learning time. Cold marking may be used occasionally to supplement this approach. Live marking should incorporate the use of secretarial marking codes, with a strong emphasis on the quality of verbal feedback provided to pupils. Where appropriate, staff may include brief, challenging comments or questions in their written feedback to prompt pupils to reflect on and edit their work. They may also provide modelled examples that pupils can use and adapt to improve their own responses.

3. Planning

Planning is a process, not a product. Its sole purpose is to enable high-quality teaching that meets the needs of all pupils.

All curriculum planning at Clay Hill School and Home Farm School is designed to actively promote Citizenship, British Values, and pupils' Spiritual, Moral, Social, and Cultural (SMSC) development.

At Clay Hill School, long-term curriculum plans are developed by subject leaders to provide an overview of the intended learning for each subject and year group across the academic year. These plans serve as a framework to ensure comprehensive curriculum coverage, coherent progression, and alignment expectations.

Key Features of Long-Term Curriculum Plans:

- Curriculum Coverage: Clearly delineate the key topics, themes, and units to be learnt each half-term, ensuring breadth and depth across the subject areas.
- Progression: Structure learning to build logically and sequentially from term to term and year to year, developing knowledge and skills.
- Consistency: Support consistency in curriculum delivery.
- Alignment: Ensure coherence with national curriculum requirements, whole-school priorities, and key assessment milestones.

Staff are expected to complete medium-term plans that outline the sequence of learning over a half term and demonstrate how pupils will be supported in achieving the intended outcomes. To support this

process, staff should draw on a range of tools, including pupil data, curriculum maps, and progression maps.

The medium-term planning templates are designed to guide staff through a reflective process that considers:

- What pupils have already learned.
- What the intended outcomes are.
- How progress will be measured.
- How staff can best support pupils in reaching those outcomes.
- What retrieval practice tasks will help pupils strengthen their ability to recall knowledge from long-term memory.
- How to make meaningful links across subjects—particularly in English, mathematics, and computing.

Whilst guiding staff through this thinking process, the templates are designed to minimise impact to staff workload. There is no expectation that staff are writing full lesson plans for each lesson, but instead that they are mapping out the learning journey that their pupils will go on and the support that they will receive to help get them there. Middle/Senior leaders are on hand to support staff with the planning process.

Clay Hill School Planning Expectations

Key Stage 1/2

Medium term plans for Literacy, guided reading, maths, PSHE and topic

Key Stage 3

Medium term plans for English, maths, guided reading and each Non-Core subject, including PSHE.

Key Stage 4

Medium term plans for English, maths and each Non-Core subject, including PSHE.

Home Farm School Planning Expectations

Key Stage 1/2

Medium term plans for Literacy, guided reading, maths, PSHE and topic

Key Stage 3

Medium term plans for English, guided reading, maths, ASDAN and PSHE.

Key Stage 4

Medium term plans for English, maths, guided reading, ASDAN and PSHE

Learning Intentions

Learning Intentions work to sequence the learning for both the pupils and staff.

During the planning process, staff use curriculum maps to identify the desired outcomes for each unit or topic. Based on these outcomes, learning is carefully sequenced to ensure a logical and coherent progression. The learning intentions outlined in planning documents reflect this sequence, breaking down the learning into manageable, purposeful steps that guide pupils steadily toward the intended outcomes.

This approach ensures that learning is not only well-structured but also transparent, enabling pupils to understand the purpose of each lesson and how it connects to their broader learning journey.

At Clay Hill School, learning intentions are shared with pupils during lessons to help them understand the purpose of their learning and how it fits into the broader curriculum. By making the learning intention explicit, pupils are better able to see the 'big picture'—how each lesson connects to previous learning and contributes to future understanding.

The learning intention clearly communicates what pupils are expected to learn in the lesson. When considered alongside other learning intentions, it helps pupils recognise the sequence of their learning and reflect on the progress they are making over time. This approach supports greater engagement, ownership, and clarity in the learning process.

Examples of personalised support might include:

Differentiated Instruction & Task Support

- Small group work
- Paired work
- Extension work
- Scaffolding
- Prompts / Sentence Starters / clues
- Work scheduling
- Chunking

Classroom Management & Organisation

- Seating plans
- Clear timings and supported transitions
- Now and Next boards

Adult Support & Supervision

- Closer adult input / support
- Use of scaffolding model to target support level

Assessment & Access Arrangements

- Additional time
- Access to equipment to support reading (e.g. overlays / reading pens / enlarged copies of texts)

Communication & Language Support

- Communication aids
- Role plays and oral presentations

Technology & Digital Tools

- Use of computing – access to laptops, desktops, dictation tools

Sensory & Emotional Regulation

- Access to sensory equipment / resources
- Space outside of the classroom environment

Enrichment & Experiential Learning

- Fieldwork and visits to places of educational interest
- Creative activities

- Designing and making things
- Participation in physical activity
- Work experience and work-related learning

Medium-term plans are stored in a shared digital space to ensure transparency and continuity across the school. This accessibility supports effective cover in the absence of the class teacher, enables Learning Support Assistants (LSAs) to understand the planned learning and how to best support pupils, and allows senior and middle leaders to monitor curriculum implementation and progression as part of the Developmental Improvement Approach (DIA).

These plans are treated as working documents. It is expected that they will be updated throughout the term to reflect missed learning, address emerging gaps in knowledge or skills, and incorporate further personalisation based on pupils' needs. As a result, no two medium-term plans are identical—they are tailored to the specific context and learning profile of each class.

At Clay Hill and Home Farm School, we actively promote pupil ownership of learning. Pupils are encouraged to take responsibility for their own progress, engage in reviewing how they learn, and reflect on their learning processes. By involving pupils in this way, we aim to develop independent, self-aware learners who are equipped to make informed decisions about their learning strategies and goals.

Citizenship

Citizenship is taught as a discrete subject in Years 8 and 9, providing pupils with a foundational understanding of civic responsibility and social awareness. It is also offered as a GCSE option in Years 10 and 11, allowing students to explore the subject in greater depth and gain formal accreditation.

PSHE

Personal, Social, Health and Economic (PSHE) education is delivered across all classes, using the Jigsaw published scheme to support planning and delivery.

When planning PSHE lessons, teachers ensure that the content:

- Reflects the school's aims, ethos, and values
- Encourages respect for others, with particular regard to the protected characteristics outlined in the Equality Act 2010
- Incorporates key elements of Citizenship, Spiritual, Moral, Social and Cultural (SMSC) development, and British Values
- Provides a comprehensive and cohesive approach to pupils' personal development

Careers

As part of the careers education provided at Clay Hill School and Home Farm School, a wide range of opportunities to explore and prepare for future pathways are planned for, including:

Curriculum Integration

- PSHE and Citizenship lessons often include topics on career choices, financial literacy, and employability skills.
- Subject links: Teachers highlight how their subjects relate to real-world careers (e.g. maths in engineering, science in healthcare).

Personal Guidance

- One-to-one careers interviews with a qualified careers adviser.

Encounters with Employers and Employees

- Career fairs, and employer visits provide real-world insights.

Work Experience

- Offered in Year 10 and 11, giving pupils hands-on experience in a workplace.
- Helps pupils understand expectations, develop soft skills, and explore interests.

Further and Higher Education Exposure

- College visits
- Information on qualifications, entry requirements, and career pathways.

Assemblies

Assemblies are thoughtfully planned to celebrate pupil achievements and explore a wide range of relevant themes, including those linked to key dates and current events. They serve as a platform to promote Personal, Social, Health and Economic (PSHE) education, Spiritual, Moral, Social and Cultural (SMSC) development, Citizenship, and British Values, supporting pupils' personal growth and understanding of the wider world.

All adults involved in planning and delivering learning at Clay Hill and Home Farm School ensure that teaching remains impartial and balanced. In line with statutory guidance, staff must not promote partisan political views—meaning views that strongly support one political party or ideology over others—in the teaching of any subject across the school.

4. Learning Support Assistants

At Clay Hill and Home Farm School, Learning Support Assistants (LSAs) play a crucial role in supporting high-quality teaching and learning. Their work is most effective when it is proactive, responsive, and tailored to the needs of individual pupils and the classroom environment.

Learning Support Assistants promote effective learning by:

- Developing strong knowledge of the pupils they support and personalising their approach to meet individual learning needs.
- Supporting teaching and learning with flexibility, creativity, and a solution-focused mindset.
- Implementing agreed assessment for learning strategies to help monitor and guide pupil progress.
- Providing effective marking and feedback, where appropriate, in line with the school's marking and feedback policy.
- Actively engaging in lesson planning and contributing to the delivery of inspiring and purposeful learning experiences.
- Communicating regularly with teachers, sharing observations and insights to inform next steps in learning.
- Seeking clarity when needed by asking questions to ensure shared understanding of expectations.
- Assisting with the preparation and organisation of resources to support learning activities.
- Maintaining high expectations for all pupils and celebrating their achievements.

- Modelling a positive attitude to learning by demonstrating curiosity, resilience, and a growth mindset.

5. Teaching & Learning Implementation

At Clay Hill and Home Farm School, teachers are expected to consistently demonstrate high standards of professional practice that support the academic, social, and emotional development of all pupils. Throughout all lessons, teachers will:

Knowing and Valuing Pupils

- Know their pupils well, including their strengths, needs, and barriers to learning.
- Value every pupil equally, regardless of ability, background, race, gender, age, or prior achievement.
- Ensure that learning is personalised and inclusive, with high expectations for all.

Professional Knowledge and Development

- Maintain up-to-date knowledge through regular CPD, particularly as part of the Developmental Improvement Approach (DIA).
- Reflect on and refine their teaching practice based on feedback, pupil outcomes, and professional learning.
- Stay informed about current educational developments and best practices.

Planning and Curriculum Delivery

- Plan effectively with clear, sequenced learning intentions that align with the school's curriculum intent.
- Encourage independence by guiding pupils through structured learning that builds over time.
- Incorporate advice from therapy and pastoral teams, and ensure Individual Education Plans (IEPs) reflect the outcomes outlined in pupils' Education, Health and Care Plans (EHCPs).
- Adapt planning and delivery to meet individual needs, including the use of continuous provision for pupils who benefit from a play-based approach.

Teaching and Learning Approaches

- Use a variety of teaching strategies to provide rich and engaging learning experiences, both in school and the wider community.
- Apply the Concrete–Pictorial–Abstract (CPA) approach in mathematics to support conceptual understanding.
- Implement the Maths Mastery approach to ensure deep, secure, and adaptable understanding, with early intervention for pupils needing additional support.
- Promote Personal, Social, and Health Education (PSHE) across all subjects, tailored to individual needs.

Assessment and Feedback

- Use assessment for learning strategies to monitor and guide pupil progress.
- Keep accurate and detailed records of pupil development.
- Provide effective feedback and praise, aligned with the school's ASPIRE Value System.

- Continuously assess and adjust teaching based on pupil progress and understanding.

Classroom Environment and Behaviour

- Create a stimulating, safe, and inclusive learning environment that fosters enjoyment and curiosity.
- Demonstrate strong classroom management, including for pupils with behavioural challenges, ensuring minimal disruption to learning.
- Ensure individual risk assessments and pastoral support plans are regularly reviewed and implemented.

Pupil Empowerment and Wellbeing

- Promote a growth mindset, encouraging resilience, reflection, and a positive attitude toward learning.
- Provide opportunities for pupils to make choices, take responsibility, and develop autonomy.
- Celebrate achievement and progress, building self-esteem and motivation.

Collaboration and Communication

- Work collaboratively with Learning Support Assistants (LSAs), middle leaders and senior leaders to enhance learning and ensure effective use of resources.
- Maintain strong communication with parents and carers through regular updates, reports, IEPs, and annual reviews.
- Share observations and insights to support a joined-up approach to pupil development.

6. Interventions and Individual Education Plans

At Clay Hill and Home Farm School, interventions are carefully planned, targeted strategies or programmes designed to support pupils who may be struggling to make expected progress, have gaps in their learning, or require additional support to reach their full potential. These interventions are a vital part of our inclusive approach to education and ensure that every pupil has access to the personalised support they need to succeed.

pupils requiring intervention are identified through a collaborative process involving class teachers, the Teaching and Learning Lead, and the SENDCo. Once identified, intervention programmes are carefully planned by the SENDCo to address specific learning needs.

These interventions are delivered by designated teachers and Learning Support Assistants (LSAs). The impact of each intervention is regularly assessed, and outcomes are reviewed to inform next steps, ensuring that support remains responsive and effective.

At Clay Hill and Home Farm School, Individual Education Plans (IEPs) are a key tool in delivering personalised support for pupils with special educational needs. Each IEP is carefully developed to reflect the specific outcomes outlined in the pupil's Education, Health and Care Plan (EHCP), ensuring that support is targeted, meaningful, and aligned with long-term goals.

IEPs provide a structured framework for setting clear, measurable short-term targets that are tailored to the individual needs of each pupil. These targets enable staff to monitor progress closely, adapt teaching strategies where necessary, and celebrate achievements along the way.

Crucially, IEPs also promote pupil involvement. Pupils are encouraged to engage in reviewing their own progress, reflect on their learning, and understand the steps they need to take to improve. This approach fosters independence, builds confidence, and ensures that pupils are active participants in their educational journey.

At Clay Hill and Home Farm School, class tutors are responsible for writing and developing Individual Education Plans (IEPs), with oversight and guidance from the SENCo. These plans are informed by both summative and formative assessment data, ensuring that targets are to each pupil's specific needs.

IEP targets are recorded and managed using a digital platform called Provision Map, which supports effective planning, tracking, and review of targets. This system provides a clear record of each pupil's personalised learning journey.

7. Pathways

Across both the Clay Hill and Home Farm sites, we offer two curriculum pathways: Owl and Squirrel. These pathways are designed to support the varied learning needs of our pupils and are not tied to a specific location.

Upon joining Clay Hill School, pupils complete baseline assessments in mathematics, English, reading, and emotional literacy. These assessments help determine the most suitable Clay Hilling pathway for each pupil. However, the pathways are not fixed—pupils may move between Owl and Squirrel as their needs, strengths, and progress evolve.

This flexible approach ensures that every pupil receives a personalised curriculum experience that adapts to their development and supports their ongoing success.

The Owl Pathway

Pupils on the Owl pathway access subject content that broadly aligns with the National Curriculum. This pathway is designed to provide academic challenge and progression, with pupils working towards a range of formal accreditations, from Entry Level qualifications through to GCSEs or equivalent.

As part of this pathway, pupils typically work towards qualifications in mathematics, English, and science, alongside four to five additional non-core subjects, depending on individual interests and strengths. The Owl pathway supports pupils in achieving recognised qualifications that prepare them for further education, training, or employment.

The Squirrel Pathway

The Squirrel pathway offers a curriculum focused on vocational learning and life skills, tailored to meet the needs of pupils who benefit from a more practical and functional approach to education. This pathway supports the development of essential skills for independence, employability, and everyday life.

Pupils on the Squirrel pathway work towards Entry Level or Functional Skills qualifications in mathematics and English, alongside relevant non-core accreditations that reflect their interests and strengths. The curriculum is designed to be meaningful, accessible, and supportive of each pupil's individual aspirations and future pathways.

At our Home Farm site, pupils following the Squirrel pathway engage in a curriculum that emphasises life skills, vocational learning, and practical application. As part of their non-core and life skills education,

pupils work towards ASDAN accreditations, including *Transforming Aspirations* and *Realising Aspirations*, which support personal development and preparation for adulthood.

In addition to these, pupils also access qualifications in catering, vocational/employability skills, and Entry Level or Functional Skills in English and mathematics, ensuring a well-rounded and meaningful learning experience tailored to their individual needs and future goals.

8. Developmental Improvement Approach

At Clay Hill and Home Farm School, all teaching staff are committed to delivering high-quality education through active engagement in the Development Improvement Approach (DIA). This approach fosters a culture of continuous professional growth and reflective practice.

The process is directly aligned with the school's identified development priorities, ensuring that all professional development activities are purposeful, strategic, and focused on whole-school improvement.

To support this, Senior and Middle Leaders facilitate a range of developmental activities, including:

- Developmental Drop-Ins (DDIs)
- Book Looks
- Planning Reviews
- Learning Walks with Specific Foci
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These activities are developmental in nature and closely linked to the Teachers' Standards, providing meaningful opportunities for staff to reflect, refine, and enhance their practice in line with the school's vision for excellence.

Subject Leaders conduct Book Looks on a fortnightly rotational basis, ensuring that each subject's books are reviewed at least once per term. These reviews are carried out collaboratively with the Assistant Headteacher for Teaching and Learning to support quality assurance and consistency across the curriculum.

In addition to Book Looks, Subject Leaders also carry out planning reviews. These reviews enable leaders to monitor curriculum coverage, evaluate the quality of learning journeys, and ensure that planning is thorough, coherent, and aligned with the school's curriculum intent.

Senior Leaders at Clay Hill and Home Farm School are committed to fostering a culture of continuous improvement. All teachers are provided with regular opportunities to engage in reflective practice and are supported in raising standards and improving pupil outcomes through the Developmental Drop-In (DDI) process. This process is applied consistently across both core and non-core subjects, ensuring a whole-school approach to high-quality teaching and learning.

The full structure and expectations of this process are detailed in the DIA Methodology Procedure.

9. Reporting

Effective and consistent communication with pupils, parents, and carers is essential to supporting and communicating pupils' progress and achievements.

Tutors provide parents and carers with a weekly summary of pupils' week through telephone conversations. This ensures families are kept informed about the how their child is developing.

The school's ASPIRE value system (Ambition, Support, Passion, Independence, Resilience, and Empathy) is embedded within the learning environment and celebrated through assembly certificates and the weekly newsletter, reinforcing pupils' academic progress, engagement, and personal development. ASPIRE points are recorded using a digital platform called Class Dojo, which parents and carers can access from home to monitor their child's achievements and learning behaviours in real time.

Teachers review, set, and report on pupils' progress towards their Individual Education Plan (IEP) targets—based on their Education, Health and Care Plans (EHCPs)—on a half-termly basis.

Each term, pupils' academic progress and attainment are formally reported to pupils, parents, and carers. This includes a written summary detailing the pupil's engagement and progress in each subject area. Additionally, parents and carers are invited to attend a parent-tutor meeting during Parents' Evening to discuss their child's development in greater depth.

All pupils undergo an Annual Review of their Education, Health and Care Plan (EHCP) to evaluate progress, update targets, and ensure that support remains appropriate to their individual needs.

10. Celebration of achievement

Classroom displays are used to foster an environment where pupils' work is valued and celebrated. This plays a vital role in boosting self-esteem and encouraging aspirational attitudes toward learning.

Pupils' contributions, achievements, and feedback are consistently recognised and celebrated in every lesson through the school's ASPIRE value system, promoting a positive learning culture and reinforcing key personal and academic values. These recognitions are also discussed during tutor time at the end of each day, providing pupils with regular opportunities to reflect on their progress and celebrate success.

Pupils' achievements are formally celebrated each week during Primary, Middle, and Secondary School assemblies. Recognitions are awarded based on clearly defined criteria and presented in the form of certificates. These include:

- Clay Hill of the Week – for outstanding effort or achievement
- Headteacher's Award – for exceptional contributions or progress
- ASPIRE Value of the Week – highlighting one of the school's core values (Ambition, Support, Passion, Independence, Resilience, Empathy)
- Act of Kindness – for demonstrating compassion and positive behaviour towards others

This structured approach ensures that pupils' efforts and values-based behaviours are consistently acknowledged and celebrated across all key stages.

These achievements are also celebrated in the school's weekly newsletter, which is emailed to parents and carers. The newsletter highlights both in-class accomplishments and successes beyond the classroom, ensuring that a wide range of pupil achievements are recognised and shared with families.

11. Expectations and Impact

By clearly outlining the intent and implementation of our Teaching and Learning Policy, pupils at Clay Hill School and Home Farm School will:

**Children's Services
Local Procedure Template**

- Make significant academic progress and develop aspirations for continued learning.
- Achieve a broad range of accreditations that support future educational pathways and post-16 options.
- Have their achievements consistently recognised and celebrated across all aspects of school life.
- Grow in confidence, resilience, and independence as learners.
- Develop the ability to collaborate effectively as part of a team.
- Acquire essential life skills and demonstrate them in a variety of contexts.
- Understand and embody key British Values and cultural capital.
- Gain the knowledge and awareness needed to respect diverse faiths, cultures, and backgrounds.
- Understand the meaning of discrimination and prejudice, and have the confidence to report and challenge such behaviours when they occur.

**Children's Services
Local Procedure Template**

Contents Checklist (Local Services may add additional items – this is a core list)			
Teaching and learning aims and principles linked to school aims			
Teaching and learning – specifically tailored to your cohort.			
Local strategies used			
How are the following taught in your setting: RE, PSHE and Citizenship, British Values, SMSC, and Careers			
Overview of assessment (detail in the Afl procedure)			
Overview of resources			
Expectations of pupils			
Reporting and partnership with parent/carers			
Celebration of achievement			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
September 2021	Claire Nicholas	<p>Inclusion of Home Farm School in each section of the policy.</p> <p>Update Section 3 to further reflect the supportive and developmental nature of the the DIA.</p> <p>Inclusion of the continuous provision / Play-To-Learn ethos being implemented for those learners that will benefit from it at HFS and CHS.</p> <p>Update to section 6 – use of progression maps in non-core (formative upto yr 6, summative for yr7-9)</p> <p>Section 9 – communicating weekly via telephone communication. Termly academic reports to provide subject overviews.</p> <p>Section 10 - Assemblies are split according to upper and lower school.</p>
November 2023	Caitlin Webb	<p>Removal of reference to Priory group.</p> <p>Updated schools value systems</p>

**Children's Services
Local Procedure Template**

		<p>Addition of reference to parents evening</p> <p>Update to the school wide summative assessment methods.</p>
August 2024	Caitlin Webb	<p>Inclusion of pathways</p> <p>Updates to DIA process</p> <p>Inclusion of retrieval practice</p>
July 2025	Kristy Wharton	<p>All paragraphs have been read and rewritten with slight changes.</p> <p>Addition of Inventions and IEPs</p> <p>Addition of Career, PSHE, assemblies and citizenship as specific subheadings in planning.</p> <p>Addition notes that school does not promote partisan political views</p> <p>Some lists of been reorganised to make them more coherent.</p> <p>Addition of use of provision maps and class dojo.</p>