



Teaching and Learning Policy

1.0 Philosophy

- To have consistently high expectations of pupils and staff.
- For all pupil cultures and beliefs to be respected.
- For all staff to be aware of both pupil safety and their own.
- For all staff to recognise that pupils will learn when they feel comfortable and safe.
- To value all contributions and celebrate all achievements.

2.0 Aim

The main aim of this policy is to set out the practical guidelines which support pupil progress and achievement throughout the whole school.

3.0 Guidelines for Class Teams

3.1 Pupils:

- Pupils will have their own individualised communication programme (see appendix 1) incorporating augmentative communication where appropriate.
- Every transition within the classroom setting and throughout the school will be supported by appropriate augmentative communication (see appendix 1).

3.2 Staff:

- All staff will strive for a consistency of approach to pupils – which is where clarity of planning and discussion will be important.
- All adults will model the appropriate learning behaviours – i.e. body language, facial expression and the use of relevant and set communication strategies.
- It will be clear that the teacher is leading the pupils on their learning journey but supporting the staff team in their “teaching” commitments helping to meet the high expectations in each class.
- When possible teaching will take place in a variety of real settings with a clear purpose for learning.



3.3 Learning interactions:

- Pupils will learn within a clear structure and routine – i.e. structured environment, structured timing, regular pattern of lesson etc..
- During each pupil's day each lesson will comprise of at least two different groups for teaching and learning from the following – i.e. circle group, whole group, small group, pairing, 1:1 individual support or independent learning.
- Through the teaching, pupils will be encouraged to be as independent as possible, e.g. either completing a given task with no or reduced support from an adult or by developing confidence in self through motivation and choice making.
- The initial group session will cover an introduction, a plenary the organisation of staff and pupils for the session.
- The plenary will, where appropriate, aim to provide a link to what the pupil will be doing next and what is planned for 'tomorrow'.
- Each 'learning interaction' (1:1, paired, small group)
 - will include time for an introduction linking the session to prior learning or to the next stage of learning.
 - will reflect the main body of the session, with appropriately planned activities.
 - will include a plenary, which may involve pupils showing their work or showing their achievement in a practical sense or in a repeat of their learning. (It may involve a member of the class team explaining how the child showed success.)

3.4 The learning process:

- Will be related to Individual Education Plans.
- Will be set out in the daily planning.
- Will include the expectation of engagement and process.
 - Every sensory activity will be a clear link to a planned engagement and progress for the pupil.
 - All pupils will be actively engaged in their learning.
 - All pupils will enjoy and gain from the teaching and learning experience.
- Pupils will learn through activities which meet individual needs.
- Teaching approaches will be adjusted to individual need and individual style of e.g. pace of learning, access, approaches.
- Pupils will be supported in recognising their achievements through praise.



3.5 Assessment:

- Assessment comment, feedback and praise will be used throughout the lesson.
- Where appropriate pupils will understand the use of target setting and self-assessment.
- Assessment notes through the use of witness statement, photographs, black files or post its will be made during the lesson or at the end of each day by most class staff.

3.6 Environment and Resources:

- Classrooms have a definite structure which is apparent to the pupil and supports understanding of the learning tasks presented.
- Labels written in symbols and words are used to inform staff and pupils about the different areas in class, the location of different learning resources and the work on display.
- A clear, symbol based timetable is available in the classroom to assist the pupils in their understanding of the school day and will reflect balance and shared use of the whole school.
- The classroom environment provides attractive surroundings and stimulating displays which promote pupil learning.
- Class based learning resources will be easily accessible to staff and pupils.
- Where available specialist facilities, whole school resources and resources in the wider community should be used to support generalisation of learning and learning within a real life context.



Appendix 1

Possible communication strategies and teaching approaches are listed below; whilst it is true that some pupils learn best in highly structured and visually based lesson, others learn best when one or more of their senses is engaged in a more free flowing lesson style and teachers need to be creative and flexible.

Examples of ACC:

- Makaton signing
- Makaton symbols
- Objects of reference
- Photographs of actual items/places
- PECS
- Now and Next strips
- Observing a pupil's reactions and gestures and advocating for them
- Technology based such as MOBI

Examples of teaching approaches:

- Intensive integration
- Through movement
- Hand under hand support
- Independent exploration of sensory items
- TEACCH
- Direct 1:1 modelling of a task or social skill
- Social stories
- Paired work
- Whole group session
- Music based
- ICT/Technology – such as switches or Ipads
- Real life situations such as work experience
- Multisensory – such as the creation of an environment associated with a cultural celebration in a classroom pod
- Open and/or forced choice question