

TEACHING AND LEARNING POLICY

Mission Statement

Our primary aims are :

- To offer a secure and carefully structured environment promoting positive behaviour where disaffected and permanently excluded pupils develop as confident and independent learners.
- To support and facilitate the successful reintegration of pupils back into schools.

We also aim to focus upon the **Every Child Matters** outcomes which are :

- **Be healthy**
- **Be safe**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well-being**

Introduction

At the Lambeth Primary Pupil Referral Unit we believe that learning should be an enjoyable experience for children. Through our teaching we equip children with the skills , knowledge and understanding necessary to be able to make informed choices about important aspects of their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

CURRICULAR AIM

In line with our mission statement and with the ethos of the Unit we aim to deliver a curriculum that is – within the limits of our circumstances - a modified version of the mainstream (national) curriculum.

We do this because :

- We aim to reintegrate pupils into the mainstream setting – either a new placement or the child's original school.
- We feel that the pupils have a right to be taught a similar curriculum to that in mainstream schools.
- Some of our pupils transfer to specialist provisions and also need to access the National Curriculum.

Through our teaching we aim to :

- Meet the academic needs of our pupils. **(Enjoy and achieve)**
- Focus upon the individual needs, talents and interests of our pupils. **(Enjoy and achieve)**
- Equip children with the skills necessary to enable them to transfer back to school successfully.**(Enjoy and achieve/ Achieve economic well-being)**
- Enable children to become confident, resourceful, enquiring and independent learners.**(Enjoy and achieve/Achieve economic well-being)**
- Foster children's self-esteem and help them build positive relationships with others.**(Enjoy and achieve)**
- Develop children's self-respect and encourage children to respect the ideas, attitudes , values and feelings of others. **(Enjoy and achieve/ Make a positive contribution)**
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people. **(Enjoy and achieve/ Make a positive contribution)**
- Enable children to understand their community and help them feel valued as part of the PRU community. **(Make a positive contribution)**
- Help children to grow into reliable , independent and positive citizens. **(Enjoy and achieve/Make a positive contribution/Be healthy/Be safe/Achieve economic well-being)**
- Prepare our pupils for a mainstream learning environment – in order to facilitate reintegration. **(Enjoy and achieve).**

Effective Learning

We acknowledge that our pupils will have had difficult and often tempestuous school experiences, sometimes to the detriment of their learning. Pupils need sensitive , yet firm handling in order to prepare them, wherever possible, to return to mainstream education.

In order to support pupils' learning ,we recognise that children learn in different ways* & we understand the need to develop strategies that allow all children to learn effectively .

***Howard Gardner's seven main areas of intelligence**

1. Linguistic
2. Logical/mathematical
3. Visual
4. Spatial
5. Kinaesthetic
6. Musical
7. Emotional

We offer opportunities for children to learn in different ways

These include :

- Investigation and problem-solving
- Research
- Group/paired/whole class/individual work
- Use of ICT facilities
- Fieldwork & visits related to the curriculum
- Debates, role-plays and oral presentations
- Outside agencies working with the children
- Design and construction
- Participation in physical activities

Unit ethos and classroom climate

Our pupils who have had disrupted and fragmented school experiences need to feel secure and safe. We achieve this through a school day that is comprised of routines and predictable changes. Pupils know what to expect and when. We also alter our practices to suit the needs of our pupils,

To support the successful delivery of the curriculum we will ensure that our pupils:

- Work to a daily, well structured timetable
- Encounter a purposeful and orderly classroom climate which encourages a high level of interest
- Work within a clear and consistent framework of values
- Are protected by firm boundaries of behavioural expectations
- Experience supportive relationships with staff and peers.
- Have access to adequate resources.

Effective teaching:

When teaching we :

- Focus upon motivating children and build upon their skills, knowledge and understanding of the curriculum
- Use a variety of teaching methods/ styles to suit the needs of the pupils
- Base our teaching upon the knowledge of the child's level of attainment
- Differentiate the task in order to cater for each child's level of ability
- Use IEP targets
- Plan lessons with clear learning objectives
- Use uniform lesson planning sheets that contain information about the tasks set , resources needed, and use of support staff
- Evaluate all lessons in order to modify and improve teaching and learning
- Establish good relationships with children and their parents / carers
- Consistently apply the PRU's behaviour policy
- Reinforce the P.S.H.E curriculum . throughout the day – lunch times, assemblies etc
- Ensure that all tasks and activities are safe – including trips
- Deploy Tuition Assistants , Reintegration Assistants and the Learning Mentor as effectively as possible – the support staff within the PRU work in a collegiate way, assisting in the planning , teaching learning and assessment that takes place in the classroom as well as applying the behaviour policy, organising homework and classroom resources
- Aim to ensure that classrooms & communal areas are attractive , stimulating and well-organised
- Aim to ensure that classrooms have the necessary resources needed in order to meet the needs of the curriculum
- Inform pupils of the objectives of the lesson by displaying them on the class whiteboards/flipcharts.
- Reinforce learning through regular homework
- Foster a sense of responsibility within pupils by expecting that homework is completed and brought back to the Unit on a regular basis.

CURRICULAR AREAS

Numeracy and Literacy are taught 4 x a week each. The national strategies for Numeracy and Literacy are followed. We are currently in the process of implementing the revised frameworks for numeracy and literacy.

Some of the foundation subjects take place in the afternoon sessions –

Tuesday – P.S.H.E.

Wednesday – Music

Friday – activities which promote social skills – Design/Technology/ Charlie Chaplin playground activities

Science, Art and Humanities are taught on a Thursday. The children are streamed according to ability and are placed in one of three groups. The groups rotate around the activities. In this way, we are able to ensure that subjects such as Science, Humanities, and Art are taught effectively.

Yr 6 pupils are taught an extended Science lesson on a Thursday. This is to equip them for the demands of a secondary placement.

PE takes place on a timetabled basis on Mondays.

BREADTH AND BALANCE

We plan to provide for pupils' individual educational, social, moral, spiritual and cultural needs as well as addressing their social, emotional and behavioural difficulties.

Our curriculum is broad and balanced and follows the National Curriculum as closely as possible. We recognise that whilst children need lots of routines and structured activities, they also need to refine their social and organisational skills – opportunities for this are planned for in the formal and the 'hidden curriculum'.

We recognise that due to past histories of extreme social, emotional and behavioural difficulties in school and learning difficulties that subsequently have not been adequately addressed, some children have a deficit of basic academic skills. This is addressed through careful assessment and planning. Staff recognise that certain key areas of literacy and numeracy need to be regularly revisited and reinforced.

THE ROLE OF P.S.H.E.

This subject has a high profile within the P.P.R.U. This is due to the fact that we recognise that our pupils may have a significant deficit of skills and understanding of P.S.H.E. The subject of P.S.H.E. in the Primary PRU is based around SEAL and the 5 Every Child Matters outcomes and is integrated into every aspect of the P.P.R.U.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes of ECM, linked to PSHE, are addressed informally via all aspects of the curriculum – and via playtimes (the chance to exercise), assemblies which have a strong moral, social and behavioural theme and via lunch times (discussions about healthy food choices, focus on manners, contributing to the routines of the lunch session, co-operating with peers etc). Lunch times are treated as a lesson.

A formal P.S.H.E. lesson is taught once a week and the focus of these sessions is based around the termly topic web and/or the relevant SEAL. Issues such as relationships, hygiene, safety, bullying, rights and responsibilities, life choices etc are delivered in the context of the whole class. Formal Circle Time sessions are delivered weekly and are a platform in which social skills, moral subjects, children reflecting upon their feelings, conflict resolution etc are discussed and problems with peers resolved.

We recognise that the high profile of P.S.H.E is linked to the success of reintegration back into mainstream school placements.

(Refer to the PSHE policy)

THE HIGH PROFILE OF REINTEGRATION

Not all pupils enrolled at the PRU will be transferring to mainstream placements, but all children will be moving on to schools that can cater for their needs on a permanent basis.

The staff at the PRU aim to prepare all children for this transfer and the aspect of reintegration is given a high profile. Assembly themes are linked to reintegration and children often base their own targets around going back to school.

Pupils who have made successful starts back to school are rewarded in a whole PRU setting and children are encouraged to congratulate each other.

Staff from transferring schools are encouraged to visit the PRU & all pupils benefit from these visits.

Pupils are continually reminded of the behavioural expectations that they need to meet in order to make their transfer back to school successful.

The keys to successful reintegration is communication and organisation. The Reintegration Assistant (RA) Team are based in the PPRU and are able to establish good relationships with the pupils prior to their reintegration. **(Refer to reintegration policy.)**

CURRICULUM PLANNING

- ◆ The PRU staff plan collectively across the key stages as appropriate.
- ◆ Termly plans are then devised using the NNS and NLS strategies and NC documents.
- ◆ Daily lesson plans are then drawn from the medium term plans.
- ◆ Teaching styles, classroom organisation, assessment procedures as well as content are planned.
- ◆ Topics are taken from a 2 yr topic cycle.

(Refer to Planning and Assessment Policy)

THE LEARNING ACTIVITY

PRU teachers , supported by Tuition Assistants :

- Formulate and demonstrate appropriate expectations of pupils in respect of their work and behaviour.
- Create though efficient classroom organisation, the time and the opportunity for assessment and diagnosis, through both observation and interaction
- Provide learning activities which enable children to –
 - ⇒ Consolidate and extend existing understanding
 - ⇒ Practice and extend existing skills
 - ⇒ Encounter new ideas and knowledge
 - ⇒ Acquire new skills and experience success
 - ⇒ Gain an understanding of the relationship between acceptable classroom behaviour and successful learning
 - ⇒ Analyse and critique their own work
 - ⇒ Become independent learners (as much as possible)
- Provide pupils with constructive and meaningful feedback on their work
- Keep records of work undertaken and progress made. (Ex-pupils work books are stored for 12 months.)

ACHIEVEMENT

Every aspect of our curriculum is directed towards raising the level of our pupils' self esteem and achievement. We are aware that for most of our pupils this is a risk that they are afraid to take due to their past experiences in school.

We therefore take every opportunity to reward, praise and raise the self esteem of pupils in order for them to begin to believe that they are learners, they can achieve, and that they can make mistakes and learn from them.

ASSESSMENT

The most successful teaching and learning is informed by evaluation and assessment.

(Refer to the Planning and Assessment Policy)

SPECIAL NEEDS

Unfortunately, many pupils currently referred to the PRU have a statement of special educational need – some of these children are awaiting specialist provision. Our teaching has to ensure that these needs are met & statements are used to inform IEP targets and planning, until a suitable school placement has been found for these pupils.

Pupils who do not have a statement of special educational needs have nevertheless been at the SA+ stage at their last/existing school. Our planning and teaching reflects the diverse needs that all pupils have.

Care is also taken to identify and meet needs that may not have been previously recognised. We are committed to working closely with colleagues from other services (The Mary Sheriden Centre/CAMHS/EPS / Social Services etc) in order to ensure that each pupil has the opportunity to make maximum progress and has access to an appropriate curriculum.

(Refer to the SEN Policy)

EQUAL OPPORTUNITIES

P.R.U. staff work in the belief that all children have a right to receive a standard of education and acquire levels of skill as high as their ability allows.

We endeavour to challenge all negative stereotyping, prejudice or discrimination that comes to our attention so that our pupils feel secure and confident in themselves, their skills and their learning.

(Refer to Race Equality and Cultural Diversity Policy)

THE ROLE OF PARENTS/CARERS

We recognise that many parents / carers have had negative experiences of the educational system and that they exert a large influence upon the progress of their children.

We therefore endeavour to work in a collegiate and mutually supportive way with parents / carers and communicate with them on a regular basis- either via twice daily contact at the start/end of the day or telephone contact during the day if necessary. If the staff contact parents/carers via the telephone due to an SEBD problem that their child is experiencing, the parent/carer is involved in a 'minute by minute' process whereby they discuss the issue with staff and if necessary, speak to the child. Parents/carers in this instance are encouraged to decide on, or agree with, an immediate appropriate course of action for their child and a follow up sanction or reward to be given by them at home later on that day. Termly meetings are organised and parents/carers are invited to thrice yearly IEP reviews /meetings. Parents /carers are also encouraged to attend the daily pm assemblies and any end of term concerts.

During the initial interview, parents/ carers are informed of the role they have to play in the education of their child whilst at the PRU and a home-school agreement is signed.

(Refer to the PRU brochure)

LINKS WITH THE LOCAL COMMUNITY

We recognise and foster strong links with our local community. This is especially important for our pupils as they come from a variety of backgrounds and from different parts of the borough. We recognise that due to their previous experiences and individual level of difficulty, our pupils need to feel a sense of 'wholeness' and mutual respect.

We therefore endeavour to foster links in the following ways:

- Nurturing a co-relationship with the Day Nursery/ Childrens Centre who share the site – via sharing Christmas lunch, inviting the Nursery to end of term concerts, encouraging PRU pupils to visit the nursery to engage in activities that will support the nursery children and themselves. The day Nursery has now become a Childrens Centre, linked to Henry Fawcett Primary School. We are able to access some of the services on offer.
- Visits to a local primary school to undertake football tournaments.
- Visits to a local secondary school to allow the Yr. 6 pupils to better prepared for secondary transition.
- Weekly visits to the local adventure playground.
- Use of the local park to undertake PE sessions/ sessions taught by a tennis coach linked to the park
- Visits to the local church to undertake RE activities. Father Chris also attends assemblies and is a representative of the PPRU Management Committee.
- Visits to local places of interest for educational purposes.

THE ROLE OF THE CHARLIE CHAPLIN ADVENTURE PLAYGROUND SESSIONS

Children from the PRU visit the Charlie Chaplin Adventure Playground on Friday afternoons . Each class goes on rota basis – termly. The sessions are linked heavily to the 5 outcomes of Every Child Matters and enhance the PPRU curriculum.

At Charlie Chaplin, the play leader organises team games and activities that promote co-operation and aspects of social skills – e.g decision making, sharing equipment, the ability to successfully play. These are aspects that children referred to the PPRU are generally lacking.

Activities that children can participate in include :

- Team building exercises
- Outside team games – 5 a side football/ hockey/rounders
- Indoor activities such as playing in the soft play and soft ball areas
- Cooking
- Paired activities – e.g. pool, table football or table hockey

Each session ends with a circle time activity and children are encouraged to discuss their session and choose activities for their next visit. The ability to listen to each other and respect the opinion of others is given a lot of importance during this part of the session.

The PRU staff interact with the children on a 'play' level and use this time to observe social interactions and each child's response to unstructured activities.

If behavioural issues arise, the PRU staff discuss these with the play leaders and work co-operatively with the play leaders to resolve issues that the children may have with each other.

The Charlie Chaplin Adventure playground is an important link with the local community.

MONITORING OF CURRICULUM DELIVERY

The success of the organisation, management and delivery of the curriculum as outlined in this policy are monitored by the Headteacher and core subject leaders on a regular basis. Plans, teaching methods, classroom organisation, work in progress, pupils completed work, IEPs and test results are checked in terms of their appropriateness and quality.

EVALUATION AND REVIEW OF POLICY

The headteacher will evaluate the information gained through monitoring in order to gauge the correlation between policy and practice and the appropriateness of the policy.

The main criteria for assessment will be :

- Based upon the 5 outcomes of Every Child Matters
- The progress made by each pupil in relation to his/her initial assessments
- Improvements in academic skills and general social, emotional and behavioural issues.
- IEP targets.

Other questions will be considered, for example :

- How well do the tasks set reflect the NC attainment targets and programmes of study?
- How well are pupils being prepared for reintegration in terms of continuity and similar standards between work covered/ skills acquired in the Unit and mainstream school requirements?
- Will the policy need to be revised in light of current proposals to enrol children on fixed term exclusions?
- Will the policy need to be revised in light of future dcsf initiatives?

TIMETABLE FOR REVIEW :

The Teaching and Learning policy should be reviewed every two years, with full consultation of all staff. The start of the academic year is the time chosen to review this important document along with the review of the Behaviour Policy and the PRU Procedures document.

Anne Sturman
Acting Headteacher – PPRU

Dates of reviews : Sept 2002
Sept 2003
Sept 2005
Sept 2007

Next review date : Sept 2009

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The other classes remain at the PRU for the afternoon and engage in activities that promote co-operation, social skills and aspects of design/technology – e.g. a class may be engaged in a model making session where they have to work in pairs/small groups to design a model, work with resources to make a model and then discuss the merits of the finished product.

