



# LEARNING AND TEACHING POLICY

Updated 3<sup>rd</sup> November 2018

Approved by Governors 15<sup>th</sup> November 2018

**To provide a safe, happy learning environment in which individuals achieve, flourish and develop self confidence and respect for others.**

## Introduction

This policy demonstrates how the School's vision, values and aims are put into practice. It should be read alongside the School's curriculum statement. The School endeavours to match pupils' learning needs by grouping children into classes where they will benefit from similar teaching approaches. Therefore any class can span several year groups. As staff we recognise that effective learning and teaching can only take place when all sessions are well planned, stimulating and appropriate to meet the needs of all the pupils in the class. The planning will also need to take into consideration the social, emotional, intellectual, medical, physical and sensory needs of the pupils.

## Ethos

### The School will provide:

- a safe, calm and welcoming working environment in which courtesy, kindness and respect are fostered;
- a fair and disciplined environment;
- a purposeful and informative planning, record keeping and assessment system;
- links with the wider community;
- celebration of success and achievements;
- personal and professional development for all staff;
- appreciation of other people's abilities and disabilities, gender, race and cultural traditions;
- a supportive environment to help parents support and extend their child's education.

### **To ensure good learning and teaching the School will:**

- build on what learners already know; structure and pace teaching so that learners know what is to be learnt, how and why;
- make learning vivid and real as well as an enjoyable and challenging experience: stimulate learning through matching teaching techniques and strategies to a range of learning styles;
- promote assessment for learning, involving learners as much as possible in their own learning;
- promote creativity to improve self-esteem, motivation and achievement;
- focus on life skills from an early age;
- develop skills for adult life and develop the talent of the individual;

### **Implementation of the Learning and Teaching Policy**

This section describes how the School delivers its published aims. It is divided into sections relating specifically to: - the actual teaching of the pupils; support required by staff to facilitate the most effective teaching and monitoring.

### **Teaching of pupils**

#### **To offer a relevant, broad and balanced curriculum with appropriate resources for all of our pupils.**

- The development of communication skills and personal, social, health and citizenship education [PSHCE] are recognised as paramount to delivering a relevant and appropriate curriculum and the principles of these underpin all teaching.
- The main areas of our School's curriculum focus on Communication, Language and Literacy; Application of Maths; P.S.H.C.E and Physical Development. I.C.T. is an important area and is used throughout all of the subjects.
- All of the other subjects are important too; both as a vehicle for teaching key skills and as subjects in their own right. For many of our pupils these subjects can be used to reinforce the key skills and experiences. The personal development of pupils plays a significant part in their ability to learn and to achieve. Key Stages 1 to 3 have followed set themes each term; most of the subjects will be linked to these themes.
- The Early Years classes follow the Early Years Foundation Stage Framework.
- At Key Stage 4, the curriculum is designed to enhance learning, life skills and independence.
- A variety of teaching approaches are used to meet the needs of individual pupils.
- Teaching emphasises learning processes rather than focusing on outcomes.
- Exploration and play are regarded as essential components of the learning process for all our pupils.
- Experiential, exploratory and multisensory approaches are used when appropriate to stimulate and motivate pupils to engage in activities.
- Teaching involves relevant activities appropriate to age and developmental level.
- The curriculum is enhanced wherever possible by stimulating activities e.g. horse riding, educational visits, sport, residentials, visitors to the School and working with other schools.
- Each member of the teaching staff is required to develop adequate knowledge and understanding of the material specified within the schemes of work they are teaching.
- Teaching staff have a responsibility to seek support from the Learning and Teaching Teams [LTTs] and colleagues in their Key Stage, when developing their short and medium term plans particularly in areas where they are less secure. This ensures that the collective expertise of the group is applied to the benefit of learners.
- Effective planning takes account of the learning styles and strengths of individual pupils, building on their interests and using those interests to motivate, and reward good work as appropriate.

- As well as defining content, targets and outcomes, teaching staff are responsible for the management of support staff within lessons. This responsibility includes ensuring the most effective use of support staff, using their strengths in working with individuals and small groups, and in behaviour management whenever possible.
- Our School culture encourages a supportive ethos to assist pupils and staff to commit to excellence in learning and teaching.
- All teaching is expected to be at least good and the School will provide support for staff if teaching is below good.

**To have realistic expectations of all pupils determined through comprehensive assessment.**

- Individual targets are set that reflect pupils' most important needs. These targets are reviewed three times a year.
- Small classes with high adult to pupil ratio enable staff to develop a comprehensive knowledge of each pupil and appropriate support for pupils to access their learning environment.
- A common assessment system is used throughout the school. Staff use a range of summative and formative assessments.
- Each pupil has an individual Pupil Progress Record Regular recording and assessment is essential to inform future planning.
- Assessment is requested from associated professionals e.g. Occupational Therapist, Speech and Language Therapist and Physiotherapist, where appropriate.
- Strong links with parents are considered very important as they provide essential information about their children.
- It is recognised that the achievement of pupils can be affected by the expectations of teachers and other staff working with them. These expectations relate to the content of the curriculum, the attitudes displayed and the behaviour encouraged. Teachers should endeavour to set high but realistic targets for pupils in all these areas throughout the school day.
- All class staff record pupils IEP work in addition to other targets and outcomes. All staff are to be knowledgeable of individual pupil progress.

**To ensure all pupils are respected as individuals.**

- All pupils have Individual Education Plans.
- Expectations of each pupil match their individual needs.
- All staff and individuals supporting the pupils across the school are expected to follow The School's Code of Conduct.
- Individual Positive Behaviour Support Plans [PBSPs] are developed and followed for pupils who require specific strategies and physical intervention to support their behaviour. Inclusion activities enable pupils to develop an understanding and awareness of each other.
- Disability Awareness Training is offered to mainstream partners.
- The achievements of Springfield pupils are recognised and celebrated.

**To promote positive behaviour at all times.**

- The whole School Behaviour Policy stresses the importance of praising positive behaviour. Positive relationships between adults and pupils are a foundation of this approach, which must be consistently applied by all staff.
- Positive Behaviour Support Plans [PBSPs] are developed for all pupils who need them and reviewed regularly with parents / carers.

- The School's Positive Behaviour Support Team and a member of the Senior Leadership Team [SLT] oversees the PBSPs and gives appropriate training to meet the needs of classes.
- Children are respected as individuals.
- Staff respect that pupils learn in different ways.
- The school buildings generally allow pupils personal space when required.
- Positive role models are considered important for all pupils.
- The teaching day follows a structured routine but needs to be flexible to cope with fluctuating demanding situations that can occur at any time.
- The teaching day reflects the individual needs of all pupils e.g. attention span, comfort and medical issues.

**To promote preparation for life by focussing on life and social skills.**

- Opportunities for inclusion into appropriate mainstream activities are available to all pupils.
- PSHCE has a priority focus within the curriculum and the School day.
- Planned and structured community visits facilitate the development of life skills.
- There are regular opportunities to practise life skills e.g. planning, shopping, cooking, eating of meals and the clearing up afterwards particularly at the secondary site.
- The KS3 and KS4 Curriculum aim to maximise independence and life skills for all pupils. This includes a Social Enterprise Project at KS4.
- We have strong links with Abingdon and Witney College in order to further develop the continuity of provision.

**To encourage everyone to be an active participant in their own learning.**

- All pupils have Individual Education Plans which are based on continual and detailed assessment as well as information from other professionals.
- Resources are matched to individual pupil need.
- Staff are encouraged to participate in activities that will facilitate their professional and personal development.
- Working closely with parents promotes continuity of approach between home and school.

**Support for Staff**

**To ensure a consistent approach to managing the learning environment.**

- All staff to follow the School's Positive Behaviour Support Policy.
- There are whole school approaches to areas of learning, assessment and the environment such as 'Makaton' signing; the B Squared Assessment software; Positive Behaviour Support Policy and other school policies that facilitate a more consistent approach for the pupils.
- There is a Code of Conduct for all staff and visitors to follow.

**To be receptive to and to share new initiatives or ideas.**

- Providing a collegiate leadership and management structure that allows staff to explore new opportunities and initiatives that may enhance the learning and teaching in the school.
- All staff are encouraged to explore new initiatives.
- We provide a unique educational establishment that challenges barriers that might otherwise prove detrimental to children's development.
- The sharing of expertise within school and other learning establishments.

**To provide an effective and constructive support network for all staff and other professionals, that incorporates trust and time to celebrate.**

- All classes have weekly meetings where pupils' needs are reviewed and future planning takes place.
- All classes belong to a Key Stage Team which facilitates continuity of planning as well as support for staff.
- Springfield assemblies are held on a weekly basis to celebrate success.
- There is an agreed Appraisal procedure for all staff.
- There are termly meetings between a member of the SLT and other professionals [Nurse, OTs, SaLTs, TOD and physiotherapists].

**To support all staff in their professional development.**

- Appraisal informs the annual professional development programme.
- Regular INSET for all staff is developed to match the needs of pupils and classes.
- Staff induction is completed when new staff are appointed.
- Details of contacts and web sites related to specific disabilities/ needs are available to staff.
- Consideration is given to the deployment of support staff so that skills and abilities of available adults are matched to the tasks to be accomplished.

**To share expectations and responsibility for the whole School and its community**

- Briefings and site meetings are held to discuss matters that are pertinent to each specific site.
- Community links involve links with our pupils and community facilities, as well as links with other West Oxfordshire schools. Springfield regularly receives students from other establishments for work experience.
- The School is supported by weekly visits from health professionals.
- There is a strong and supportive Governing Body and Friends of Springfield School.
- There are strong links with Madley Brook Primary School and Wood Green Secondary School.

**To support each other for the good of the whole School.**

- Whole school staff meetings aid communication and build positive relationships.
- Staff are given the opportunity to change classes at appropriate intervals, to support their professional development.
- The expertise and knowledge of staff are acknowledged and, where possible, are used to support individual classes and the whole School.
- Regular monitoring of the learning and teaching within classes enables the Senior Leadership Team to support individual class development as well as disseminate good practise across the School.
- Awareness of the needs of all classes across the School helps staff to support each other. This awareness is developed by: - staff working across a group of classes; staff providing sickness cover in other classes when possible and by the regular swapping of class staff where appropriate. Flexibility is deemed essential to share and overcome problems e.g. minibus drivers.
- Regular formal and informal meetings with co-located primary mainstream staff help to build positive relationships.
- Team teaching is encouraged wherever possible.

### **To share expertise, knowledge, resources and information**

- Teacher meetings are used: - to review and develop the School's curriculum; to feedback on recent INSET and to share expertise, ideas and information about useful activities and resources.
- Some staff have already developed specific expertise e.g. behaviour management, the teaching of ASD pupils and the use of the sensory room.
- Meetings with therapists are arranged at a time to be most effective and productive for the professionals involved.

### **To excel in what we do and to celebrate everyone's achievements.**

- Setting realistic targets for all pupils.
- The Springfield Record of Achievement folders celebrate individual pupil achievements each year and awarded to pupils when they leave the school.
- The Annual Review Reports celebrate achievements linked to specific targets and outcomes as well as other areas of progress for each pupil.
- The PowerPoint presentations at Annual Review meetings allow the pupil to assist in celebrating their achievements.
- Certificates to be given to all staff following successful completion of in-house training.
- Regular celebration assemblies recognise achievements.
- There is a half termly School Newsletter for pupils, parents, staff and Governors that informs the School community about School events and achievements. There is a twice yearly Carousel magazine detailing activities undertaken by each class.

### **Monitoring**

#### **To effectively monitor, evaluate and review our strengths as well as areas to be developed.**

- Each year the Full Governing Body arranges the support and monitoring for the School Improvement Plan [SIP] and the Self Evaluation Form [SEF] and reporting back to the whole Governing Body.
- The success of the SIP is evaluated each year and outcomes from this evaluation are incorporated into the following year's SIP.
- The SLT, Governors and staff are involved in the planning of the SIP.
- Teaching and Learning, planning, assessment and progress is monitored by the Senior Leadership Team [SLT] through: - lesson observations; monitoring of planning and recording; Termly and Annual Review reports; Springfield Record of Achievements; Appraisal Targets; Teacher meetings; Staff / site meetings; Analysis of Progress and Data.
- Learning and Teaching Teams will support the monitoring of teaching and learning through monitoring planning and resources and session observation.
- SLT and Governors monitor the level of behaviour incidents and physical intervention.
- Other monitoring of effectiveness is carried out through Parent Questionnaires; Governor Visit Days; Safeguarding Annual Audit; Health and Safety Audit and Attendance of pupils.