

At Southgate we believe that pupils need to feel safe, secure and valued in order for profound and challenging learning to take place. Our approach is rooted in Nurture Theory and we provide a positive, nurturing community where everyone learns from each other. Strong relationships underpin this, and our culture is an attentive and responsive one.

We recognise that each pupil is on a unique learning journey. Learning experiences should be meaningful, personalised, and engaging. We offer a rich and flexible provision that can respond to individual need and create challenge at all levels. Progress is usually good or better as a result. There is also a strong focus on Life Skills to prepare our young people for the world beyond Southgate.

Aims

Teaching

- To make everyone feel part of a learning community, where we are all learners
- To create a supportive, collaborative culture of continuous development that enables us, as an organisation, to reflect honestly and deeply about practice
- To embrace current research and knowledge, seeking to inform our practice with a powerful academic understanding of learning and needs
- To be flexible and sharply focused on need both in terms of the school's curriculum model (The Three Pathway Curriculum), our planning of teaching and differentiation
- To provide a safe, secure, positive environment for learning
- To create learning experiences that are meaningful, engaging, creative, stimulating and that offer just the right amount of challenge so that pupils make very good progress
- To develop a holistic provision that attends to the fundamental social, moral, spiritual and cultural needs of the developing young person and gives them a voice
- To meet additional needs through a wide range of interventions and opportunities
- To prepare our young people for life beyond Southgate and to offer them a wealth of opportunities in the wider community, a range of accreditation and strong support at transitions
- To use assessment for learning, which shows strong knowledge of learners, but is also rooted in an understanding of expected progress provided by national benchmarking (CASPA) and is aspirational
- To celebrate success and achievement at all levels in a meaningful way

Learning

Anxiety is the enemy of learning; we seek to create a low-stress, high challenge learning environment for pupils:

- To feel safe, secure and comfortable in their learning so that they are confident to take risks
- To feel positive, have high expectations and belief in their potential
- To experience high levels of engagement and enjoyment
- To be enabled to function more independently through the strong scaffolding of routines and structures
- To show progress in those underpinning skills that contribute to larger learning objectives, and an understanding of what their next step should be

- To make generally good and outstanding progress against a national standardised base (CASPA)
- To learn how to learn, to develop ownership of their learning, and to become more effective and lifelong learners
- To develop their capacity to make meaningful choices, and to develop their 'voice'
- To be mutually supportive, to work collaboratively, to aid and recognise each other's learning
- To show clear social and emotional development, a developing moral and spiritual understanding, an increasing ability to regulate their feelings and actions, an understanding of healthy choices, all contributing to their greater wellbeing

Effective teaching can be seen when:

- The teacher runs a highly effective nurturing environment that accommodates all pupils
- Good routines and structures are established which scaffold a pupil's ability to operate more independently
- Visuals, including timetables, labelling and rewards, are personalised and have a significant positive impact on pupil experience, helping pupils to orientate themselves and navigate through the day, supporting independence
- The classroom is skilfully zoned to support each pupil's specific level of academic and personal development
- Classrooms are communication-rich environments
- High quality displays have a high impact on learning and include pupils' work (and are up to date).
- Additional spaces (breakout, outside, safe spaces, corners) are used very productively to support learning and development
- Adults model calm and intervene early using highly effective de-escalation
- Bullying and discrimination (racism, homophobia, sexism etc.) in all forms is dealt with highly effectively. It is rare.
- The health and safety of the pupils and staff is clearly paramount
- Staff develop a thorough knowledge and understanding of pupils in their care, including pupils' past and current achievement, expected progress, the ways the pupils learn best and ways to manage their personal barriers to learning
- Planning is comprehensive and is well matched to pupils' ability and ILP targets
- Planning shows an imaginative variety of activities that covers the curriculum effectively

- Teachers demonstrate strong subject knowledge but also a well-coordinated, cross-curricular, holistic approach which joins up the learning
- Planning is highly personalised and effectively differentiated. It promotes independent learning
- Learning outcomes are pitched at a level that allows all learners to reach the next developmental steps
- The pace and structure of learning creates a stimulating and purposeful atmosphere
- Learning is well-structured into episodes which are flexible and responsive to pupil's capacity to respond
- Inspirational learning strategies, including multi-sensory, enjoyable, dynamic, active approaches, are used to engage pupils and ensure independent learning
- Real life situations and opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work, residential and employment-based settings, support independence and the transfer of skills
- Progress is supported by an excellent range of resources, utilising a range of processes (IT/ outdoors/ practical etc.).
- All pupils are expertly challenged and stretched by work closely matched to their needs
- Careful consideration is given to pupils showing high anxiety, with clear nurturing strategies to prepare them as learners. Pupils are challenged as individuals when they are ready for challenge.
- Expectations are high for all pupils
- ETAs (and other staff) are expertly channelled to support learning and nurture
- Teachers greatly enhance and nurture the skill sets of their ETAs over time
- Efficient use is made of the time available
- The team are highly positive, responsive to need, and calm. They promote the principles of nurture.
- All staff use positive language
- Opportunities to develop communication, reading, writing, numeracy, understanding of the world and life skills are expertly woven into all aspects of the daily routine
- Pupils are regularly, consistently and accurately assessed using a range of approaches
- Feedback is highly effective and adapted to meet the needs of each individual. Pupils are fully engaged with this process.
- Pupils' Work/Folders/books are kept in chronological order for English, Maths (plus others depending on stage/ pathway) and clearly show rapid progression over time
- Codes/ marking are used to clearly signpost how much support has been given for each activity.
- Levels and targets are clearly displayed with work being pitched specifically at the right level
- Differentiation between different learners is clearly evident with a high level of personalisation.

- A wide variety of learning evidence is captured showing wonder and awe
- WOW folders capture key moments in a pupils development and demonstrate a clear understanding of each pupil by the teacher

Effective learning can be seen when:

- All pupils feel safe in the classroom
- Pupils' responses reveal high levels of engagement: listening, smiling, responding, interacting, involvement in the activity, attention to task, curiosity, relevant discussion and questioning
- Pupils show an increasing understanding of the expectations of their own learning, and a desire to improve
- Pupils show signs of struggle, but also confidence in their ability to cope, as they tackle work that is challenging but achievable
- Pupils take pride in their surroundings, in themselves and their achievements
- Pupils show increasing resilience over time
- Pupils develop good independent behaviour for learning, including emotional regulation in the face of difficulty, determination, the ability to learn from failure as well as success
- Steady, cumulative improvements in the length and quality of work and assessments are evident over time
- There is evidence pupils have responded to effective feedback to improve their work significantly
- Pupils show a deepening understanding of concepts over time
- Pupils make exceptional progress relative to their starting points in the EHCP and progress rapidly towards their EHCP outcomes for the year
- Progress against national benchmarking e.g. CASPA is good or outstanding
- Pupils transfer learning from context to context, and begin to use skills acquired independently
- The necessity for adult support and prompting diminishes over time
- Pupils can progressively join in with group tasks and collaborate with others
- Pupils can increasingly identify the resources for a task, find what they need, and organise themselves into familiar activities
- Pupils are increasingly able to approach a problem with a strategy
- Pupils are increasingly able to operate within socially identified boundaries e.g. café, library, a cinema, college interview, working situation
- Pupils develop skills for adult life to enable them to make responsible personal choices and to lead as fulfilling and independent a life as possible

The process of continuous development

Senior Management teach, cover lessons to allow class teachers to attend Annual Reviews and other meetings, carry out informal drop-ins and learning walks and form a strong overall impression of the strengths and weaknesses of the teaching and learning across school. This process is informed by the school's Model for Teacher Standards and Support (Appendix 1).

From this SMT draw up a Teaching and Learning Quadrant (see Appendix 2) on which they track the performance of teachers. They also ask teachers to self-assess where they feel they are on this quadrant. This forms the basis for many of the decisions about the model of support we offer teaching staff.

Our model allows for Low Support (universal offer of CPD and light touch audit), Medium Support (universal offer of CPD, an audit later in the year, interventions as and when useful), High Support (an early and full audit of practice, interventions and support agreed as part of the outcomes of the audit) and High Support Plus (an early audit and a support plan). SCITT and NQT teachers will automatically receive high levels of support. Teachers who are new to the school tend to receive medium levels of support, especially if they have transferred from mainstream.

Teachers receiving High Support Plus will need to demonstrate that they are responding to the support plan and showing clear signs of improvement. If this does not happen within the timescales of the support plan, the school will initiate processes, but still with the intention of transforming practice and lifting the teacher to a level where they are working effectively to deliver learning.

The audit of teacher practice (see Appendix 3a, 3b) looks at different areas over several weeks, so does not rely on one-off lesson observations: the Learning Environment; Lesson Observations; Pupils' Work; Data. At the end, the audit is pulled together in a summary of strengths, focuses for development, and expected outcomes. Many teachers feel this is a positive process – see comments below:

'Thank you very much for all your feedback . The audit has been a valuable learning experience. You have given our team some useful advice on what we need to develop and ideas of how to do this. We look forward to implementing them. Also on a personal note it is great to feel valued.'

'Thanks so much for this - it felt like a very collaborative process which was really nice. I have shared the outcomes with the team and we are going to hopefully get the new systems in place for after half term.'

As part of the programme to develop practice three TLRs have the responsibility for the development of each of the Three Curriculum Pathways. Their job is to run the Research and Development groups that focus on developing practice within each pathway, to organise staff professional development and training and to offer personal support to all staff within

the pathway through mentoring and coaching. From this development work they draw up Case Studies with teachers to share with the wider staff (see Appendix 4) to track interventions and impact on particular children over many years.

SMT also share outcomes from Learning Walks and Drop-ins at staff meetings and staff discuss these to decide focuses for development within their pathways.

Working with families as partners in the learning

At Southgate we know that the home and family is where a child does the most powerful learning. We seek to be supportive partners in that process.

‘Family-based support is now recognised as a central feature of successful outcomes for young children’ *Helping Families Support Children’s Success at School*.

We offer a number of ways to support families:

- Parents’ Evenings and Annual Reviews provide opportunities to meet with staff to look at progress and to set targets together. We achieve very good attendance at these meetings and will remake appointments, move the venue to home or provide lifts in order to engage parents/carers who are experiencing difficulties
- The school holds other meetings where we share knowledge of the child and develop strategies together e.g. Team Around the Child Meetings
- There is regular communication between home and school. This is adapted to suit the family: home/school books; phone calls; emails; apps like class dojo; texts; letters; meetings; home visits.
- From these meetings and contacts we often go on to offer a range of ad hoc support: for instance visual timetables to support difficult-to-establish routines at home, reward charts, support to resolve issues that home have struggled with (toileting; sleep patterns; refusal to give up old shoes!)
- We occasionally offer outreach to parents/carers who need support with strategies in the home, especially for those with children on the autistic spectrum
- We connect families to a range of services to ensure that wider needs are met: e.g. the Disabled Children’s Services; Inclusion Services
- We work closely with the Early Intervention Service to offer a range of family support services:, signposting parents to services; linking parents into parenting programmes; giving more targeted personal support to parents
- We offer classes to parents in school to help them support their young people at home e.g. weekly signing classes
- We connect families to the wide range of educational activities on offer for disabled young people in Kirklees e.g. D of E

N. Rogers 2018