

Furrowfield School

Teaching and Learning Policy and Procedures



2026-2027

Policy and Procedures Key Statement

At Furrowfield School, the quality of teaching is judged not simply by what teachers do, but by what students know, remember and can do over time. Through an ambitious curriculum founded upon Costa and Kallick's Habits of Mind, evidence-informed pedagogy, adaptive teaching, therapeutic support, strong relationships and the consistent implementation of the Feedback Policy, we develop learners who are reflective, resilient, collaborative, inquisitive and imaginative. Through our ethos of Together We Succeed, we ensure that every student leaves Furrowfield School with the knowledge, skills, behaviours and aspirations needed to thrive in further education, employment and adult life and achieve the very best possible life chances.

1. Introduction

At Furrowfield School, we believe that every young person has the right to experience a high-quality education that enables them to achieve success academically, socially and emotionally. As a specialist secondary provision for students with Social, Emotional and Mental Health (SEMH) needs, we recognise that effective teaching and learning must be delivered within a framework of positive relationships, therapeutic support, high expectations and personalised learning.

Teaching and learning are central to our mission of improving life chances for every student. We are committed to ensuring that all students, regardless of their starting point, individual needs or previous educational experiences, are able to access an ambitious curriculum, experience success and develop the knowledge, skills and behaviours required to thrive in modern society.

At Furrowfield School, we understand that learning is most effective when students feel safe, valued, respected and supported. We therefore place equal importance on academic achievement, emotional wellbeing and personal development. Through our therapeutic and relational approach, students are supported to overcome barriers to learning, engage positively with education and make sustained progress over time.

This policy and procedures reflects the school's commitment to:

- High-quality teaching and learning
- An ambitious and inclusive curriculum
- Evidence-informed practice
- Strong relationships and therapeutic approaches
- High expectations for all learners
- The Furrowfield Way
- The pedagogy developed to meet the needs of our learners - See Pedagogy Handbook
- Continuous school advancement
- Improving life chances for every student
- Positive support and challenge given by Teaching Assistants

This policy should be read alongside:

- Feedback Policy
- Behaviour Policy
- Assessment Policy
- SEND Report
- Safeguarding and Child Protection Policy
- Equality Policy

2. Vision, Values and Ethos

The vision of Furrowfield School is to improve life chances through a highly personalised, inclusive and therapeutic approach to education.

Our ethos of 'Together We Succeed' underpins every aspect of school life and reflects our belief that success is achieved through collaboration between students, families, staff, Governors and external agencies.

We are committed to ensuring that every student:

- Feels safe and secure
- Feels a sense of belonging
- Is valued and respected as an individual
- Develops confidence and self-belief
- Achieves success from their individual starting points
- Is prepared for adulthood
- Develops aspirations for the future
- Achieves the best possible life chances

At Furrowfield School, we believe that education extends beyond academic achievement. Our curriculum, pathways and wider provision are designed to develop the whole child, ensuring that students leave school equipped with the knowledge, skills, experiences and personal qualities required for successful adult lives.

Through our specialist SEMH provision and the work of the Therapeutic Assessment and Support Centre (TASC), we seek to remove barriers to learning and ensure that every student is able to engage, participate and succeed.

3. The Furrowfield Way

The Furrowfield Way sits at the heart of everything we do and provides the foundation for teaching, learning, behaviour, relationships and personal development.

Through the Furrowfield Way, we seek to develop learners who are:

Reflective	Students think carefully about their learning, behaviour and experiences. They are encouraged to evaluate their own work, learn from feedback and identify strategies for future improvement.
Resilient	Students are encouraged to persevere when faced with challenge and understand that mistakes and setbacks are part of the learning process. They develop determination, self-regulation and a positive attitude towards challenge.
Collaborative	Students learn to work effectively with others, listen respectfully to different viewpoints and contribute positively to group activities. Collaboration is viewed as an essential life skill.
Inquisitive	Students are encouraged to ask questions, seek understanding and demonstrate curiosity about the world around them. They are supported to become active participants in learning rather than passive recipients of information.
Imaginative	Students are encouraged to think creatively, explore possibilities and apply their learning in innovative ways. They are provided with opportunities to solve problems and generate ideas across the curriculum.

These learning characteristics are complemented by our core values of:

- Kindness
- Thoughtfulness
- Empowerment

Together, these characteristics and values provide a common language for learning throughout the school and are explicitly taught, modelled, developed and celebrated across all aspects of school life.

4. Curriculum Intent and Habits of Mind

At Furrowfield School, we believe that a successful curriculum must enable students to develop both the knowledge they need to know and the learning behaviours they need in order to be successful throughout their lives. Our curriculum is ambitious, broad, balanced and designed to meet the needs of all learners whilst recognising the unique starting points and barriers to learning experienced by many of our students. The curriculum provides meaningful opportunities for academic, social, emotional and personal development and is carefully planned to prepare students for successful adulthood and improved life chances.

Curriculum planning at Furrowfield School is informed by the research of Arthur Costa and Bena Kallick and their work on the Habits of Mind. Through the Furrowfield Way, this research has been translated into five core learning dispositions that underpin all aspects of curriculum planning, teaching, learning, assessment, feedback and personal development:

- Reflective
- Resilient
- Collaborative
- Inquisitive
- Imaginative

These five Habits of Mind form the foundation of our curriculum model and provide a common language for learning across the school. Curriculum leaders begin curriculum design by considering the learning behaviours students need to develop before identifying the substantive knowledge, disciplinary knowledge, vocabulary and skills students need to acquire. This ensures that students learn not only what to think, but also how to think, learn, collaborate and persevere.

The curriculum is designed to:

- Improve life chances for all students
- Overcome barriers to learning
- Develop academic achievement
- Promote positive mental health and wellbeing
- Prepare students for adulthood
- Raise aspirations
- Develop independence
- Support successful transitions into further education, employment and training
- Enable students to become active and responsible citizens

The principles contained within the school's Feedback Policy support this curriculum model by encouraging students to reflect upon their learning, act upon feedback, improve their work and take increasing ownership of their progress. Reflection and improvement are viewed as essential characteristics of successful learners.

Our curriculum reflects the school's ethos of "Together We Succeed" and ensures that all students are supported academically, socially and emotionally through a combination of curriculum pathways, therapeutic support, pastoral intervention and enrichment opportunities. Through this approach, we seek to develop confident, capable and aspirational young people who are prepared for successful adults

5. Curriculum Implementation

The curriculum at Furrowfield School is delivered through high-quality teaching, adaptive practice and strong relationships. Teachers plan learning sequences that enable students to build knowledge over time, revisit prior learning and make meaningful connections between different areas of the curriculum.

Learning is carefully sequenced to ensure progression and retention. Staff use assessment information, student profiles, EHCP outcomes and pastoral information to ensure that learning is appropriately adapted to meet the needs of individual students.

Teachers implement the curriculum through:

Clear Learning Intentions

Students are supported to understand:

- What they are learning
- Why they are learning it
- How it connects to previous learning
- How learning supports future success

Explicit Instruction

Key knowledge and skills are taught clearly and systematically to ensure understanding and retention.

Adaptive Teaching

Teaching is adapted through:

- Scaffolding
- Modelling
- Chunking information
- Visual supports
- Repetition and retrieval
- Questioning
- Appropriate challenge
- Individual support

This ensures that all students can access learning successfully regardless of need or starting point.

Effective Questioning

Questioning is a key feature of teaching at Furrowfield School and is used to:

- Check understanding
- Address misconceptions
- Promote deeper thinking
- Encourage discussion
- Develop curiosity and enquiry

Assessment for Learning

Assessment is integrated throughout lessons and informs future teaching. Teachers continuously gather information about student understanding and adapt learning accordingly.

Feedback for Improvement

Consistent with the school's Feedback Policy, feedback may be verbal, written, individual or whole-class. Feedback is used to help students understand:

- What they have done well.
- How they can improve
- What they need to do next

Students are expected to respond to feedback and use it to improve future outcomes. This process supports the development of reflective and resilient learners.

Literacy Across the Curriculum

All staff have responsibility for developing literacy. Students are supported to improve:

- Reading
- Writing
- Vocabulary
- Communication
- Oracy

Personal Development Through the Curriculum

Learning opportunities are designed to promote:

- Independence
- Confidence
- Self-regulation
- Problem-solving
- Collaboration
- Resilience

As a result, the curriculum supports both academic achievement and personal growth.

6. Teaching and Learning Principles

At Furrowfield School, effective teaching is characterised by high expectations, strong relationships and evidence-informed practice.

High Expectations

We believe that all students can achieve success when provided with the right support and challenge. Staff maintain ambitious expectations for:

- Attendance
- Engagement
- Behaviour
- Achievement
- Presentation of work
- Effort and participation

Students are expected to take pride in their work, act upon feedback and demonstrate positive attitudes towards learning. The Feedback Policy supports these expectations through clear approaches to feedback, improvement and presentation.

Relationships First

Positive relationships are fundamental to successful learning. Staff work hard to create classrooms where students feel:

- Safe
- Respected
- Valued
- Supported
- Challenged

Relationships underpin all aspects of teaching and learning and are particularly important within a specialist SEMH setting.

Evidence-Informed Practice

Teaching practice is informed by:

- Costa and Kallick's Habits of Mind
- Metacognition and self-regulation research
- Trauma-informed practice
- Nurture principles
- Assessment for learning research
- Effective feedback approaches
- PACE

Staff use professional judgement to apply evidence-based strategies that improve outcomes for students.

Learning Through Reflection

Reflection is central to learning at Furrowfield School. Students are encouraged to evaluate their work, consider feedback and identify strategies for improvement. Staff provide opportunities for students to reflect regularly upon both learning and personal development.

Developing Independence

Students are encouraged to become increasingly independent learners. Staff promote:

- Decision-making
- Self-assessment
- Problem-solving
- Goal setting
- Responsibility for learning

Collaboration and Shared Success

Learning is viewed as a collaborative process. Students are taught to work effectively with others, listen respectfully and contribute positively to shared tasks and discussions. This reflects the school's ethos of "Together We Succeed".

Promoting Curiosity and Creativity through being Inquisitive

Teachers and Teaching Assistants provide opportunities for students to ask questions, investigate ideas, solve problems and think creatively. Students are encouraged to be inquisitive and imaginative learners who enjoy learning and exploring new ideas.

7. Quality First Teaching

At Furrowfield School, high-quality teaching is the single most important factor in improving outcomes for students. We recognise that effective teaching has the greatest influence on student progress and that all students, regardless of need or starting point, are entitled to consistently high-quality learning experiences.

Quality First Teaching forms the foundation of our approach and reflects our commitment to inclusion, high expectations and ambition for every learner.

Effective teaching at Furrowfield School is characterised by:

Clear Learning Intentions

Teachers and Teaching Assistants ensure that students understand:

- What they are learning
- Why they are learning it
- How learning links to previous learning
- How learning supports future goals and aspirations

Students are supported to understand the purpose and relevance of learning and are encouraged to make connections across the curriculum.

High Expectations

Teachers maintain consistently high expectations of:

- Attendance
- Behaviour
- Effort
- Engagement
- Presentation of work
- Academic achievement

All students are challenged to achieve their best and are encouraged to take pride in their learning.

Effective Questioning

Questioning is a key feature of Furrowfield School's teaching pedagogy and is used to:

- Check understanding
- Assess prior knowledge
- Address misconceptions
- Extend thinking
- Promote discussion
- Encourage curiosity and enquiry

Teachers use questioning skilfully to adapt teaching and deepen learning.

Adaptive Teaching

Teachers and Teaching Assistants recognise that students learn in different ways and at different rates. Learning is adapted through:

- Scaffolding
- Modelling
- Chunking information
- Visual supports
- Repetition and retrieval
- Alternative methods of recording
- Additional adult support where appropriate

This ensures that all learners can access the curriculum successfully.

Student Engagement

Teachers and Teaching Assistants provide opportunities for students to:

- Think independently
- Collaborate with peers
- Ask questions
- Discuss ideas
- Reflect upon their learning
- Apply knowledge in different contexts

Learning activities are designed to maximise engagement and participation.

Literacy Across the Curriculum

All teachers are teachers of literacy.

Staff actively support the development of:

- Reading
- Vocabulary
- Communication
- Oracy
- Writing

Opportunities to read, discuss and communicate learning are embedded throughout the curriculum.

Developing the Furrowfield Way

Teachers and Teaching Assistants explicitly plan opportunities for students to develop the Furrowfield Habits of Mind:

- Reflective
- Resilient
- Collaborative
- Inquisitive
- Imaginative

These learning behaviours are developed alongside curriculum knowledge and skills and are regularly referenced during lessons.

8. Feedback and Assessment

Assessment and feedback are integral components of high-quality teaching and learning at Furrowfield School.

Assessment is ongoing, purposeful and responsive. It is used to identify strengths, locate gaps in learning, address misconceptions and inform future teaching.

Teachers use assessment information to:

- Adapt teaching
- Monitor progress
- Inform intervention
- Support curriculum planning
- Track achievement over time

The school's Feedback Policy provides the framework for feedback and establishes clear expectations regarding:

- Presentation of work
- Verbal feedback
- Written feedback
- Whole-class feedback
- Student response to feedback
- Improvement and reflection
- Green pen marking

Feedback is viewed as one of the most powerful drivers of student progress and is designed to:

Identify Success	Students are provided with clear information about what they have achieved and what they have done well.
Clarify Next Steps	Students are supported to understand how they can improve their work and develop their understanding further.
Promote Reflection	Students are encouraged to evaluate their learning and consider how feedback can be used to improve outcomes.
Develop Independence	Students are expected to engage actively with feedback and take increasing responsibility for improving their work.
Strengthen the Habits of Mind	The feedback process directly supports the development of reflective and resilient learners. Students learn to view feedback positively and understand that improvement is a normal part of the learning process.

At Furrowfield School, feedback may take a variety of forms including:

- Verbal feedback
- Live marking and green pen marking
- Written feedback
- Whole-class feedback information
- Self-assessment
- Peer assessment
- Individual target setting

The purpose of all feedback is to improve learning rather than generate unnecessary workload.

Achievement and effort are celebrated through:

- Positive verbal recognition
- Applause on the Doors
- Assemblies
- Certificates
- Rewards
- Tutor recognition
- Shine Awards

This culture of celebration promotes engagement, confidence and positive attitudes towards learning.

9. SEMH and Therapeutic Practice

As a specialist SEMH school, Furrowfield School recognises that emotional wellbeing and readiness to learn are essential prerequisites for academic success.

Many of our students arrive with significant barriers to learning arising from previous educational experiences, social and emotional difficulties, trauma, anxiety or poor self-esteem.

Teaching and learning therefore operate within a therapeutic and relational framework which seeks to remove barriers and promote engagement.

Relationships First

Positive relationships are at the heart of successful learning.

Staff work hard to ensure that students feel:

- Known
- Valued
- Understood
- Safe
- Respected

Strong relationships enable students to develop trust, engage with learning and take risks within a supportive environment.

Trauma-Informed Practice

Staff recognise the impact that adverse experiences can have on learning and behaviour.

Teachers:

- Remain calm and consistent
- Support emotional regulation
- Use restorative approaches
- Avoid confrontation
- Promote emotional safety

Emotional Regulation

Students are taught strategies to:

- Recognise emotions
- Understand triggers
- Manage feelings effectively
- Develop resilience
- Build coping strategies

Therapeutic Assessment and Support Centre (TASC)

The TASC provision plays a vital role in supporting teaching and learning at Furrowfield School.

TASC provides therapeutic interventions designed to:

- Improve emotional regulation
- Reduce barriers to learning
- Increase engagement
- Strengthen wellbeing
- Promote successful reintegration into learning

Provision may include:

- Therapeutic conversations
- Counselling support
- Art-based interventions
- Nature-based interventions
- Individual support programmes
- Emotional literacy activities

Feedback Within an SEMH Context

Feedback should always be delivered in a manner that is:

- Supportive
- Constructive
- Respectful
- Encouraging

Staff are mindful that feedback has a significant impact upon confidence and self-esteem. Feedback should help students understand that mistakes are opportunities to learn and improve rather than signs of failure.

Through a combination of high-quality teaching, therapeutic support and strong relationships, Furrowfield School ensures that students are able to regulate, engage and succeed.

10. Person Development through Learning

At Furrowfield School, personal development is an integral part of teaching and learning and is embedded across the curriculum and wider school life. We believe that education should prepare students not only for examinations and qualifications but also for successful, fulfilling and responsible adult lives.

Our curriculum is designed to develop the knowledge, skills, attitudes and behaviours that students need to become positive contributors to society and achieve the best possible life chances. Personal development opportunities are woven throughout both classroom learning and the wider curriculum.

Students are provided with opportunities to develop:

Confidence and Self-Esteem

Students are encouraged to recognise their strengths, celebrate their achievements and develop confidence in their abilities. Positive relationships, effective feedback and regular recognition help students develop positive self-worth and self-belief.

Social Skills and Relationships

Students learn how to:

- Build positive relationships
- Work collaboratively
- Communicate effectively
- Resolve conflict appropriately
- Show empathy and understanding
- Respect differences

These skills are developed through classroom practice, PSHRE, enrichment activities and everyday interactions.

SMSC Development

Spiritual, Moral, Social and Cultural development is embedded across the curriculum.

Students are supported to:

- Reflect on values and beliefs
- Understand right and wrong
- Respect diversity
- Develop social responsibility
- Understand their role within society

Whole-school events such as Remembrance Day, Futures Day and other curriculum enrichment opportunities contribute significantly to SMSC development.

11. Behaviour and Attitudes

British Values and Protected Characteristics

The curriculum actively promotes:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Students are also taught about protected characteristics and equality, preparing them to become respectful and inclusive members of society.

Careers and Preparation for Adulthood

Preparation for adulthood is a key feature of the curriculum.

Students are supported to:

- Develop aspirations
- Explore career pathways
- Understand the world of work
- Develop employability skills
- Make informed choices about their futures

Careers education is delivered through a planned programme of learning and is supported by external partnerships, workplace experiences and guidance opportunities.

Health and Wellbeing

Students are taught how to:

- Maintain positive mental health
- Understand emotional wellbeing
- Develop resilience
- Make healthy choices
- Access support when needed

Health and Wellbeing activities form an important part of the wider curriculum and contribute significantly to students' personal development.

Through these experiences, students become increasingly confident, resilient and prepared for their next stage of education and life.

At Furrowfield School, we believe that positive behaviour and attitudes are fundamental to successful learning. We aim to create a calm, safe and purposeful environment where students can learn, develop and succeed.

Our approach to behaviour is rooted in:

- High expectations
- Positive relationships
- Consistency
- Reflection
- Restoration
- Personal responsibility

We recognise that many students require support to develop self-regulation and positive learning behaviours. Staff therefore adopt a relational and therapeutic approach that combines nurture, support and accountability.

Promoting Positive Learning Behaviours

Students are encouraged to develop:

- Readiness to learn
- Responsibility
- Independence
- Perseverance
- Respect
- Self-regulation

These behaviours are reinforced through the Furrowfield Way and the Habits of Mind.

Reflection and Responsibility

Students are encouraged to reflect upon:

- Their behaviour
- Their learning
- Their choices
- Their interactions with others

Reflection supports students in developing self-awareness and understanding the consequences of their actions.

The Role of Feedback

Feedback is used as a key strategy to:

- Reinforce positive behaviour
- Recognise effort
- Celebrate success
- Encourage improvement
- Develop resilience

The school's Feedback Policy supports students in understanding that improvement comes through reflection, effort and engagement with feedback.

Attendance and Engagement

Attendance and engagement are viewed as key indicators of success.

Students are supported to:

- Attend regularly
- Engage fully in learning
- Develop positive attitudes towards school
- Build aspirations for the future

Through a combination of high expectations and strong support, Furrowfield School helps students develop the attitudes and behaviours necessary for future success.

12. Leadership of Teaching and Learning

Leaders at Furrowfield School are committed to securing the highest possible standards of teaching and learning for all students.

Leadership is focused on creating a culture of ambition, collaboration and continuous improvement where staff are supported to develop professionally and students are able to achieve their full potential.

Leaders are responsible for:

Curriculum Leadership

- Ensuring the curriculum remains ambitious and relevant.
- Monitoring curriculum implementation
- Supporting curriculum development
- Evaluating curriculum impact

Teaching and Learning

- Supporting high-quality teaching
- Promoting evidence-informed practice
- Monitoring classroom practice
- Ensuring consistency across the school

Assessment and Feedback

Leaders monitor the implementation of the Feedback Policy and ensure that:

- Feedback supports progress
- Assessment informs teaching
- Students are provided with opportunities to improve
- Presentation standards are maintained

Professional Development

Leaders provide opportunities for:

- Coaching
- Mentoring
- Training
- Professional dialogue
- Collaborative planning

Professional development is viewed as an ongoing process that supports both staff development and school improvement.

Open Door Culture

Furrowfield School promotes an open-door culture in which staff are encouraged to:

- Share good practice
- Learn from colleagues
- Observe effective teaching
- Reflect on professional practice
- Engage in collaborative working

We believe that professional collaboration strengthens teaching and learning and improves outcomes for students.

Quality Assurance

Leaders use a range of approaches to monitor the implementation of this policy, including:

- Learning walks
- Work sampling
- Student voice
- Curriculum reviews
- Assessment information
- Professional dialogue
- Staff reflection

Quality assurance activities are supportive, developmental and focused on improving outcomes for students.

Professional Development

At Furrowfield School, we recognise that the quality of education provided to students is directly linked to the quality of professional learning experienced by staff. We are committed to creating a culture of continuous improvement where all staff are supported, challenged and encouraged to develop their practice.

Professional development is viewed as an ongoing process rather than a series of isolated training events. It is designed to improve classroom practice, strengthen curriculum implementation and ultimately improve outcomes for students.

We are committed to providing staff with opportunities to:

- Engage with educational research
- Develop subject and curriculum expertise
- Strengthen teaching and learning practice
- Develop leadership skills
- Reflect upon professional practice
- Learn from colleagues
- Share successful strategies
- Contribute to whole-school improvement

An Open-Door Culture

A key feature of Furrowfield School is our open-door culture.

Staff are encouraged to:

- Visit classrooms
- Observe effective practice
- Discuss teaching and learning
- Share ideas and resources
- Seek advice and support
- Celebrate successes

The school recognises that some of the most effective professional development takes place through collaboration and professional dialogue. We therefore actively encourage staff to learn from one another and contribute to a culture of collective responsibility for school improvement.

Coaching and Mentoring

Coaching and mentoring opportunities are provided to support staff at all stages of their careers.

This may include:

- Informal coaching conversations
- Peer support
- Professional reflection
- Collaborative planning
- Curriculum development work
- Leadership coaching

The aim is to create a culture where professional growth is encouraged and supported. Sharing Good Practice.

Good practice identified through teaching, curriculum work, learning walks or professional development activities will be shared through:

- Weekly Staff Bulletin/ Briefing notes
- Staff de-briefings
- Staff meetings
- Our 'Together We Succeed' Half Termly Staff Handbook
- Line Management meetings
- Professional development sessions
- Informal professional dialogue
- Peer observation opportunities

This ensures that effective practice is celebrated and that successful approaches benefit the wider school community.

Staff Wellbeing

Furrowfield School is committed to promoting staff wellbeing.

Leaders ensure that:

- Professional development is purposeful
- Quality assurance activities are supportive
- Staff workload is considered
- Achievement and success are recognised
- Staff feel valued and supported

We believe that supporting staff wellbeing is essential if we are to maintain high-quality provision for students.

14. Learning Walks and Quality Assurance

Learning walks form an important part of the school's approach to quality assurance and professional development.

At Furrowfield School, learning walks are developmental rather than judgemental. Their purpose is not to grade individual teachers but to support professional growth, celebrate effective practice and evaluate the implementation of key school priorities.

Learning walks support leaders in evaluating:

- Curriculum implementation
- Teaching and learning
- Student engagement
- Development of the Furrowfield Way
- Implementation of the Feedback Policy
- Assessment practices
- SEMH and therapeutic provision
- Personal development opportunities
- Quality of the learning environment

Principles of Learning Walks

Learning walks at Furrowfield School:

- Are supportive and developmental
- Promote professional dialogue
- Celebrate strengths
- Share good practice
- Support school improvement
- Encourage reflection
- Contribute to staff development
- Support staff wellbeing

Areas of Focus

Learning walks may focus upon:

Curriculum Implementation

- Curriculum sequencing
- Knowledge development
- Delivery of curriculum intent

Teaching and Learning

- Adaptive teaching
- Questioning
- Student engagement
- Learning behaviours

Furrowfield Way

Evidence of students being:

- Reflective
- Resilient
- Collaborative
- Inquisitive
- Imaginative

Feedback and Assessment

Evidence that:

- Students understand next steps
- Students improve their work
- Feedback is having impact
- Assessment informs teaching

SEMH Practice

Evidence of:

- Positive relationships
- Emotional regulation support
- Therapeutic approaches
- Safe and supportive environments

Learning Walk Feedback

Feedback arising from learning walks will:

- Focus upon strengths
- Promote professional reflection
- Be supportive and constructive
- Identify opportunities for development
- Celebrate effective practice

Where appropriate, effective practice will be shared with colleagues to support wider school improvement.

Learning walks are therefore viewed as a professional learning process rather than a performance management tool.

15. Safeguarding

Safeguarding is everyone's responsibility and underpins all aspects of teaching and learning. At Furrowfield School, we recognise that students can only learn effectively when they feel safe, supported and protected.

All staff are responsible for:

- Creating safe learning environments
- Promoting student wellbeing
- Identifying safeguarding concerns
- Following safeguarding procedures
- Maintaining professional boundaries
- Supporting vulnerable students

Teaching and learning should contribute to safeguarding by helping students to:

- Stay safe
- Recognise risk
- Develop resilience
- Make positive choices
- Know how to access support

The curriculum provides opportunities for students to learn about:

- Online safety
- Healthy relationships
- Emotional wellbeing
- Personal safety
- Mental health
- Exploitation and risk

Safeguarding considerations should be present throughout all aspects of classroom practice and wider school life.

16. Monitoring and Evaluation

The implementation and effectiveness of this policy will be monitored regularly by senior and middle leaders.

Monitoring activities may include:

- Learning walks
- Work scrutiny
- Student voice
- Smart Council
- Staff voice and consultation
- Curriculum reviews
- Assessment information
- Attendance data
- Behaviour data
- Professional dialogue
- Support given by Teaching Assistants

Monitoring activities will focus upon:

- Curriculum implementation
- Quality of teaching
- Student outcomes
- Student engagement
- The impact of feedback
- Development of the Furrowfield Way
- SEMH provision and support

Information gathered through monitoring activities will be used to:

- Inform school advancement planning
- Identify strengths
- Share effective practice
- Inform professional development
- Improve outcomes for students

The Governing Body will receive information regarding the implementation and impact of this policy through leadership reports and quality assurance process

17. Expected Impact

Successful implementation of this policy will ensure that:

Students:

- Know more, remember more and can do more over time
- Make progress from their individual starting points
- Develop confidence and self-belief
- Become increasingly independent learners
- Engage positively with education
- Develop positive attitudes to learning
- Improve attendance and engagement
- Are prepared for adulthood

Students will demonstrate the Furrowfield Habits of Mind by becoming increasingly:

- Reflective
- Resilient
- Collaborative
- Inquisitive
- Imaginative

Students will:

- Understand how to improve their work
- Respond positively to feedback
- Develop strong relationships
- Improve emotional regulation
- Achieve positive destinations
- Be prepared for further education, employment and training

Ultimately, students will leave Furrowfield School equipped with the knowledge, skills, behaviours and aspirations required to achieve the very best possible life chances.

Professional Learning Walks Framework

Purpose

At Furrowfield School, learning walks are undertaken to support continuous improvement, strengthen professional practice and celebrate effective teaching and learning.

Learning walks are developmental and supportive and reflect our ethos of 'Together We Succeed'.

Learning Walks Are Designed To:

- Celebrate effective practice
- Share good practice across the school
- Support curriculum implementation
- Promote professional dialogue
- Strengthen teaching and learning
- Support staff development
- Inform school advancement priorities
- Promote staff wellbeing

Learning Walk Focus Are

Curriculum

- Curriculum intent in practice
- Sequencing of knowledge
- Student learning over time

Teaching and Learning

- Adaptive teaching
- Questioning
- Student engagement
- Classroom climate

Furrowfield Way

Evidence of students being:

- Reflective
- Resilient
- Collaborative
- Inquisitive
- Imaginative

Feedback and Assessment

Evidence that:

- Students understand how to improve
- Feedback informs learning
- Students respond to feedback
- Assessment supports progress
- Green pen marking

SEMH Practice

Evidence of:

- Positive relationships
- Emotional regulation support
- Therapeutic approaches
- Student wellbeing

Statement of Intent

At Furrowfield School, learning walks are undertaken in a spirit of collaboration, support and continuous advancement. Through our open-door culture and commitment to sharing effective practice, staff work together to ensure that every student receives the highest quality educational experience. Learning walks reflect our belief that Together We Succeed applies equally to students, staff, leaders and Governors.

See Feedback Policy for feedback proforma.