



The Hollies Pupil Referral Unit
Teaching and Learning Policy

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The Hollies PRU

Teaching and Learning Policy

Rationale

Our core principle is to help young people to modify their behaviour and be able to access learning so as to fulfil their potential. Improving the quality of learning and teaching is fundamental to raising achievement at The Hollies. This policy will help to ensure that the school delivers its aims and vision for learning.

Aims

- To describe our approach to teaching and learning
- To provide an overview of our commitment to high quality first teaching
- To promote consistency and high standards
- To be a comprehensive guide for all staff

What does quality learning look like?

- When students are motivated and enthused by what they are learning
- An active process – through doing rather than receiving
- Supported by teacher, teaching assistants and other students
- Builds on prior knowledge
- Centred on learners responsibility for their own learning. They are able to exercise choice, develop targets, plan their approach and work independently
- Reflective, allowing opportunities for students to monitor and review their own progress
- Focussed on individual student progress

What does quality teaching look like?

- Develops well planned, prepared and paced lessons that maintain high levels of student engagement and ensure rapid and sustained progress over time

- Provides carefully structured, challenging tasks matched to students needs and abilities
- Provider incisive feedback that enables students to improve their knowledge, understanding and skills
- Uses effective questioning to gauge skilfully understanding and inform their teaching
- Uses questioning to challenge students and get them to dig deeper / extend their answers

At The Hollies we deliver an exciting and innovative curriculum that challenges and inspires the learning of our students; a curriculum that develops knowledge and understanding, but also teaches the necessary skills to be successful in the modern day world and workplace. Through personalised provision we aim to re-engage students, who for various reasons may have become disengaged.

The school aims to:

- Promote a positive attitude towards learning, so that students enjoy coming to school and acquire a solid basis for lifelong learning
- Provide a broad and balanced curriculum that caters for the needs of individual children, of both sexes, from all ethnic and social groups, for all abilities and learning styles
- Facilitates children's acquisition of knowledge, skills and qualities which will help them develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, confident and considerate members of the community
- Ensure that each child's education has continuity and progression
- Create and maintain an exciting, stimulating learning environment
- Recognise the crucial role which parents and carers play in their child's education and encourage parental / carer involvement in the education process

Organisation

Core subjects of English and mathematics within our curriculum are planned and taught in line with NC for KS3 & KS4

Key Stage 3

English, maths, science, art, PE, PSHE, ICT are taught as discrete subjects

Problem Solving, Outdoor Pursuits, Fitness and Wellbeing, The Farm Project and Cookery are school based enrichment activities. These opportunities are designed to develop students understanding of functional skills. Working with others contributes significantly to students' personal development which enhances interpersonal skills, leadership, team building, trust and respect.

Key Stage 3 Enrichment

- **The Farm Project.** A basic course structured to give students general awareness and practical insight into farming, land maintenance and equestrian industries.
- **Horses.** This programme is designed to provide students with the competencies to apply basic principles of horse care and riding, team working, achievement and self confidence
- **Outdoor Pursuits.** Learning outside the classroom under challenging circumstances provides students with opportunities to gain independence, extent life experience and contribute significantly towards their personal development. Activities include, rock climbing, abseiling, kayaking, archery, raft building, orienteering

Key Stage 4

Y10 and Y11 students will take one of two potential routes dependent on various contributing factors such as; academic prowess, individual capabilities, long or short term programme, reintegration plan, home / school agreement. Even so, it is expected that all pupils will aspire to be entered onto the GCSE programme for core subjects in English, maths and science.

Route 1: Academic

GCSE programme

English

Maths

Science

Art

P.E.

BTEC Diploma

Travel and Tourism

Cooking

+ / or

Full time College courses

+ Duke of Edinburgh course

Route 2: Vocational

GCSE

English

Maths

Science

+ / or

Functional Skills Literacy

Functional Skills Numeracy

+ Vocational courses at College (various)

+ Duke of Edinburgh course

This programme aims to enhance student's self-esteem and build confidence levels as well as offering a potential college placement and career pathway post 16. The programme will draw on many competencies such as skills in team building, communication, hard work and tolerance.

A work related learning programme forms a major component of this pathway, offering students experience of the working environment as well as improving their skills in literacy and numeracy, ensuring more opportunities to be in further education, employment or training, post 16.

Wider Curriculum

Curriculum enhancement is an important aspect of a student's education. We offer a wide variety of extra-curricular opportunities for our students in the form of clubs, residential trips, educational visits and

visitors to the school. These are designed to engage, motivate and provide enrichment to our students.

Signed M. Pappas Date 30/01/2017
Chair of Management Committee

Signed [Signature] Date 30/01/2017
Head Teacher