



Teaching and Learning Policy

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Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Applefields School ; 'parents' refers to parents, guardians and carers.

Teaching and Learning Policy

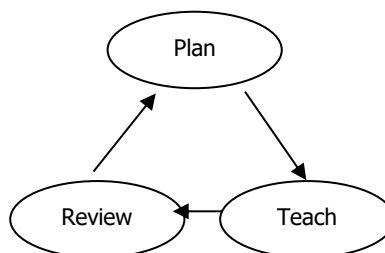
Contents

- 1) Aim of the policy
- 2) Safeguarding
- 3) Equal Opportunities
- 4) Principles of Teaching and Learning
- 5) Organisation of teaching and learning
- 6) What does good learning look like at Applefields School?
- 7) Expectations
- 8) How we ensure the quality of teaching and learning?
- 9) Assessment

Aim of the Policy

This document sets out the expectations, principles and strategies for teaching and learning across Applefields School. It recognises that pupils achieve well when there is high quality teaching and support.

The following diagram shows the interrelationship between planning, teaching and reviewing pupils work and forms the basis of this policy.



The aim for teaching and learning at Applefields School is to; have a long term positive impact on the lives of the students who come to our school and to enable all students to make progress in learning, communication, and independence.

Curriculum design and delivery is personalised and responsive to student needs identified within Educational, Health and Care Plans (EHCP). At Applefields, our students' learning needs are wide ranging. We have therefore developed four curriculums which are broadly in line with our local primary feeder school;

- Informal- *for students with profound and multiple learning difficulties*
- Semi-formal- *for students with complex learning difficulties*
- Formal- *for students who are working within the lower primary curriculum*
- Enhanced- *for students with significant barriers to learning and spiky profiles*

*As our curriculum is highly personalised, students may dip into other curriculums.

We have a comprehensive transition plan beginning at a child's year 6 EHCP working with HMO staff, parents and professionals to ensure students' secondary transition to a curriculum aligns to their primary experience.

At Applefields School the core of the education is what takes place daily in the classroom, specialist areas and through the use of the local community for extended learning opportunities. We operate on a primary model as this best meets our learners needs and is the most effective way for our students to grow in the broad areas of need in the SEN Code of Practice (2015);

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We are working towards best evidence based practice and the areas of focus for all staff are sharing good practice and personalisation in learning, this is in conjunction with HMO.

Safeguarding

All our pupils have a right to be safe in school and to learn in a friendly and supportive environment.

Equal Opportunities

The delivery and content of lessons must be sufficiently differentiated to ensure all pupils can access and achieve. Teachers must take into account individual needs and stage of learning when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability, potential and need.

Principles of Teaching and Learning

We plan for and provide a rich and varied learning environment that allows our students to engage, explore and develop skills and abilities. We use available assessment evidence to identify preferred learning styles and take account of this in planning. In all cases our students are;

- Given the opportunity to learn through engaging in sensory exploration
- Encouraged to become active learners thinking about the ways they learn and that learning builds on existing concepts, skills and knowledge
- Encouraged to utilise preferred learning styles and learn at different rates
- Learning through practical first-hand experiences, including play and self-help skills
- Given access, for learners at all levels, to ICT supports
- Provided with opportunities to maintain and generalise engagement and skills
- Able to revisit learning in systematic and planned ways through structured teaching and learning and through planned play and exploration
- Allowed to learn from mistakes, which are accepted and used to plan for future learning
- Equally included in the full range of learning opportunities

Organisation of Teaching and Learning

We use our commitment to our vision and values to support effective classroom organisation, management of the learning environment and good outcomes for learning. There is a stimulating, welcoming environment where there is care, tolerance, security, praise and a high level of expectation associated with clear learning objectives. All our sites offer a highly specialised environment along with specialist pedagogy.

- There is cooperation and communication between students, staff, parents/carers, outside agencies and Governors.
- There is a safe, friendly and supportive environment
- Learners benefit from a consistently high quality of curriculum delivery and learning experience
- Achievement is celebrated and learners and their work is valued
- Learners are enabled to experience success and build self-esteem including learning to express their opinions / views (Pupil's Voice)
- The environment enables students to develop their communication skills through methods and approaches appropriate to their needs
- There are opportunities for learning to take place in a variety of situations and groupings both in and out of school
- The multi-sensory learning environment enables students to explore a range of cross curricular experiences using their senses
- Learning objectives are presented in small, structured steps to develop core skills and strategies
- Resources and materials are of high quality and are accessible to the students
- There is an emphasis on using the local community resources as a setting for learning

*The key principles identified can only be achieved through good quality teaching.

What does good learning look like at Applefields School?

- Appropriate balance between practical, recorded and appropriately communicated activities
- Planned learning is matched to the identified needs of the individual
- Varied teaching styles and strategies are used to enable students to learn
- Teaching is based on the outcomes of baseline/initial and ongoing, assessment and evaluation
- Planning and preparation are undertaken effectively
- Consistent approaches are used throughout the school by all staff
- Time and resources are managed efficiently and effectively
- Technology is used as a key teaching tool for all students
- There are opportunities for the development of learner's interests and for the expression of creativity and use of imagination
- Teaching is planned and delivered within meaningful and purposeful contexts
- Well planned transitions – from primary to secondary, class to class, activity to activity, and from school to home

Expectations

All teachers should be familiar with the framework of professional standards which defines the characteristics of teachers at each career stage. These standards are statements of a teacher's professional attributes, professional knowledge and understanding and professional skills.

Teachers should use these standards -

- To develop their own skills in teaching
- As a basis for all classroom practice
- As a basis for identifying their own professional development needs

Post Threshold teachers are expected to work within additional criteria identified.

In order to fulfil these expectations, every teacher will need to:

- Use whole school themes (devised by the whole staff team and located on the school cloud) and have good subject knowledge of the curriculum that they are teaching which will inform planning (using, for example, guidance from EQUALS-formal, semi-formal and informal curriculum frameworks, exam boards, National Curriculum website, SCERTS, MAPP FAGUS etc)
- Use long and medium term plans, along with assessment data to plan sequences of lessons, that demonstrate progression
- Plan lessons which include differentiated tasks or activities, in order to meet the needs of all pupils
- Structure the school day to include; personal care, greetings, communication, morning sessions- following each group's learning requirements, snack, breaktime, lunch and afternoon sessions and home routines. These are differentiated by need and coverage of curriculum is available in the four curriculum booklets.
- Plan lessons which show learning objectives for each pupil, these objectives will be subject header driven for each curriculum (formal, semi-formal, informal and enhanced) and link to each pupil's EHCP outcomes
- Provide teaching assistants with access to planning and discuss with them how pupils will be supported
- Review their planning to show the next steps that pupils need to take and to amend lessons accordingly
- Where appropriate, set, mark and record homework
- Offer home learning through a variety of ways appropriate to the pupil; Google Classroom, work packs, links to materials, regular correspondence, wellbeing work. All to be agreed with ELT and mapped on each pupil's record of provision plan
- Prepare and send termly curriculum newsletters and communicate through ICT methods

- Save planning to the appropriate area on the school server for teaching assistants, leadership to view and have planning available for supply teachers for planned absences

How we ensure the quality of teaching and learning

The school prioritises CPD for all areas of curriculum development and within weekly school staff meetings there is an opportunity for staff to share practice and reflect on the characteristics of successful learning.

The leadership team and staff at Applefields are committed to ensuring consistent high quality teaching and learning. This is achieved with a regular cycle of;

- Monitoring curriculum planning
- Observation of teaching in the school
- Learning walks/ book scrutiny/ Evidence for Learning monitoring
- Moderation
- Pupil progress meetings
- Performance management
- There is an emphasis on ongoing dialogue, reflection and development of best evidence based practice with the aim to continually improve teaching and learning

We also;

- Encourage peer reviews of our practice both within Applefields and our feeder SEN primary Hob Moor Oaks
- Welcome other professionals into Applefields (SENCo's, Advisory Teacher Complex Needs, Educational Psychology team, Learning and Work Advisors.. etc)
- Update and work closely with governors on aspects of the School Development Plan relating to Teaching and Learning.

Assessment

The school's approach to assessment is outlined in the school's Assessment, Recording and Reporting Policy document. The school uses a range of evidence to ensure that progression is tracked and sustained; all evidence has some form of moderation and scrutiny reflected in the school calendar.

This policy should be read alongside

- School Teachers' Pay and Conditions Document
- Professional Standards for Teachers (TDA)
- Assessment, Recording and Reporting Policy