

Teaching and learning policy

North Ridge High School



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1. Aims

This policy aims to:

Explain how we'll create an environment at North Ridge where pupils learn best and love to do so

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across North Ridge.
- Promote high expectations and raise standards of achievement for all pupils at North Ridge.
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

At North Ridge, we believe in the concept that every minute a child spends in school should be an opportunity to learn, and in the idea that both adults and pupils learn new things every day. Teaching and learning is the core business of North Ridge. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives both now and in adulthood. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

We acknowledge that people learn in different ways because of their learning style and special needs. At our school, we provide a rich and varied learning environment that allows all pupils to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- Enable pupils to become confident, resourceful, enquiring and independent learners
- Foster pupil's self-esteem, and help them to build positive relationships with other people
- Develop pupil's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings
- Show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people
- Enable pupils to understand their community, and help them feel valued as part of it
- Help pupils grow into reliable, independent and positive citizens
- Embed British Values
- Prepare pupils for adulthood

Pupils learn best at our school when they:

- Have their basic physical needs met

- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

3.1 Teachers

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Plan and deliver high quality lessons that match the curriculum and plan for progress to be made for all pupils.
- Adapt learning to meet the needs of the pupils
- Actively engage parents/carers in their child's learning through annual review meetings, parents evenings, newsletters, end of term assemblies, parents groups, posts on X and phone calls home.
- Update parents/carers on pupils' progress, and produce an annual written report on their child's progress
- Support the Rights Respecting School approach and ensure the UNICEF Rights of the Child underpin learning, teaching pupils to understand their rights, or facilitating them to access their rights as appropriate
- Meet the expectations set out in the Curriculum Policy, Assessment and Marking Policy and Behaviour Policy.

3.2 Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Support the Rights Respecting School approach

- Meet the expectations set out in set out in the Curriculum Policy, Assessment and Marking Policy and Behaviour Policy.

3.3 Curriculum Coordinators

Curriculum coordinators will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Create and implement an annual action plan to improve delivery of their subject
- Support the Rights Respecting School approach by implementing UNICEF Rights of the Child into their subject plans
- Meet the expectations set out in the Curriculum Policy, Assessment and Marking Policy and Behaviour Policy and their individual subject policy.

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Support the Rights respecting schools approach by ensuring access and facilitation of the UNICEF Rights of the Child underpins teaching and learning.
- Meet the expectations set out in the Curriculum Policy, Assessment and Marking Policy and Behaviour Policy and their individual subject policy.

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve where appropriate
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home–school agreement.
- Participate in discussions about their child's progress and attainment

3.7 Governors

Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Seek to ensure that our staff development and our performance management both promote good-quality teaching;
- Monitor the effectiveness of teaching and learning through the school's self-review processes, including subject leader reports, the Headteacher's report to governors, evaluation of CPD, participation in curriculum and full governing body meetings, link governor roles for each department, and contributions to the School Development Plan.
- Have access to a 'teaching and learning' report that will give clear evidence as to the standard of teaching across the school
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

We have adapted the National Curriculum to meet the learning needs of our students, ensuring it reflects their challenges and supports their individual pathways to success. Our curriculum focuses on providing meaningful opportunities to learn knowledge and skills for life. It enables all pupils to develop as independent, confident, and successful learners with high aspirations, who can make positive contributions to their community and the wider world. Learning takes place through a spiral curriculum, offering repeated opportunities to build knowledge in small, achievable steps using a variety of learning styles, including sensory exploration, practical experiences, and educational visits. Across all pathways, we prioritise functional literacy, numeracy, communication, and personal development, underpinned by strong PHSCE provision. Our flexible curriculum allows pupils to move between pathways according to their individual needs, ensuring personalised learning experiences that support outcomes identified in each pupil's EHCP.

Lessons will be planned well to ensure good short, medium and long-term progress. Long term plans and subject rubrics are available to teachers to support their planning. Teachers are expected to plan for the half term and then create individual lesson resources for each lesson. Lessons are planned with clear learning objectives, learning outcomes and key vocabulary. Lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the pupil's work. We evaluate all lessons, so that we can modify and improve future teaching. Teaching is planned and delivered within meaningful and purposeful contexts.

All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

- Teaching should build on previous learning.
- Planning should give pupils the 'big picture' of the lesson.
- Learning objectives must be clear and taken from the appropriate curriculum.
- Key words will be shared, including correct subject specific language.
- Lessons should be presented in a range of styles.

- Lessons should develop pupil's understanding and use of language, encouraging recognition of key words and symbols.
- Lessons should allow opportunities for the pupils to build up their own understanding through various activities.
- Lessons should allow opportunities for the pupil to review what has been learnt previously.
- Lessons should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies.
- Planning should indicate what the next step in learning will be.
- Lessons should provide pupils with opportunities for independent learning dependent on their level of need.
- Learning styles, appropriate pedagogies and resources to support access to learning will be individualised depending on the class or group of pupils.

5. Learning environment

When pupils are at school, learning will take place in classrooms, the school hall, outside, the allotment, the school businesses, the food tech room, the catering kitchen, the library, the sensory integration room, the immersive room, calm rooms and the soft play room. There may be other environments like the corridor which are used for active learning activities.

We offer a learning environment that enables children to develop their communication skills through methods and approaches appropriate to their needs. (Effective communication may involve one or a combination of the following, speaking and listening, signing, use of PEC symbols, gestures and body language and use of ACC Augmentative and alternative communication aids.)

At North Ridge, all learning environments adhere to ELKLAN guidance on visual and physical structure which supports pupils in accessing resources and learning as independently as possible.

Learning environments are different depending on the class/group using them. Some pupils need low-stimulus environments while some benefit from rooms with lots of resources and activities. Each classroom is carefully planned to meet the needs of pupils. Learning spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning through:

- Clearly labelled rooms that support communication and promote pupil independence
- Learning and play resources and equipment that are appropriate for the class group
- Learning zones to promote independent and collaborative learning, sensory regulation and communication
- Accessible resources for learning
- A seating layout that allows everyone participate
- Displays that celebrate and support pupils' learning

We strive to ensure that all tasks and activities that the pupils participate in are safe. When we plan to take pupils out of school, we follow a set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before educational visits take place.

6. Effective teaching and learning

Research demonstrates that individuals learn in different ways and respond to a range of inputs, including visual, auditory and kinaesthetic approaches. Teaching must therefore be varied to meet the diverse needs of all learners.

All pupils at North Ridge have an EHCP and require targeted support in cognition and learning. Teaching and learning takes full account of pupils' backgrounds, strengths and needs. Adaptation and differentiation are embedded in every lesson, ensuring that individualised supports, teaching strategies and scaffolds enable all pupils to access learning and make progress.

We offer opportunities for pupils to learn in different ways. These include:

- Investigation and problem-solving

- Research and discovery
- Group work
- Paired work
- Independent work
- Whole-class work
- Active learning
- Asking and answering questions
- Enquiry based learning
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities;
- Watching videos and responding to musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity
- Opportunities to learn through sensory explorations.
- Practical work such as working in the community café and shop, HIVE, allotment, or N.M.G. hospital

We encourage pupils to take responsibility for their own learning, to be involved as much as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn. There are opportunities for purposeful practice, repetition and reinforcement of skills.

The school curriculum is designed to meet the diverse needs of all pupils. We provide a differentiated curriculum across each department: KS3, KS4, KS5, Experiential and Structured Learners. Pupils are grouped by age phase and level of need, and are identified as Experiential, Structured or Supported learners. Where appropriate, some classes operate across phases.

All learner groups access the full range of National Curriculum subjects; however, the balance and emphasis vary according to need. Each pupil has a personalised learning profile to ensure they are supported in an environment that enables them to achieve their full potential. This is broken down as follows:

Experiential Learners

Pupils require a high level of consistent adult support and access learning through multisensory approaches. Specialist environments, including dedicated sensory resource bases, support their engagement. Some pupils require physiotherapy and/or medical input. They access all areas of the National Curriculum, delivered through highly personalised approaches.

Sensory Structured Learners

The Sensory Structured Pathway is designed for pupils with complex needs who learn primarily through sensory experiences and are not yet ready to access the formal National Curriculum. This bespoke curriculum is tailored to each pupil's developmental stage and individual learning profile.

The curriculum follows a thematic approach. Each half-termly theme is carefully chosen to be sensory-rich, emotionally engaging, and developmentally appropriate. These relevant themes promote exploration, interaction, and enjoyment, helping pupils engage meaningfully and build confidence in their environment.

Pupils learn through play with concrete and sensory based learning opportunities in 5 key areas: Early maths, early English, independence, communication and physical wellbeing.

Structured Learners

These pupils typically experience additional social communication needs and benefit from a low-distraction environment that prioritises structure and clarity. They are taught in small groups with consistent staffing. Core subjects (English, Mathematics, Life Skills/PSHE and PE) are delivered using structured teaching approaches with an emphasis on independence. Foundation subjects are taught through a thematic curriculum. Some pupils follow individualised timetables. Regular opportunities for physical activity, including sensory integration, are built into the week. A balanced curriculum within a secure and structured environment supports the development of social communication and maximises learning outcomes.

Supported Learners

Across KS3 and KS4, pupils follow the National Curriculum programmes of study, with learning carefully differentiated to meet individual needs. All subjects are delivered within a broad, balanced and relevant curriculum. Teaching is supported by consistent staffing, with specialist teachers contributing where appropriate. Groupings and resources are carefully planned to ensure full access and progress.

Key Stage 5

Provision reflects the age and evolving needs of post-16 students, with a focus on preparation for adulthood, developing thinking skills, independence, confidence and the application of learning beyond school. Employability is a key priority, with opportunities through the school's community café, shop, catering enterprise and online business. Individual timetables balance work experience with school-based learning according to need.

Students benefit from a wide range of enrichment opportunities, including internal and external work experience, partnerships with local organisations and educational visits.

In the final year, where appropriate, pupils access a supported internship programme based at NMG Hospital (Nightingale Class). Placements are tailored to individual strengths and interests to further develop employability skills. Students attend school on Fridays.

A strong transition programme ensures that all students move confidently to appropriate and aspirational post-school destinations.

7. Assessment, recording and reporting

8.1 Formative and summative assessment

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment is ongoing within lessons and feeds into next steps and future lesson planning. Summative assessment is completed termly on B Squared, Onwards and Upwards and Evidence for learning. Pupil achievements are recorded and progress tracked. Pupils will receive a written report annually.

Further information can be found in the assessment policy.

8.2 Accreditation

All pupils will leave school with appropriate accreditation.

In KS3, pupils develop a Record of Achievement documenting progress across all subjects. Evidence from each topic is added in a standardised format and may include work samples or photographs. Each entry identifies the level at which the pupil is working and includes a brief statement outlining what has been learned. Records are internally moderated to ensure consistency, clarity and high standards of presentation.

In KS4, pupils follow programmes of study leading to accreditation across a range of subjects. Where appropriate, this includes Entry Level Certificates and ASDAN Life Skills Awards. The curriculum remains broad and balanced, with a strong emphasis on life skills and employability. All pupils select a subject linked to the wider community, choosing from Duke of Edinburgh, Arts Award or Citizenship. Work experience opportunities enable pupils to apply and consolidate their learning in different contexts.

In KS5, pupils work towards ASDAN qualifications in Personal Progress, Personal and Social Development, and Employability Skills, following pathways matched to their individual levels of attainment.

Structured Learners gain certificates in ASDAN Transition challenge in KS4 and ASDAN Personal Progress in KS5.

8. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and lesson observations
- Moderating pupil work
- Pupil progress meetings
- Monitoring planning

9. Review

This policy will be reviewed every year by SLT. At every review, the policy will be shared with the full governing board.

10. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Curriculum subject policies
- Assessment and marking policy
- Exams and accreditation policies
- Equality information and objectives