



Teaching and Learning Policy

The school's Policy for SEN and the Policy for Autism provide a meaningful context for the design of the school's curriculum.

This policy seeks to provide a framework for a balanced, approach to Teaching and Learning that will:

- Provide suitably differentiated opportunities for all pupils to be able to learn and achieve at levels in keeping with their level of understanding and style of learning
- Promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and experiences for developing independence and health and safety awareness

Introduction

Southfield is a primary school for children aged from 4 to 11, with Learning Difficulties. Our pupils have a wide range of abilities and strengths. They also have a range of special needs and our school caters for pupils with:

- Moderate Learning Difficulties
- Autistic Spectrum Disorders
- ADHD
- Global Delay
- Speech Language and Communication difficulties.

KEY PRINCIPLES

Teaching and learning at Southfield School is 'child-centred' meaning that each element of whole school and classroom practice is designed with an understanding of how each of our children learn as individuals at its heart. In order to ensure that all pupils are able to access the broad, balanced and relevant curriculum the additional difficulties of pupils will need to be taken into account, this will include considering: the learning environment, planning, teaching and learning approaches.

At Southfield School we believe children learn best when:

- 1. learning activities are; well planned, tailored to meet individual needs, build on existing skills, and ensure progress in the short, medium and long term**
- 2. we use an eclectic range of teaching and learning approaches that are varied to; enthuse, engage and motivate children to learn and foster curiosity and enthusiasm for learning**
- 3. assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at individual levels of attainment**
- 4. the learning environment is ordered, the atmosphere is purposeful and children feel safe**
- 5. there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed**
- 6. professionals work together as a multi-disciplinary team to further support children's individual needs**



Key Principle

Children learn best when learning activities are well planned and tailored to meet the need of individual whilst ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective exposition and focussed learning activities with clear objectives and outcomes
- Clear differentiation and the implementation of a range of approaches
- a clear understanding by the children of the expectations and purpose of activities in which they engage
- progress in the children's learning and development in their learning behaviours, social interactions, independence and communication skills
- a paired class structure in each department that allows for learning groups organised on the basis of need and level of attainment

THE DEPARTMENTAL TEAM WILL ENSURE THAT:

- they use a range of approaches which take account of the children's difficulties and seek to minimise them, enabling the pupil to feel calmer and thus more able to learn
- they use the Cornerstones Curriculum to provide opportunities for exploration, creativity and flexibility of thought
- they deliver a modified national curriculum referring to the schools literacy and numeracy long term curriculum plans
- additional adults are used flexibly across the department to support the paired class structure
- work is planned, both termly and weekly and plans are shared with all adults working within the department
- termly and weekly plans support the progression of skills and distribution of knowledge as identified on long and medium term planning
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- that there is a broad and balanced, creative curriculum that is accessible to all children
- literacy and numeracy long term plans include P-level descriptors
- where there are agreed schemes of work in place, these are known to all and are available for reference
- literacy policy accounts for different learning styles with examples of learning at different levels
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, moderation
- ensuring staffing levels are consistent in each department



Key Principle

Children learn best when we use an eclectic range of teaching and learning approaches that are varied to; enthuse, engage and motivate children to learn and foster curiosity and enthusiasm for learning

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning opportunities
- children following individualised timetables
- the learning environment being organised in to different areas to meet the needs of individuals (bays, group areas, leisure areas, sensory areas, quiet areas)
- the use of a range of teaching approaches and interventions
- the use of a range of strategies and approaches to gain and maintain children's attention
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children. This includes the use of learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is differentiated and optimised for progress and high quality outcomes
- opportunities for learning independently, in small groups and on a 1:1 basis
- opportunities for children to be supported to work alongside and collaboratively with peers
- children enjoying their learning and being motivated to achieve and engage in adult directed tasks for extended periods

THE DEPARTMENTAL TEAM WILL MAKE SURE THAT:

They use an eclectic approach to teaching and learning, to include: Makaton, PECs, Intensive Interaction, Attention Autism, TEACCH ,Step on, Step up, Roots & Fruits-individual behaviour plans ,social scripts and stories, fine motor intervention, Sensory Circuits/Diets, strategies, equipment, play therapy, music therapy, Lego therapy, speech and language therapy

- well-judged and effective teaching strategies successfully engage pupils in their learning – a *PSHE focus* and a *high quality outcome* will be in evidence in each topic of learning
- they use their expertise, including their subject knowledge and knowledge of individuals to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, which are supported by the use of choices, visuals, signs and symbols promotes learning and gives children opportunities to engage and reflect on their own learning
- they ensure an appropriate ratio of teacher directed, independent and group learning opportunities and focused work time in their teaching

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters and notice boards
- whole school themes provide points of shared discussion and motivate learners across the school
- staff receive training in identified approaches/interventions
- staffing knowledge and expertise is distributed evenly across the school



Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children being supported to reflect on their learning and enjoyment in lessons
- frequent, detailed and accurate feedback from teachers, both oral, visual and written, to improve their learning
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children will receiving target support at the time and level it is required to optimise their learning
- pupils supporting one another
- where appropriate independent learning, where children use previously taught skills to direct their own learning activity

THE DEPARTMENTAL TEAM WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning
- during lessons and any consequent actions in response to pupils' feedback is frequent and regular, supported by the use of visuals, signs and symbols, providing pupils with very clear guidance on how they are achieving
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records (*Reading Records, Salford Reading Tests, Sounds discovery phonics screening*) and submit data termly to enable Pupil Data Tracking (PIVATS :English, Maths, Science, ICT, PSD/Early Learning Journals & EYFS Profile)

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment policy in place that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
- there are regular moderation opportunities, involving SLT, teachers, TA's and where appropriate teachers from mainstream and learning difficulties schools
- there is inclusive practise and access to a multi-disciplinary Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary



Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- staff working collaboratively as a team to ensure consistency of approaches
- low arousal visual environments
- children who feel secure to communicate and act freely, enjoying freedom from bullying related to special educational needs, gender, race and religion
- a nurturing environment where all children feeling valued and secure, supporting self esteem
- children taking risks in their learning, and learning from their mistakes
- children engaged and gaining enjoyment from learning activities
- children's learning outcomes displayed appropriately around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources that take in to account the needs of individuals
- classroom resources that are accessible and labelled visually to optimise learning opportunities

THE DEPARTMENTAL TEAM WILL MAKE SURE THAT:

- they provide consistent boundaries and a range of strategies to support and teach children how to manage their behaviour appropriately
- they use the Roots and Shoots analysis to create positive behaviour plans for children
- positive behaviour plans are shared with parents and relevant school staff to ensure consistency
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies; any criticism will be constructive and children's self-esteem will always be maintained
- the learning environment is organised to allow areas for whole class, small group and individual work stations
- Displays are carefully considered to avoid over stimulation

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safe guarding procedures are in place and are adhered to



Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- information being shared with parents to facilitate children's home-learning resulting from tasks and activities set by the teacher and that occurring independently of school

THE DEPARTMENTAL TEAM WILL MAKE SURE THAT:

- home school diaries are completed on a regular basis, to ensure learning achievements and focuses are relayed to parents
- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings, annual review of Statements and Education, Health and Care plans and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via telephone, letter or email
- parent helpers are welcomed to help in classrooms around school
- they provide termly information on the school website to inform parents of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL:

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant parent, teacher association (The Friends of Southfield School)



Key Principle

Professionals work together as a multi-disciplinary team to further support children's individual needs

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Multi-agency teams working collaboratively with school staff to ensure consistency of approaches
- Researched approaches/interventions evident across school (TEACCH, PECs, Makaton, colourful semantics)
- Individual education targets being incorporated in to learning
- Advice from professionals disseminated and available to relevant staff
- Staff trained in specific approaches/interventions

THE DEPARTMENTAL TEAM WILL MAKE SURE THAT:

- IEP targets are set in conjunctions with parents
- SALT targets are include in IEP's
- IEP targets are shared with pupils and used functionally
- Specific strategies will be incorporated in to the learning environment
- Approaches such as TEACCH, PECs and Makaton are used consistently to support individuals
- They liaise with professionals regarding individuals, seeking input for whole class and individual approaches
- Advice/recommendations from multi-agency teams will be followed and implemented
- Specific equipment as advised by professionals will be readily available for identified pupils
- Sensory diets will be followed

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Allocate funding from pupil premium to support the appointment of music and play therapists
- Allocate funding from PE Premium for the appointment of a private OT and sensory diet focus
- Ensure there is a functional space for Speech and Language Therapists when they are on site
- Ensure there is a functional space for Music therapy and play therapy to be held
- Ensure that there is a designated area for sensory circuits
- Ensure staff expertise in interventions/approaches is distributed around school
- Budget allocated for staff training and cover for release

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the governing body, will monitor the policy.