



Teaching and Learning Policy

Lead Reviewer: **Deputy Head**

Who this is aimed at: **All Education Staff**

Version	Reason for Change
3	Review
4	Review

Date Initially Implemented	Autumn 2011
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Frequency of review	Annual	Review due	October 2020
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Record of signatures and dates		
Reviewed agreed	Signature	Date

This Policy should be read alongside “The Philosophy of Rosewood School”

The philosophy looks at the core principles behind the approach to teaching and learning adopted by the school. The following statements are our ethos statements from the philosophy document and are the foundation to our practice:

Our Ethos:

- Everything we do should start with the needs of the learner, a thorough knowledge of them and a determination to meet their learning needs in the most meaningful way.
- We believe that a learner’s needs should be viewed holistically, so all areas of need are considered and valued, their social and emotional well being is paramount and requires them to be considered within the context of their family/home setting as well as how they present within the school context.
- We will respect and work positively and respectfully with the combination of the learner’s chronological age and developmental stage.
- We will respect our learners as learners and give time for them to respond, react and initiate.
- We believe learners need to feel safe and secure in all environments and seek to establish a sense of security for all learners.
- We believe that all adults who work, study or visit our school need to respect the learners as individuals, understand and seek to get to know them as a person, care for and develop them as an individual and be responsive to their needs.

Aim

The aim of the Teaching and Learning Policy is to ensure that our Core Beliefs are embedded into our daily practice and impact directly on the quality of teaching and learning across the school.

Content

The development and delivery of our ImPACTS Assessment, Curriculum and Target Setting is aimed at maximising learning opportunities for all our learners. For information on these systems please see the following policies:

- Curriculum
- Assessment for Learning

This policy covers the following systems:

- Organisation of the School Day
- Teaching Strategies
- Role of Support staff
- Monitoring of teaching & learning
- Multi-disciplinary working

- Organisation of classes

Organisation of the School Day:

Through research and experience we know that learners with PMLD learn best through routine; we therefore provide a daily plan with consistent routines within a responsive environment. We also know that the needs of the learners, as assessed through ImPACTS, can be achieved through daily routines (see Schemes of Work Coverage). The timetables used by each class reflect the routine, individual and group requirements of the class. The agreed timetable format (Appendix 1) shows how some learning opportunities, provided through routines, appear throughout the school day. At all times of the day the learners "Involvement Levels" are monitored to ensure they are actively engaged in the learning process. Each learner has an Involvement Level profile that explains what they look like when they are and conversely not engaged in the learning process.

The rest of the timetable reflects individual protocols and the planning expectations set within the **Curriculum Policy**.

Start and End of the Day: We aim to support all our learners with changes in the environment and support their opportunities to anticipate what will happen to them before an activity begins and to extend opportunities for them to communicate. The routine at the start and end of day is shared with all escorts and drivers and provides learners with time to become aware and respond to being in school and leaving.

Lunchtime: This is a significant learning time for all learners and staffing and organisation allows all learners who require it to have 1:1 staffing. The number of employed Support Assistants Lunchtime reflects the potential for learning to occur during this period and all SALS's are trained to ensure quality of teaching and learning is maintained both during the feeding part and leisure/bathroom part of the lunch period.

Preparation for Learning: The significant physical needs of all our learners mean that positioning and the use of orthotics is an important part of their day. The choice of position that meets physical need and allows for learning opportunities is fundamental to effective teaching and learning. For some learners the choice of position may not be functional to acting on the environment but fundamental to their physical well being. At such times a learner may appear to be being left or unoccupied but may actually physically be highly challenged to sustain the position.

Schemes of Work have been written and are personalised to cover all aspects of a learner's day, SOW also exist to cover the essential and additional components of the curriculum offered at the school. All of these have been cross referenced to the ImPACTS Key Skill areas to ensure they provide learning opportunities across all strands and curriculum areas. See **Curriculum Policy**

Teaching Strategies:

All of our learners require access to learning opportunities that are unique and relevant to them. The teaching styles adopted must be flexible and adapted accordingly. The approaches to teaching used must also meet with our Philosophy and underpinning ethos on teaching and learning. The school has a Pupil Charter that also must be taken into account when considering teaching approaches. All staff have been trained to consider their "Engagement Level" when working with a learner and measure themselves against the agreed five point scale. This scale is also used for teachers to lead the staff development and team working in a class.

Within the ImPACTS Key Skill curriculums there are teaching points and suggested approaches to teaching relevant to the developmental level of the learner.

Role of Support Staff:

People are our most valuable resource in school and are still the most responsive resource we have available. As will be discussed further we are a Team at Rosewood that works together in the best interest of the learner. Within a team, people have different professional and personal qualities that enhance the learning environment and the potential for a learner to learn.

All of our support staff are expected to complete a minimum Induction level of training, followed by Basic training after six weeks practical experience before becoming part of the whole school Continuing Professional Development planning. (External training opportunities are also considered see CPD Policy).

Our support staff work, for the majority of the time, under the direction of a class teacher who manages their class team, monitors progress against appraisal targets and delivers team relevant training.

At times support staff will be required to work with individual and small groups following teacher designed activities and daily routines that provide learning opportunities. Some of the more experienced support

staff may also lead sessions that they have designed in consultation with the class teacher.

All staff are required to contribute to learner records, recording both general observations, Involvement Levels and against targets set by the teacher. These are regularly read and monitored by the class teacher. See Assessment for Learning Policy.

Support staff attend regular class meetings where they are actively encouraged to be involved in contributing to discussions on all aspects of an individual's learning, and sharing their views on how effectively the class is achieving its aims. Some of the more experienced staff may also be acting as a key person to one or more learners and maintain aspects of the learner's ImPACTS assessment and be actively involved in target setting based on these assessments.

Higher Level Teaching Assistants (HLTA): The school employs some support staff, if they have completed the appropriate qualification at a higher level. These staff have experience of leading learning and are able to cover in the absence of a teacher.

Monitoring of Teaching and Learning:

In addition to informal monitoring and evaluating procedures the school has formal systems in place to maintain standards across the whole school. Underpinning these monitoring arrangements are our beliefs and philosophies. The Leadership team offers support and professional advice to the teaching staff as requested and/or required. This includes proof reading of Individual Education Plans, sharing assessment findings, requests for observations and advice on aspects of the curriculum.

Formally the leadership monitor the delivery of learning opportunities using an adapted Observation Record (see Appendix 2). This allows all times of the school day to be monitored and includes monitoring of all staff including the impact of the Multi-disciplinary team. The sharing of findings is initially with the class teacher who then shares with their class team. In some cases this has led to the Leadership team working with the class team to identify areas of improvement.

The headteacher is also the lead on collating and analysing the data of learner's achievements against ImPACTS and national standards. This process allows learners to be tracked individually, as part of a class, comparative by level of development, age and gender. This has often been a catalyst for teacher debate about teaching and learning and

methods, support and interventions required to improve learning opportunities for a particular learner or group of learners.

The leadership team also review teachers' planning files on a regular basis to ensure these are impacting on the quality of education provided at the school.

Multi –disciplinary Working:

As already stated we believe that learners will achieve and have their whole needs met by adopting a team around the learner approach. As the people who have daily contact the class team will tend to be the key people in the multi-disciplinary team acting on the consultative advice from a number of professionals involved with the learner but also contributing their own professional opinion.

We work very effectively with onsite and visiting professionals and aim to make our working as parent friendly as possible e.g. holding medical clinics in school to reduce external appointments and time spent out of school for the learner and to enhance opportunity for coordinated and timely multi disciplinary liaison and advice.

Twice a year, in addition to the Annual Review meetings, medical meetings/clinics, social service called meetings or any emergency meetings, the school hosts a Multi disciplinary meeting for each class. Primarily therapy and education staff attend these meetings to agree the priorities for learners and plan action required to ensure all needs are met and by whom.

The use of ImPACTS as a shared assessment tool supports and enhances multi- disciplinary working as shared target setting can be achieved and priorities clearly identified.

Organisation of Classes:

The school is currently divided into 10 classes, with a commitment not to exceed 7 learners per class and only in Post 19 do we accept a larger group up to a maximum of 9. Learners are carefully organised into groups primarily by age but also taking their primary needs or learning styles into consideration.

Early Years (Bumblebees, Butterflies, Ladybirds and Caterpillars):

Early Years is for learners of nursery and reception age and may on occasion include learners from year 1.

The classes are governed by the **Early Years Policy** and adhere to the Early Years Foundation Stage Statutory and Practical Guidance; they offer a very broad based curriculum that is entirely needs led.

In accordance with recommended guidance the levels of staffing are slightly higher within these classes, and the team consists of a teacher and 3 Support Assistants (at least one of whom has an NNEB or Level 3 Qualification).

All learners are assessed using ImPACTS Key Skills and after a sufficient assessment period have an IEP set consisting of 10 targets. **(See Assessment, Recording and Reporting Policy)**

Post 16 (The Hub):

Some learners will transition into Post 16 during Key Stage 4; the class is also a point of entry for Post 16 learners from a local PD/SLD school.

The learners here still follow their Individual Education Plans designed using the ImPACTS Key Skills and also the recommended timetables of routines and additional lessons that cover all the strands. In addition they will also be part of choosing the content of their Passport to Adult Living (PAL). This aims to summarise all the information known about the learner that would support staff working with them in an adult setting. It also involves the making of a short PowerPoint that the young person controls that shares their personality with future providers.

Increased emphasis is given to Self Occupying skills, choices and use of the community within the Post 16 but it remains a needs led provision.