North Herts
Education Support Centre

North Herts ESC

TEACHING AND LEARNING POLICY

Executive Head:	**D Nearney**
Chair of Management Committee	**D Hughes**
Policy reviewed by:	**D Lewis**
Date Reviewed:	**Autumn 2025**
Ratified by:	**Management Committee**
Date:	**02/10/2025**
Frequency of review:	**Annual**
Date for next review:	**Autumn 2026**

Document Control/ Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
001	New policy, adopted HCC policy	09/09/2024
002	Reviewed, no changes	25/09/2025
003		

Teaching and Learning Policy

Teaching and learning is the business of the whole centre

Expectations

- Expectations of students
- Expectations of staff
- Expectations of centre
- Expectations of parents/carers

Appendix

- Half-termly plan
- Lesson Plan
- Current whole school T&L priorities – NHESC Departmental Review Form November 2021

Expectations

Teaching and Learning is at the heart of our centre. All staff work towards supporting students to progress, whatever their starting point. In order to do this we have expectations of students, parents, staff and the centre.

To engage in Teaching and Learning at the centre;

Expectations of students –

- Complete initial assessments so staff are aware of ability
- Engage in Learning
- Read every day for 15 minutes during form time.
- Compliment Slips when work is above and beyond expectations. These will be entered into our half termly prize draw.
- Actively engage in online learning when learning at the ESC is not possible (e.g. during any COVID 19 enforced closure)

Expectations of parents:

Parents/carers are encouraged to support their children's learning by:

- Ensuring that their child comes to centre feeling confident and positive.
- Ensuring that their child arrives at centre punctually and regularly.
- Sharing with the tutor / mentor any problems in centre that their child is experiencing.
- Supporting their child by attending review meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Agreeing to the Parent / Teacher contract concerning their child's behaviour.

- Attending all medical and health interviews when invited.
- Responding to letters sent home from centre.
- Informing the centre of reasons for their child's absence.
- Informing the centre of any significant matters at home that may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to centre, concerts, visits and fairs.
- Supporting their child to actively engage with online learning as and when set by ESC staff

Expectations of staff –

- Create Schemes Of Work (SOW) that are well sequenced, follow the national curriculum/examining body and our local schools in order to support students progress and attainment.
  - Develop assessment points at the start and end of the unit.
- Have excellent Subject knowledge
- Plan lessons carefully considering the needs and progress of all leaners providing support and challenge through adaptive teaching.
- Provide learning journeys and countdown calendars to support students
- Create a stimulating environment – including learning walls, including key words relevant to the topic students are studying, connective posters and values posters. Students work should also be displayed to encourage them to engage.
- Plan, taking into consideration the half termly plans provided by the centre, to inform staff of student's needs.
- Display the learning Value students will be working towards in the lesson. Each classroom has a display of the key values: Tolerance; High Aspirations; Citizenship; Resilience; Team Work and Kindness.
- Staff to use the NH ESC PowerPoint Template;
  - NH ESC Teaching Template - TEMPLATE.pptx - **Please see Appendix A for picture.**

- Begin each lesson with a Do Now; a brief opening to engage students in the learning as they arrive. Do Now's allow a low stake opportunity for assessment looking at prior learning or to create a baseline for their students current knowledge of a new topic.
- Provide Success Criteria so students can check their own learning when appropriate. This may include personalised target setting, a check list to support learning.
- Plan extension activities to challenge students.
- Make effective use of questioning such as using open questions to help students think more deeply and develop their own answers.
- Give time scales for each task to help provide pace.
- Acknowledge and give positive praise throughout the lessons when they are engaged and producing work.
- Plan adapted tasks to allow for stretch and challenge or support when necessary.
- Provide improvement time allowing students time to respond to feedback.
- Assess learning throughout the lessons – Regular mini plenaries throughout as well as at the end of a lesson.

- Incorporate different activities to cater for learning styles. This should include a variety of VAK activities, individual learning, collaborative learning in small groups, or pairs, one to one learning with an adult, or more-able student, whole group and independent learning.
- Mark work in accordance with the Assessment, Recording and Reporting policy. Marking should be completed regularly, every 2 to 3 weeks, giving recommendations for improvement, as well as identifying SPAG errors. Extra marking strategies can also include Self-Marking and Peer Marking at different times.
- Assessment should take the form of "Purple Sheet" where staff can plan an assessment via a number of different opportunities, these could include exam questions, extended writing pieces or reading an extract and checking for understanding. "Purple Sheets" provide staff and students the consistent approach to assessment whilst in the centre and across different subjects. These assessments should be carried out every 2 weeks to ensure progress is tracked.
- Ensure teaching and learning addresses identified whole school priorities
    1. Attendance
    2. Extended Writing
    3. Reading

- EduKey used to inform staff teaching/delivery and to help their understanding of specific demands for each student enabling them to make adaptions to their lessons.
- Set online work to facilitate curriculum continuity in the event of school closure (e.g. COVID 19 enforced closure).
- Staff will ensure students books/folders are presented well and have the relevant documents needed. Folders/Exercise Books will contain the following documents;
    - Attendance Sheet - Attendance sheet (1).docx
    - Purple Sheet Feedback - Purple feedback sheet record (1).docx
    - SPAG Sheet - SPAG sheet.docx
    - SPAG Non Negotiables - SPaG_Placemat(1) edit2.pdf
    - Step Tracking Sheet - Steps Tracking Sheet.docx
    - Assessment Contract - Assessment Contract Template.docx

Please see Appendix A for pictures of the above

Expectations of the Centre:

In order to ensure equality of access, and effective matching of tasks to needs, the centre will employ a variety of support mechanisms:

- Parents and students will attend an initial interview on the first day with the Head teacher to initiate contact and a relationship between parent, child and centre staff.
- Home visits are carried out to all new starters
- Pen portrait provided by staff
- Initial testing
- Weekly mentoring will help staff understand students
- Half termly plans to support staff in lesson preparation
- Students to provide English work to the centre
- Regular quality assurance of teaching and learning to ensure school systems, procedures and priorities are adhered to.

North Herts Education Support Centre
Lesson Plan

Teacher	Subject	Class code:	Date and time	Lesson -
Lesson context:				
Key words/Literacy		SMSC/STEM	Mathematics	
Differentiated learning objectives: Attach appropriate levels and grades where possible.			Assessment methods-how and when will you demonstrate progress against the objectives?	

Key Question:	TA use within the lesson:

Lesson Plan	Collaboration	Students leading learning	Creativity	Reflection on learning	Timings
STARTER INTRODUCTION CONTENT PLENARY					

Appendix A

NH ESC PowerPoint Template

Attendance Sheet

Attendance

Week commencing	>>>Day	>>>Day	>>>Day

Purple Sheet Feedback

Purple feedback sheets record

Date	Teacher feedback and targets	Step

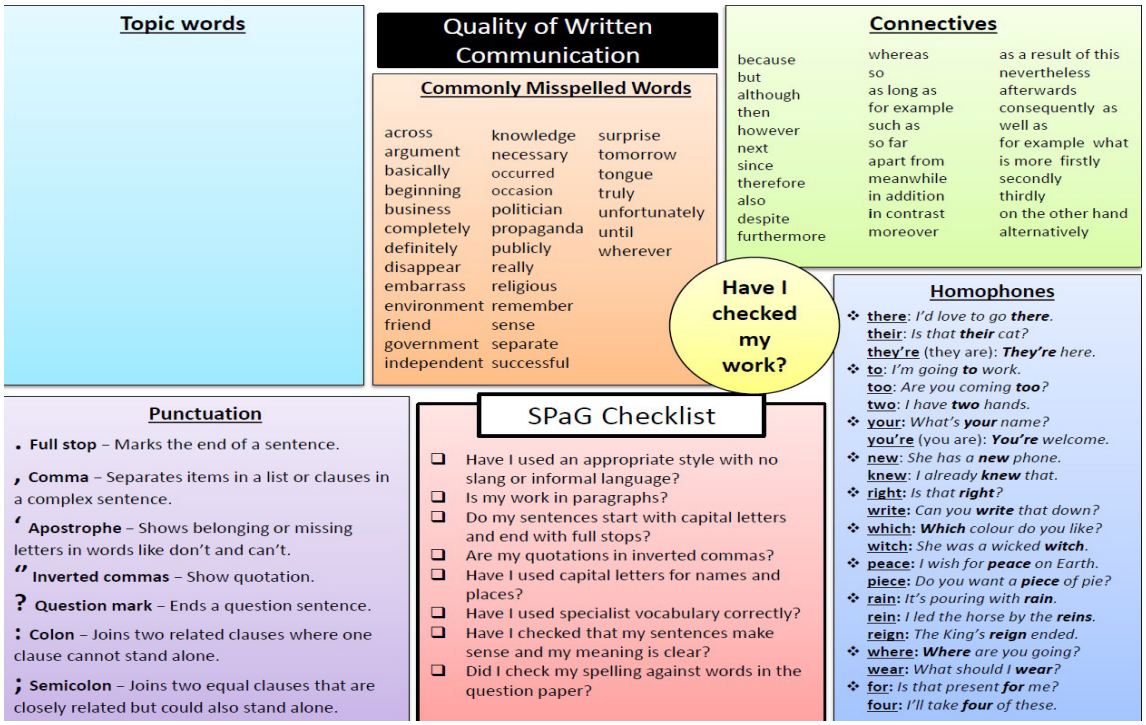
SPAG Sheet

SPAG Sheet

Spelling, punctuation, and grammar improvements.

Date

SPAG Non Negotiables



Step Tracking Sheet

Steps Tracking Sheet

Assessment point	Knowledge STEP	Skills STEP	Average STEP
Autumn 1			
Autumn 2			
Spring 1			

Assessment Contract

Course Title			
Outline of the Unit / Topic			
○			
Assessment details			
Students will undertake a mini assessment every 2 weeks to assess knowledge, Purple Sheet.			
Staff Roles			
Equipment/Health and Safety			
How will it be examined			
Appeals process			
Student Signature		Date	
Staff Signature		Date	