

Keelman's Way School

Teaching and Learning Policy



Introduction

At Keelman's Way School we believe in the concept of lifelong learning and the idea that both adults and children are continually learning. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to provide children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

Aims and objectives

People learn in different ways. We provide a rich and varied learning environment on and off site that allows pupils to develop their skills and abilities to their full potential.

Through our teaching we aim to meet all expectations of the Rights Respecting School Standards

We aim to

- Enable pupils to become confident, resourceful, enquiring and independent learners
- Promote pupils self-esteem and help them build positive relationships with other people – both peers and adults
- Develop pupils self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people
- Enable pupils to understand their community and help them feel valued as part of this community and for preparation for life beyond school
- Help pupils grow into reliable, independent and positive citizens
- Take a pride in their work and the work of others

Our Curriculum

Pupils in Keelman's Way School follow a modified National Curriculum that meets their learning needs and supports their sensory, physical and emotional development. The curriculum matches the age and stage at which they are working and has a very high level of personalisation. Visual, auditory and kinaesthetic strategies are used to support learning. Class teachers take the responsibility of completing reports for the children and for collecting data that has an impact on their

learning. Intervention e.g. Rainbow groups and CLDD groups will submit data and evidence to class teachers to support the presentation of a full picture of the pupil's achievement.

Early Years and Foundation stage

Children follow the EYFS Curriculum and are assessed via the Profile. Staff regularly assess pupils and record their achievement using the 'tapestry' software.

Key stage 1 to 3

Pupils in these Key stages are taught Literacy and Maths as discrete subjects. We aim to have pupils that adapt their learning to all areas of the curriculum. The majority of subjects are taught through cross curricular programmes that are published on our website. These are guided by the Equals programmes of study. These are regularly reviewed to ensure coverage and progression.

Key stage 4 and Post 16

Pupils in these Key stages are taught Literacy and Maths as discrete subjects. We aim to have pupils that adapt their learning to all areas of the curriculum. The majority of subjects are taught through cross curricular programmes that are published on our website. These are guided by the Equals programmes of study. These are regularly reviewed to ensure coverage and progression.

There is an increased focus on in life skills, preparation for college and the world of work. Our goal is to have young people leave school with the ability to achieve an independent life style as is achievable for them.

Effective Learning

We acknowledge that people learn in many different ways, everyone learns differently. We recognise the need to develop strategies that allow all children to learn in ways that suit them best.

We offer opportunities for pupils to access to learn in school and beyond. Pupils have to access an appropriate curriculum to suit their needs.

Pupils learn through

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole class work

- Asking and answering challenging questions that extend learning
- Use of ICT aids and communication aids
- Visits to places of educational interest where pupils can learn in the wider community
- Creative activities
- Use of a wide variety of media
- Designing and making things
- Participation in physical activity
- After school clubs
- Visiting professionals and performers – drama, sport, musicians etc
- Ensuring access to relevant resources
- Work placement, enterprise and employment preparation
- Access to therapeutic environments such as rebound, hydrotherapy and sensory integrate areas

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding so that they can reach the highest level of personal achievement.

The learning and teaching policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school.

Teachers make on-going assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability and ensure high levels of engagement for all pupils. When planning work for children we give due regard to information and targets contained in the children's personal education and healthcare plan. Teachers modify learning and teaching as appropriate for children. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion.

In the Nursery and Reception, teachers work from EYFS Outcomes working toward Early Learning Goals.

In years one to fourteen teachers keep on-going records in core subjects to plan for future teaching to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year using PIVATS and Routes for Learning.

Lessons are planned with clear learning objectives that are shared with the children. Lesson plans are based on agreed schemes of work used throughout the school. The PMLD curriculum meets the needs of our most complex pupils. We use Equals as a core curriculum.

Our teachers and support staff establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. Our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and by so doing we build positive attitudes towards school and learning in general. We secure good order and behaviour at all times.

We ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is risk assessed and various permissions are obtained. We inform parents and obtain their permission before the visit takes place. Staff are trained thoroughly in child protection.

Teaching Assistants and other adults are deployed effectively. They work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Our HLTAs address specific areas of learning and development throughout the school.

Our classrooms are attractive learning environments and reflect current learning in the classroom. All pupils best work is displayed at some time during the year. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by the children. **It is appropriate that for some pupils a calm low stimulus environment at times is needed.**

All staff reflect on their strengths and areas of development and plan opportunities for professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. School self-evaluation is shared with staff and governors as well as LA partners.

Staff employ a range of strategies for particular groups i.e. PMLD pupils/ASD pupils.

The Core Strands of Keelmans Way PMLD Curriculum are:

- **Communication**
- **Cognition**
- **Self-Help and Independence**
- **Physical Development**

Pupils with profound and multiple learning difficulties spend morning sessions in discrete Primary, Secondary and Post 16 intervention groups with access to specialist staff, facilities and equipment.

Pupils are taught in different environments such as classrooms, sensory rooms, the hydrotherapy pool, and rebound room, the outdoor learning environment and sensory garden.

Breaks, lunchtimes and afternoon sessions are spent in inclusive settings with their Key Stage peers giving greater social opportunities for outings, peer interactions and friendships.

The teacher's role is to develop and monitor stimulating and motivating routines, environments and social situations where the pupil and adult are together on task and the pupil is able to make responses and decisions which have an outcome. This gives the pupil control within a structure which is predictable and also includes variation to encourage development.

Strategies that benefit all pupils but particularly pupils with ASD diagnosis

- Visually clear structured environment
- See ASD policy and agreed practice
- Routines and structure
- Strategies to promote flexibility of thought
- Flexible timetable/curriculum with planned opportunities for motivating/choice time
- Use of PEC's and symbols
- Clearly define start and end of tasks and transition
- Support from ASD specialist
- Support from speech therapist
- Appropriate access to ICT
- Consistent expectations for behaviour
- Use of sensory curriculum and sensory diets
- Use of different methods of communication specific to each student e.g. PECS, Makaton etc.
- Planned learning opportunities to develop communication including the ability to learn how to and maintain the ability to initiate communication
- Use of countdowns to reinforce the understanding of finished and help promote flexibility of thought
- Use of social stories to promote understanding
- Use of planned opportunities for interaction with peers and adults
- Use of ASD specific objectives in assessment
- Using objects of reference
- Behaviour plans with clear structure and strategies

Role of the Head Teacher and Governing Body

- **Multi-professional liaison meetings**
- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good **and at times outstanding** quality teaching

Role of the Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' sessions to discuss children's progress
- Explaining to parents how they can support their children
- Holding coffee mornings and parent sessions to explain relevant developments in their child's education
- Report annually at the EHC review
- Sharing termly PEP's and home school diaries
- Publish termly curriculum plans on the website so that parents are aware of what their children will be learning

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement
- Attend any progress, health or planning meetings

Monitoring and evaluation

Staff development needs will be identified in line with this policy through performance management. The teaching and learning policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, we have a school self review, **which includes:**

- Classroom observation
- Sampling pupil's work
- Sharing pupil's work throughout school and discussing quality
- Internal moderation of pupils' work
- Discussion with pupils
- Moderation with schools of similar pupils and Local Authority Teams

Race equality and equal opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Signed..... Date.....

Head Teacher

Signed..... Date.....

Chair of Governors

Date.....April 2016

ReviewApril 2018