CACHE LEVEL 3

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Diploma in Supporting Teaching and Learning

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Contents

Answers to the 'Check your understanding' questions can be found online at: www.hoddereducation.co.uk/Product?Product=9781510427259

How to use this book

Key features of the book

Learning outcomes

By the end of this unit you will:

LO1 Understand the structure of education from early years to post-compulsory education

LO2 Understand how schools and colleges are organised in terms of roles and responsibilities

Prepare for what you are going to cover in the unit.

Getting started

What can you remember about your earliest play experiences? How did you feel? What did you enjoy doing?

Activities or discussions to help you to start thinking about the unit topic.

LO1 Understand what is required for competence in your work role

AC 1.1 Describe the duties and responsibilities of your work role

Learning outcomes and assessment criteria are listed in the same order as in the specification to help you to find your way through the text.

Activity

Produce a leaflet for pupils with whom you work explaining the risks they face online and how to reduce them.

Practical tasks to support your learning.

In practice

What is the policy of your setting when taking pupils on off-site visits? How are staff and volunteers given safeguarding advice and guidance?

Real-life situations that show how theory links to practice.

Case study

You are working in a secondary school and some of the Year 10 pupils have come to you and said that they would like to set up a trampoline club.

1 What would you do first?
2 What else would you need to consider?

Scenarios that explore the kinds of issues you may come across and pose questions about how you might resolve them.

Research it

What kinds of approaches use visual prompts and cues to help pupils? How are they used and why are they effective?

Ideas to enable you to explore the topic in more depth.

Tips for best practice: safeguarding

- Remember that pupils' safety and protection is the responsibility of all adults.
- Be clear on your school or college's safeguarding policy.

Guidance for dos and don'ts in a real learning environment.

Stretch and challenge

What can you find out about the relationship between bilingualism and cognitive development?

More challenging scenarios or research ideas.

Class discussion

What kinds of barriers to professional relationships have you faced in your current or previous roles? Discuss with others how these have come about and how you have overcome them.

Questions to prompt debate and discussion.

Key term

Policies and procedures: the principles, rules and guidelines agreed and adopted by the organisation.

A feature to help you to understand the meaning of important terms.

Check your understanding

1 What are the four main areas of development?
2 How do the four areas of development overlap with one another?

Questions at the end of each unit to test your understanding.

Assessment preparation

1 Some of the activities for this unit invite you to write reflective accounts to cover the evidence (LO1, AC 1.1, 1.2, 1.3).
2 For LO2, AC 2.1 and 2.2, unless covered by one of the methods above, you will need to write a list of the different roles and outline their main responsibilities.

Ideas for how to evidence the assessment criteria.

Legislation

● Human Rights Act, Article 2
● UN Convention on the Rights of the Child

A brief summary of the legislation covered in the unit, if applicable.

Read about it

Reference books

Bosanquet, P., Radford, J. and Webster, R. (2016) *The Teaching Assistant's Guide to Effective Interaction: How to Maximise your Practice*, Routledge.

Weblinks

www.gov.uk/national-curriculum National Curriculum documents for primary and secondary schools

Suggestions for further reading, websites and useful resources.

1 Schools and colleges as organisations

About this unit

This unit is about preparing you to work in a learning environment, whether this is in a primary, secondary or special school, or in a college. It describes the structure of education and different choices for children and young people from early years to post-16 in all UK Home Nations. The unit also looks at how schools and colleges are organised, and the purpose of key policies and procedures. You will also need to know about the role of different members of staff, as well as some of the external professionals who may come into the school or college to work with pupils.

Learning outcomes

By the end of this unit you will:

LO1 Understand the structure of education from early years to post-compulsory education

LO2 Understand how schools and colleges are organised in terms of roles and responsibilities

LO3 Understand teamwork in schools and colleges

LO4 Understand educational ethos, mission, aims and values

LO5 Understand the purpose of policies and procedures in education

Getting started

Education is something that we all experience, but everyone's experience will be different. Write a list of the different settings you attended, from the earliest stage you remember up until post-16, and discuss with others. How do they differ? What do they have in common?

LO1 Understand the structure of education from early years to post-compulsory education

AC 1.1 Summarise types of early years provision

Early years provision can start from when a child is just a few weeks old. Although not all parents will return straight to work, there is a wide range of settings and provision available for those who wish to do so. Early years provision may be statutory, voluntary or private – in other words, it can be run by local authorities, charity or voluntary organisations, or be privately owned and run for profit. It covers different types of settings – for example, childminders, school- or work-based nurseries and out of school clubs. Childcare settings that are registered to run early years care and education for children will need to follow the Early Years Foundation Stage (EYFS) framework. This is a set of standards that must be followed in order to make sure that children 'learn and develop well and are kept healthy and safe' (EYFS statutory framework). If settings are registered and inspected by Ofsted, they will need to show how they are meeting the quality and standards of provision.

▼ Table 1.1 Types of early years setting

Type of setting	Description	Age of children
Registered childminder	A registered childminder will look after the child in their home and be self-employed. They will need to be registered and inspected by Ofsted, and again offer flexible and individualised care for children. They can look after up to six children between the ages of birth and 8 years, including their own.	0–8 years and above
School-based nursery	A school-based nursery will be attached to an infant or primary school, and will usually be for children who are expected to move on to that school. It will run only in term time. The age at which such settings take children will vary according to the school and type of provision, but may start from 2 years in an independent school. However, a school-based nursery will usually start the year before a child begins full-time education in reception, so will take children aged around 4 years.	Varies, but may be from 2 years
Reception class	A school reception class will start during the year of the child's 5th birthday. Children may start by attending on a half-day basis but will quickly build up to a full day. School-based settings will be registered and inspected by Ofsted.	4–5 years
Children's centre	Children's centres offer a range of different services for children under 5 and their families. They may be located on school sites through extended schools or based in local authority accommodation. These services may vary between different areas but may include health and support for families with young children. They also usually include play centres where parents can attend with their children on any day and time that is available.	0–5 years

Day nursery	A day nursery must be registered and inspected by Ofsted and is usually open all day. There may be different types of provision – for example, private, voluntary and workplace based. Some will have longer hours and will be open during evenings and weekends.	0–5 years
Out of school clubs and play centres	These are clubs that are run for school-age children before and after school and may run during school holidays.	4 years and above
Parent and toddler group	These are drop-in sessions for parents of young children, and are usually run by volunteers and other parents. Parents will have responsibility for their children while they are on site.	0–3 years
Playgroup/ preschool	A playgroup or preschool may be run by parents – or children may be left in the care of staff. If children are left in the care of staff, the preschool must be registered with Ofsted. They are usually run on a voluntary basis during term time and have sessions lasting around three hours.	2–5 years
Workplace nursery	This provides care and education for children at the place where their parents work.	3 months and over
Nanny/home carer	A nanny is a carer who is employed by a child's parents to look after the child in their own home. Nannies will often look after more than one child if needed and are usually very flexible. However, although many do have training, they are not required to have qualifications.	0–5 years and over
Crèche	A crèche will provide interim care for children from time to time while their parents are engaged in a one-off activity such as shopping or sport, usually on the same premises. They are not required to register with Ofsted but can choose to do so.	Varies

Type of provision
Voluntary

This means provision that has been set up and funded by donations and voluntary contributions. It may, for example, be run by a charity or church group in the local community, and parents may have to pay a donation to help cover costs. In some cases parents or carers may stay and supervise their children so that they can socialise with others, but the way in which these operate may vary. If children are left with staff, the setting will need to be registered with and inspected by Ofsted.

Private

This means that parents will need to pay for the provision as it is run privately. This may include settings such as crèche, a workplace nursery, private day nursery or a childminder's home. These settings will need to be registered with and inspected by Ofsted if they are providing regular care and education for children. For example, a childminder will need to be registered and inspected, but a crèche that may just provide care from time to time, does not.

Statutory

This term is used for settings that are government funded as they have to be available by law, such as schools. They will be registered and inspected by Ofsted. They may also be known as 'maintained' settings.

Independent

This term is usually used for independent schools that are not paid for by government or state funding, so parents will be charged for them. Independent schools will still have to follow the EYFS framework and are also inspected by Ofsted.

Activity

Looking at Table 1.1, consider which type of provision each setting would be. Remember that some settings may be more than one type – for example, a school-based nursery could be independent or maintained. What might be the advantages and disadvantages of each type of setting for parents and for children?

AC 1.2 Identify key stages of the statutory framework for learning in your UK Home Nation

You will need to know about and be able to describe the key stages of your own statutory framework for learning in your UK Home Nation. This means the way in which the structure of education is broken down by age and stage.

England

In England, the Early Years Foundation Stage (EYFS) framework provides guidance for babies and children from birth to 5 years old. It therefore covers both school nurseries and reception classes. Following the EYFS, the curriculum is split into key stages, as follows:

- Key Stage 1 – Years 1 and 2, between the ages of 5 and 7 years
- Key Stage 2 – Years 3 to 6, between the ages of 7 and 11 years
- Key Stage 3 – Years 7 to 9, between the ages of 11 and 14 years
- Key Stage 4 – Years 10 and 11, between the ages of 14 and 16 years.

Wales

The curriculum is split by a Foundation Phase for pupils from 3 to 7 years, replacing and incorporating Key Stage 1. The rest of the key stages remain the same as for England.

Northern Ireland

In Northern Ireland, Primary 1 and 2 are ages 4 to 6 and are part of the Foundation Stage. In addition:

- Key Stage 1 covers Primary 3 and 4, and ages 6–8
- Key Stage 2 covers Primary 5, 6 and 7, and ages 8–11
- Key Stage 3 covers Years 8 to 10, and ages 11–14
- Key Stage 4 covers Years 11 and 12, and ages 14–16.

Scotland

- P1 (Early Level) is the equivalent to reception in England, ages 4–5
- P2–P4 (First Level) runs from ages 6–8
- P5–P7 (Second Level) runs from ages 8–11
- S1–S3 (Third/Fourth Level) runs from ages 11–14
- S4–S5 (Senior Phase) runs from ages 14–16.

Activity

Write an account, in your own words, of the structure of education and statutory framework for learning including the Foundation Stage in your UK Home Nation, or what you use if you are in an international school. You can then use this account as evidence to cover AC 1.1 and 1.2.

Other

In Gibraltar and most international schools, key stages are the same as in England.

AC 1.3 Explain post-16 options for young people and adults

The options for young people in the UK post-16 will also vary according to their Home Nation. This may involve staying at school or transferring to a further education college to study A levels, undertake an apprenticeship or study towards a full-time vocational programme.

England

In England, young people born after 1 September 1997 must stay in education and training until they are 18. This may involve staying at school or transferring to a further education college to study A levels or other qualifications such as HNDs, or going into an apprenticeship or traineeship. These are designed to combine on-the-job training with continuing study, and also give young people a chance to get into the workplace and earn money. These courses can be applied for while pupils are still in school.

In addition, the International Baccalaureate (IB) for pupils from 16–19 years old is offered by increasing numbers of independent and state schools in the UK, as well as to students in international schools. It leads to the IB Diploma, which is recognised by many universities.

Wales

In Wales, if pupils are 16 before the end of the summer holidays of that academic year, they can leave school on the last Friday in June. As well as making the decision whether to continue to study A levels in a school or college, or study towards

▲ Figure 1.1 Do you know the options available post-16 in your UK Home Nation?

an apprenticeship of a full-time vocational area of learning, young people in Wales are able to apply for a job without training.

Northern Ireland

In Northern Ireland, if pupils are 16 during the academic year (1 September to 1 July) they will be able to leave school after 30 June. If they are 16 between 2 July and 31 August they will not be able to leave school until 30 June the following academic year. Pupils can stay on at school, go to sixth-form college, do a training course or apprenticeship or go into employment.

Scotland

In Scotland, if pupils are 16 between 1 March and 30 September, they can leave school after 31 May of that academic year. If they are 16 between 1 October and the end of February

In practice

Outline the options for post-16 pupils in your UK Home Nation. If you have been involved in supporting or advising young people in this age group as to their choices, write a reflective account stating how you have set out the options available to them.

they can leave at the beginning of the Christmas holidays in that academic year. S6 (Senior Phase) runs from ages 16–18 and is non-compulsory (A levels and SCE Highers), and young people are also offered a place in training between their 16th and 20th birthdays if they are not in education.

LO2 Understand how schools and colleges are organised in terms of roles and responsibilities

AC 2.1 Explain the role held by: governors, senior management team, other statutory roles (e.g. SENCo), teachers/tutors, support staff

All school and college staff will be organised into roles and responsibilities and will have job descriptions outlining what these are. You should know about and understand the roles of governors and key members of staff in your school or college. This is because you should know about how your role fits in to the overall organisation, as well as who to approach or ask for advice where needed.

Governors

All state schools and colleges in England, Wales and Northern Ireland must have a governing body or board who meet as a whole at least three times a year. Many independent schools will also elect to have governing bodies, although this is not statutory. The role of governors is to discuss the running and strategic management of the organisation as well as to support the work of the principal or head teacher. They will also monitor the progress of the school or college, and set objectives and targets that form part of its Development Plan. They may be involved in appointing new staff, meeting parents, reviewing

▲ Figure 1.2 How much do you know about the role of a governor?

exclusions, managing budgets, and deciding on priorities for the school or college.

As well as meeting as a full group, there will also be smaller governing body committees. These may include finance, staffing, facilities, curriculum and others. There will usually be between ten and twenty elected governors depending on the size and organisation of the setting and they will be from different groups:

- **Parent governors** – these will be present or past parents of children or young people in the school or college
- **Staff governors** – these will be members of staff. The head teacher will automatically be one of these, but does not have to attend. Their number should include one teacher and one member of support staff
- **Co-opted governors** – these governors will be members of the local community. They will usually have a skill set that is helpful to the running of the organisation – for example, a background in finance or personnel management
- **Authority governors** – these governors are nominated by the local authority
- **Foundation, partnership and sponsor governors** – these are governors who are representatives of sponsors of the organisation.

Governors are unpaid, although they may claim expenses. They are likely to be offered training and support through their local authority, government or other organisations.

Senior management team (SMT)

The members of the senior management team of a school or college will work together very closely to monitor and discuss a range of issues, as well as the day-to-day running of the setting. They will also closely monitor teaching and learning, and staff development. The SMT will be made up of the head teacher or principal, deputy and other more experienced managers within the organisation. Schools and colleges may structure their management responsibilities in different ways depending on the size of the organisation but there are likely to be curriculum/department, programme area, year group leaders or key stage co-ordinators within the team. The special educational needs co-ordinator (SENCo) may also be a member of the SMT.

Other statutory roles (e.g. SENCo)

As well as a head teacher and deputy or assistant head teachers, schools will need to have a SENCo who will oversee and implement the special educational needs (SEN) policy. The SENCo will also:

- support the identification and monitor the progress of pupils who have special educational needs or disabilities and ensure that they have access to the support they need to access the curriculum
- provide guidance to teachers and support staff in order to implement Education, Health and Care (EHC) plans
- meet with pupils, parents, teachers, tutors, and professionals who are external to the setting in order to support the needs of these pupils
- keep records of SEN pupils up to date and confidential
- work closely with the head teacher and the special educational needs governor.

A further education (FE) college does not have to have a SENCo but will need to have a named person to ensure that students with SEN are supported and that this is regularly reviewed. Colleges will need to follow the Special Educational Needs and Disability (SEND) Code of Practice and allow such students to attend if they are named on their EHC plan.

In addition, primary schools will also need to have an early years co-ordinator to oversee the Early Years Foundation Stage (EYFS) and to monitor pupil progress with senior leaders.

Teachers/tutors

The main role of all teachers and tutors is to plan and deliver lessons based on the needs of all pupils and carry out assessment and evaluation. They will also have responsibility for:

- keeping records of learner progress and needs
- promoting equality, diversity and inclusion within the setting
- working within school or college policies and procedures
- contributing to the work of the school or college team
- contributing to the wider work of the school or college (school or college fairs, productions, community cohesion)
- ensuring the health and safety of pupils at all times
- communicating with parents and discussing pupil progress
- other specialist responsibilities, such as curriculum leadership or management roles.

In the FE sector, as well as teachers and tutors there may also be individuals who perform 'associate' teacher roles (Associate Teacher Learning and Skills, or ATLS, status). This is usually if they are working towards a full teaching qualification so they will have fewer responsibilities than a teacher or tutor.

Activity

Find out about and write a reflective account describing the support staff roles discussed here and any more in your setting. If you can find job descriptions easily, you might prefer to highlight and write about these, and use them for your portfolio as a work product.

Case study

Andy has been working as a support assistant in a special school for four months. He was told at interview that he would be given a job description when he started but has not heard any more about it.

1 Should Andy say anything? If so, to whom?
2 Give reasons for your answer.

Support staff roles

There is now a wide range of support staff in schools and colleges who sustain and enhance the work of the setting. Their roles will all differ as they offer a range of support to teaching staff:

- office/administration staff and business managers
- learning support and teaching assistants
- site staff such as caretakers
- specialist staff such as computer technicians.

AC 2.2 Identify external professionals who may work in education

Although you may not work with external professionals as part of your role, you should know about them and what they do. The roles of some of these external professionals are discussed elsewhere in the book – where this is the case you will find a unit reference and page number.

Home schools and colleges liaison officer

This role involves working with parents and carers to ensure that pupils maintain regular attendance in the setting. At some schools and colleges they will be part of the staff, however, local authorities may also provide this support through their education welfare service.

Child and adolescent mental health advisor

The role of these advisors, usually within CAMHS (Child and Adolescent Mental Health Service) is to work with children and young people, as well as their parents, through the assessment process and to ensure that they are given access to the services they need. These may include specialist support such as counselling, cognitive behavioural therapy (CBT), child psychotherapy, child and adolescent psychiatrists and family therapy.

SENCo – see AC 2.1, page 6.

PANCO

The role of the physical activity and nutrition co-ordinator (PANCO) has been developed by early years professionals for those working with young children. Their role is to work in a similar way to the SENCo, and to promote health and well-being in young children.

**Social worker** – see Unit 5, Table 5.6, page 92.

Research it

Can you find out about any other external professionals who may come into schools and colleges to support the work of pupils? Write a brief description of each and of what they do.

LO3 Understand teamwork in schools and colleges

AC 3.1 List characteristics of effective teamwork

When you are working in a school or a college, as well as being a member of staff you will be part of different teams. These may be year group teams, support staff teams, subject or department-based teams, and so on. You may also meet with external professionals to discuss the progress of an individual pupil. These different teams will meet from time to time to discuss how you are working together to meet the needs of pupils. In order to work together effectively, a team will need to have a number of characteristics.
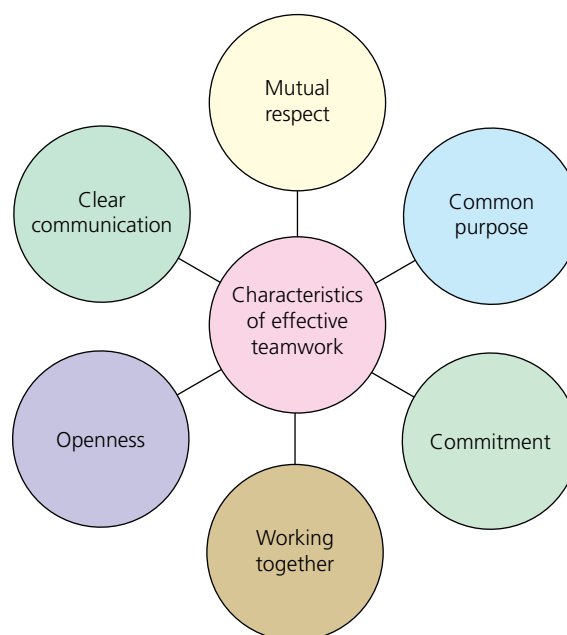
▲ Figure 1.3 Characteristics of effective teamwork

Mutual respect

Members of the team should show respect to one another and value the contributions of their colleagues. In this way they will be able to work more collaboratively towards team objectives.

Common purpose

All team members should have a common purpose and shared vision so that each member knows what they want to achieve as a group.

Commitment

It is important that each person in the team is committed and motivated towards the work of the team.

Working together

It is important that the team members work together and that the group agenda is more important than that of the individual.

Openness

This means openness with one another so that any issues can be resolved. It is also about being open to change within the team as well as the organisation.

Clear communication

This is vital in any team (see AC 3.2 below).

AC 3.2 Explain the role of communication in establishing professional relationships for effective teamwork

Communication is essential to effective teamwork and it is important that there are frequent opportunities for members of the team to discuss day-to-day issues that will come up. In a busy school or college environment, it is easy to forget to pass on information, or for it to go to some people and not to others through informal channels. This can cause problems for the effectiveness of the team and also issues between individuals if people think they have been missed out. For teamwork to be effective, there should be regular meetings and formal opportunities to discuss ongoing items.

Clear communication between members of the team will also make the team more efficient and team relationships more professional. If meetings are regular and result in action points for team members, this will provide a structure as well as a record of what has been agreed, and will ensure that all team members have an opportunity to contribute. In this way, the team can ensure that things are dealt with as they arise and each member will know that their contribution is valued.

You should remember that communication is not only verbal, there will also be letters, emails and other written methods you will need to check and respond to regularly. Important information may be sent using these methods and require a response, usually as soon as possible. Acknowledging the importance of a prompt reply is another way of showing that you are professional.

LO4 Understand educational ethos, mission, aims and values

AC 4.1 Explain how the ethos, mission, aims and values of an educational setting may be reflected in working practices

You will need to know about these terms as they may be on your school or college website and on other literature such as the prospectus. They may overlap slightly with one another and appear together or under joint headings.

Ethos

This is the 'spirit' of the organisation and its value system. It should be agreed by all staff and governors, and may depend on the type of school or college – for example, a parochial or faith school may have a more spiritual element to its ethos. It is likely to state that the organisation will support

pupils to fulfil their potential in all areas. A positive school or college ethos is very important as it will have an impact on many areas such as behaviour management, pupil achievement and the ways in which staff and pupils support one another.

Mission

This means the statement outlining what your place of work sets out to do. For example, some colleges might have a mission that sets out to foster 'inspirational learning for all' or 'to inspire outstanding learners to have outstanding futures'.

School Aims

To provide opportunities within a broad and balanced curriculum so that each child can achieve success and can fulfil his or her potential.

To develop rounded individuals socially, emotionally, spiritually, physically and creatively.

To value independence and enable our pupils to become responsible citizens and lifelong learners.

To provide a welcoming, safe and stimulating environment where everyone is listened to and respected.

To encourage and enable the continuous professional development of staff, ensuring effective communication between all.

To display a commitment towards making Fairview a sustainable school, actively focusing on a wide range of environmental issues.

To nurture strong partnerships and positive relationships with parents, carers and the wider community.

To recognise and celebrate success in all aspects of school life.

Vision Statement

We will strive to make our school a place where staff, governors and parents work actively together to ensure children receive a rich, inspiring, dynamic and engaging education enabling each child to become a lifelong learner, aspiring to high standards of achievement in all areas of their life.

Mission Statement

We aim to attain our vision by providing inspiring teaching within a supportive learning environment which empowers children to achieve.

▲ Figure 1.4 What is meant by the aims of a setting?

Aims

The aims of the setting are what it sets out to achieve – for example, 'to create a happy and stable environment in which pupils are able to achieve their best'. They will usually be set by the head teacher, staff and governors and are often displayed on the website, prospectus and other areas of the school or college.

Values

These should be the things that bring the school or college together. They may be listed or encompassed in a motto or belief system – for example, respecting one another, achievement for all, celebrating diversity, inspiring ideas, and so on. They may also be closely tied in with personal, social, health and economic (PSHE) education and citizenship in the setting.

These should all be reflected in the working practices of staff and communicated to all those who have contact with the school or college. It should be clear to all visitors to the setting that the environment is inclusive – that staff have good relationships with pupils based on trust and respect.

AC 4.2 Identify ethos, mission, aims and values of your workplace

You should be able to find out about the ethos, mission, aims and values of your workplace easily as it is important that settings communicate them to parents, staff and pupils. They should also be reflected in the way the school or college is run and in the day-to-day practice of all who work there.

LO5 Understand the purpose of policies and procedures in education

AC 5.1 Identify the policies and procedures schools and colleges have relating to: staff; pupil welfare; teaching and learning; equality, diversity and inclusion; health, safety and security

All educational establishments, similar to other organisations, are required to have **policies and procedures** in place. These are to ensure that all those involved in running day-to-day aspects of the setting have clear guidelines from which to work, and that everyone knows what these are and where to refer to them. They are also useful to have when speaking to parents and carers, and when making decisions about the way in which the setting is run.

Each school or college will have a number of policies and procedures relating to different areas, and many of them are a statutory requirement. You are likely to be able to find them on your school or college website. For the purposes of this unit, you will need to know about those relating to the headings listed in Table 1.2 on the next page. Bear in mind that the titles of the policies may differ slightly from those listed.

Key term

Policies and procedures: the principles, rules and guidelines agreed and adopted by the organisation.

▼ Table 1.2 Relevant policies and procedures by area

Area	Relevant policies and procedures
Staff	- Performance management/teacher appraisal policy - DBS checks for all staff, and records of this - Procedures for dealing with allegations of abuse against staff - Pay policy - Confidentiality policy - Grievance policy - Whistleblowing policy - Data protection policy - Records of courses attended and qualifications obtained
Pupil welfare	- Safeguarding/child protection policy - Health and safety policy, including school/college and residential trips - Online safety policy - Anti-bullying policy - Drugs awareness policy - Data protection policy - Mobile phone and social media policy - Sickness and medication/first aid policy - Supporting pupils with medical conditions - Special educational needs policy - Annual report/information on SEN - Confidentiality policy - PSHE policy - Sex education policy - Behaviour/code of conduct policy - Attendance and punctuality policy
Teaching and learning	- Teaching and learning policy - Early years policy - Sixth form policy - Learner commitment policy - Special educational needs policy - Planning and assessment policy - Homework policy - Marking policy - Curriculum policies for different subject areas (e.g. mathematics) - Enrichment policy - School or college development plan
Equality, diversity and inclusion	- Inclusion policy - Equal opportunities policy - Special educational needs policy - Gifted and talented pupils policy - Disability and access policy - Accessibility plan
Health, safety and security	- Health and safety policy - Lockdown policy - First aid policy - Risk assessment policy - Premises management documents - Records of accidents and contagious illnesses

Copyright: sample material

A list of statutory policies and procedures required by education legislation and which schools/colleges are required to have them can be found on the **www.gov.uk** website – search for 'Statutory policies for schools'.

AC 5.2 Explain how policies and procedures contribute to quality in education

Policies and procedures contribute to quality in education as they provide a clear framework from which the school or college community can function. They will need to be reviewed regularly (around every two or three years) by staff and governors. This gives everyone the opportunity to look closely at working practices, and to think about whether the policies are still relevant as they are or need to be updated. Each set of policies and procedures will contribute to quality in education in a distinct way, as described below.

Staff

Recruitment and the way in which staffing is monitored in the setting will influence the quality of pupils' education due to the checks and regular performance appraisals that are carried out. As well as recruitment procedures to ensure that qualifications, experience and curriculum knowledge of all staff is valid and up to date, all staff will need to have regular appraisals of their practice and be aware of school or college procedures. It is also important that new staff are given a job description and an induction into the working practices of the organisation so that they are clear about their responsibilities.

Activity

Find out about the different policies that your school or college has for each of the groups in the left-hand column of Table 1.2: staff; pupil welfare; teaching and learning; equality, diversity and inclusion; health, safety and security.

Pupil welfare

Research shows that pupils will not be able to learn if they are in situations that are abusive or dangerous, whether this is within or outside the setting, and whether it has occurred once or is ongoing. Policies for child protection and safeguarding, e-learning and e-safety, bullying, and so on, will contribute to ensuring that pupils know what to do if they find themselves in these situations. Staff will also need to be familiar with these policies so that they can support pupils where needed if their advice is sought.

Teaching and learning

Teaching and learning policies will have an impact on the way in which schools and colleges manage the quality of their curriculum provision and evaluate pupil progress. Regularly looking at policies such as marking, homework, special educational needs and inclusion, as well as different subject areas, will influence the ways in which pupils are supported in their learning as part of the curriculum. In addition, policies such as those for enrichment will also contribute to the quality of pupil education. This is because they focus more on the development of wider skills and opportunities that may not be available within the school or college curriculum. These may be through activities such as:

- **Forest School**
- transition activities such as discussions and working with teachers or tutors from their next class, college or school
- cookery, sport, creative or language clubs
- activities that develop links with the local community
- volunteering activities.

Key term

Forest School: the provision of learning opportunities in a woodland setting, which enables children and young people to learn through experiences in the natural environment.

▲ Figure 1.5 What does your school or college offer pupils as part of the wider curriculum?

In practice

Thinking about your own workplace, write a reflective account outlining the ways in which your setting enriches the learning experiences of children and young people through the activities it offers.

These kinds of activities will also contribute to raising pupil self-confidence and self-esteem, which in turn enables pupils to achieve more.

For more on additional activities that may be offered by your school or college, see Unit 16.

Equality, diversity and inclusion

Along with current legislation, these policies and procedures contribute to quality in education as

Activity

Looking at your policies for equality, diversity and inclusion, consider their impact on the day-to-day running of the school or college. How do they influence what happens in the classroom, on school visits and in the wider curriculum?

they ensure that all pupils are given equal access to the curriculum and wider life of the school or college. All groups should be valued and able to reach their full academic potential through being supported in an environment of mutual respect. Educational organisations will need to ensure that they do not discriminate in any way towards any group of pupils or staff, and that they guide pupils in becoming tolerant and accepting members of a diverse society where differences are recognised and celebrated.

Health, safety and security

All pupils, whatever their age, need to feel safe and secure in the setting before they are able to learn – it is a key factor affecting learning. The setting will need to show that it promotes a safe and healthy learning environment and a healthy lifestyle through its policies and procedures. Pupils should also be encouraged to think about health and fitness, and to consider the effect of diet and exercise upon the body. The way in which settings care for those who are ill and for pupils with medical conditions is also important.

Check your understanding

1. What do you understand by the term 'early years provision'? Name three types of early years settings.
2. What age would a child be if they were just starting Key Stage 3?
3. What are the post-16 options for pupils in your own UK Home Nation or international school?
4. Outline the roles of the SENCo and PANCO.
5. What would you say are the characteristics of effective teamwork?
6. What is meant by the ethos of a workplace and how would this be reflected in working practices?
7. What is meant by the aims and values of an educational setting and how are these communicated to staff, parents and pupils?
8. What kinds of policies would schools or colleges have that relate to pupil welfare? Which of these do you need to know about?
9. Are any polices statutory? Which might these be?
10. Name three ways in which school or college policies and procedures might contribute to quality in education.

Assessment preparation

This is a knowledge-only unit, which means that you will need to show your knowledge and understanding through methods of assessment such as reflective accounts, assignments, observed professional discussions or questioning by your assessor.

1 Some of the activities for this unit invite you to write reflective accounts to cover the evidence (LO1, AC 1.1, 1.2, 1.3).
2 For LO2, AC 2.1 and 2.2, unless covered by one of the methods above, you will need to write a list of the different roles and outline their main responsibilities.
3 For LO3, evidence for AC 3.1 is covered by the activity on page 9. For AC 3.2 you will need to write a reflective account explaining the role of communication in establishing professional relationships.
4 For LO4, AC 4.1, check with your tutor, if you have carried out the classroom discussion, to see whether you can use this as evidence. For AC 4.2, use the 'In practice' activity on page 11.
5 For LO5, create a policy list (AC 5.1) for your setting for the five areas given in Table 1.2, page 12 (staff; pupil welfare; teaching and learning; equality, diversity and inclusion; health, safety and security). Make sure you use those of your setting. You will then need to say how the policies and procedures for each group contribute to quality in education (AC 5.2).

Legislation

The legislation and statutory guidance relevant to this unit is mainly that which affects schools and colleges themselves. Key legislation that affects them is as follows:

- Data Protection Act (this will be changing to GDPR – General Data Protection Regulation – in May 2018)
- UN Convention on the Rights of the Child 1991
- Freedom of Information Act 2000
- Education Act 2002
- Education and Inspections Act 2006
- Every Child Matters 2003
- Children Act 2004/2006
- Human Rights Act 1998
- Equality Act 2010
- Special Educational Needs Code of Practice 2015
- For special educational needs – Children and Families Act 2014 Part 3 – Children and Young People in England with Special Educational Needs or Disabilities
- Special Educational Needs and Disability Regulations 2014.

Read about it

Weblinks

www.careersforyoungpeople.co.uk Careers for Young People – information on post-16 options for the UK

www.gov.uk Government website – information about the role of school and college governors

www.gov.uk Search for 'education, training and skills' for more information on schools and colleges

www.gov.uk Search for 'statutory policies for schools (DfE, 2014)'

www.gov.uk/government/uploads/system/ uploads/attachment_data/file/596629/EYFS_ STATUTORY_FRAMEWORK_2017.pdf
EYFS Statutory Guidance