



## Teaching and Learning Policy.

This policy aims to set out briefly in ways in which staff at school maximise the learning of pupils through good teaching. It will form an important part of induction procedures.

This policy helps to meet the agreed aims of Beacon Hill School in the following ways.

- that actively develops parental partnerships for the benefit of the pupils

This policy makes clear to parents how we will be teaching their children and also makes explicit their role in relation to home learning. This will ensure they feel part of the work of the school.

- that has ambitious expectations for individual improvement to achieve excellence for all.

This policy will ensure that all teachers teach according to current best practice and so will ensure that both the pupils and the staff maximise their potential.

- that promotes an happy, healthy atmosphere of security, trust and respect.

This policy details ways in which pupils learning can be enhanced by helping them feel confident and secure.

- that develops pupils independence and self advocacy, and confidence to make informed choices.

This policy details ways in which pupils will be given choices in their learning and will be able to express their views about what they have learnt.

- Acknowledges and celebrates everyone's achievements.

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This policy details the ways in which pupil success is celebrated within lessons and throughout the school week.

- that values communication and provides the time and opportunity to make it effective.

The policy focuses on ways in which pupils' communication skills can be developed and the alternative methods used. It also focuses on the important role of the speech therapist in this work.

We know that the best teaching and learning is only achieved consistently, cooperatively and collectively.

When we teach well we:

### **1. Show how we know the pupils.**

We do this by:

- carefully designed IEP's.
- using appropriate language.
- Using appropriate alternative communication.
- Careful differentiation of curriculum
- Careful grouping either ability or friendship of peer tutoring.
- Writing effective behaviour management programmes.
- Writing appropriate risk assessments.
- Showing an understanding of and planning for students learning styles.
- Knowledgeable descriptors in reports.
- Using appropriate strategies for managing behaviour in groups.
- Choosing individual as well as group rewards and motivators.
- Allowing ASD pupil's choice time.
- Developing positive relationships.
- Use of planned opportunities for the teaching of flexibility of thought.

### **2. are well planned**

We do this by:

- helpful lesson plans.
- Medium term plans
- Use of the Internet for new ideas and resources.
- Use of ICT.
- Ensuring literacy and numeracy skills are practised in all lessons.
- Ensuring pace to the lesson and use of the three-part lesson where appropriate.
- Have all resources available before lesson.
- Ensure have appropriate resources for all pupils.
- Ensure have motivators in place.
- Positioning of children and furniture.

- In ensure other staff are well used including multi disciplinary team.
- Knowing the needs of the individuals in the group.
- Having alternatives plans and ideas if things go wrong or finish quickly.
- Having extension materials available to stretch more able.
- Sharing planning with all classroom supply staff.

### **3. develop an excellent learning environment.**

#### We do this by:

- Use of the right symbols on display.
- Ensuring visual clarity for all pupils especially those with visual impairment.
- Ensuring room is a literate and numerate environment.
- Having a good work board that is changed weekly.
- Having personal learning space for those who need this.
- Good use of appropriate seating and positioning.
- Having structure and consistency.
- Having high expectations of classroom behaviour and awareness of others.
- Using the visual timetable daily.
- Using objects of reference and music of reference before all lessons.
- Having interactive displays which are stimulating and can be use as a learning tool.
- Use of photos and ICT.
- Specific areas in the classroom for specific groups if necessary i.e. sensory area, work stations.
- Use and display of key words and symbols
- Appropriate ICT readily available.

### **4. use time and resources effectively.**

#### We do this by:

- Structured lesson planning.
- Resources well chosen and well organised.
- Providing appropriate resources for individual needs.
- Use of practical real resources and artefacts.
- Having appropriate staffing levels.
- Keeping to time.
- Ensuring resources are planned long term.
- Ensure appropriate pace to lesson.

- Evaluate use of specific resources.
- Using age appropriate resources.
- Using alternative communication systems
- Effective and efficient use of PPA time.
- Giving pupils time to learn in real situations so increasing generalisation.

## **5. identify appropriate tasks.**

### we do this by

- Individual assessment
- Studying available data.
- Ensuring tasks are age appropriate
- Ensuring tasks are motivating and meet pupils' learning styles.
- Ensuring tasks are presented in a clear way.
- Using structured steps towards individual targets.
- Using practical real world tasks
- Following advice from multi disciplinary team.
- Assessing well before moving on.
- Appreciating pupils' individual skills.
- Use of alternative communication.
- Use of ICT.
- Ensuring tasks are presented in a structured clear way.
- Ensuring students are taught how to access the different classrooms and resources.

## **6. ensure the children know what is expected of them.**

### We do this by

- using clear communication in a variety of means.
- Use of visual timetable and objects or music of reference.
- Modelling.
- Showing/ Telling pupils aims for each lesson. . WILF What I am Looking For.
- Consistency of expectation of learning and behaviour.
- Routines and structure
- Negotiate class rules with pupils and display them.
- IEP's displayed on wall.
- Agreeing positive behavioural contracts where appropriate
- Use of a weekly curriculum timetable
- Use of social stories.

**7. demonstrate a range of strategies for particular groups i.e. PMLD pupils/ASD pupils.**

We do this by:

- PMLD pupils.
  1. Use of sensory curriculum policy guidelines.
  2. Objects and music of reference.
  3. careful seating and positioning.
  4. clear precise targets.
  5. use of ICT.
  6. careful communication with parents.
  7. Ongoing recording against precise targets using the Routes for Learning system.
  8. Developing staff expertise and skills.
  9. Use of demonstration lessons and coaching.
  10. concern for pupils physical and medical well being.
  11. Use of more able peers as learning partners and advocates.
  12. Use of none verbal communication systems.
  13. Use of advice from multi disciplinary team.
- ASD pupils.
  1. Visually clear structured environment.
  2. See ASD policy and agreed practice.
  3. routines and structure
  4. strategies to promote flexibility of thought.
  5. Flexible timetable/curriculum with planned opportunities for obsessions/choice time.
  6. Use of PEC's and symbols
  7. Use of TEACH principles throughout all learning opportunities including group and individual lessons and activities.
  8. reinforcement of finished.
  9. support from ASD subject manager.
  10. Support from speech therapist.
  11. appropriate access to ICT.
  12. consistent expectations for behaviour.
  13. use of sensory curriculum and sensory diets.
  14. Use of different methods of communication specific to each student e.g. PEC's, VOCA's Makaton etc.

15. Planned learning opportunities to develop communication including the ability to learn how to and maintain the ability to initiate communication.
16. Use of countdowns to reinforce the understanding of finished and help promote flexibility of thought.
17. Use of limited specific and essential language.
18. Use of social stories to promote understanding
19. use of planned opportunities for interaction with peers and adults.
20. Use of ASD specific objectives in assessment.
21. Use of objects and music of reference.

## **8. work in an age appropriate way.**

### We do this by:

- Use age appropriate materials.
- Ensure progression with materials and curriculum to avoid repetition.
- Liaise with mainstream students.
- Use of appropriate language/intonation/tone of voice.
- Appropriate interpersonal behaviours.
- High expectations of age appropriate behaviour.
- Age appropriate music Internet sites etc.
- Age appropriate visits and accreditation.
- Consider issues in relation to the Mental Capacity Act for young adults.

## **9. show subject knowledge.**

### We do this by:

- Setting curriculum learning objectives for lessons.
- Having challenging and stimulating resources to support subject.
- Subject managers supporting termly planning.
- Using agreed Schemes of work
- Sharing good practice.
- Constant attendance at Inset and network sessions.
- Ensuring training is fed back to others.
- Use of Internet and Espresso to up date materials and resources.
- Maintaining awareness of developments in mainstream schools.
- Use of support available from LEA.

## **10. use a variety of assessment.**

### We do this by:

- Use of photographs and video to show experiences and progress.

- Use of P scales and PIVAT's
- Detailed IEP evaluation.
- Detailed Annual Review Reports.
- Teacher assessment for SAT's.
- Sensory curriculum checklists.
- Use of age appropriate accreditation.
- PMLD recording sheets specifically Routes for Learning
- Marking work positively using appropriate feedback.
- Individual evaluation in subjects.
- Pupil's self-assessment.

**11. ensure we use other staff well.**

We do this by:

- Complementing each other.
- Planning together.
- Sharing termly planning, IEP's and Annual Review Reports.
- Involving and empowering staff.
- Ensuring all staff has the opportunity for professional development.
- Capitalising on staffs skills and specialisms i.e. display, specialist teaching.
- Giving ownership of tasks and responsibilities.
- Listening and talking.
- Ensuring appropriate CPD and coaching for all.

**12. use the multi disciplinary team well.**

We do this by:

- Following their advice.
- Seeking their support and ideas.
- Ensuring they are fully involved in the life of the school if they wish.
- Ensuring MDT are kept up to date with developments in school.
- Working alongside each other.
- Sharing our knowledge and expertise with them.
- Training together.
- Multi disciplinary team meetings about individual students.
- Building good working relationships.
- Joint goal setting termly.

**13. have high expectations of pupils.**

We do this by:

- Setting challenging IEP and behaviour targets.
- Giving pupils the time to achieve their best.
- Presenting work to pupils positively and clearly.
- Telling pupils what is expected
- Judging appropriate pace with lessons.
- Providing structures and techniques for learning.
- Communicating high expectations to parents.
- Expecting improvement.
- Setting a challenging curriculum.
- Use of ICT to extend pupils.
- Setting annual PIVAT's targets which are challenging not predictive.
- Communication high expectations to our pupils.
- Use of planning to extend pupils through the use of the extend group planning.
- Ensuring Business and Work Experience partners have high expectations.
- Communicating our high expectations to the community.

#### **14. Use Home Learning effectively**

##### We do this by:

- Use of Home Learning Policy.
- Linking Home Learning to the curriculum and /or topic.
- Setting Homework on an agreed day a week.
- Making home learning relevant to home.
- Ensuring parents know how to play their part.
- Ensuring pupil's success in Home Learning is celebrated.
- Marking and providing positive feedback.
- Rewarding pupils who return completed home learning.
- Use as a base for future developments.
- Having weekly home learning suggestions in the newsletter
- Adding home learning on termly IEP's.

#### **15. Celebrate pupil's achievement.**

##### We do this by:

- A range of age appropriate rewards. Class points, stickers, good work wall, notes home verbal praise.
- Noticing and rewarding good and expected behaviour.
- Certificates in assembly
- Postcards home to parents.
- Accreditation opportunities.
- Awards evening

- Student council.
- Work on website
- Display
- Allowing them to be a positive model.
- Where are they now (ex pupils)?
- Ensuring rewards are specific and meaningful to individual pupils.

**16. Ensure pupils are involved in their own learning.**

We do this by:

- Sharing IEP targets with pupils.
- Pupils' own report for Annual Review.
- Clear targets at the start of lessons.
- Visual cues for those who need this.
- Allowing choice within the curriculum.
- Student council/ Eco School committee.
- Positive verbal and written marking.
- Clear consistent expectations.

**17. Help pupils feel secure.**

We do this by:

- Continuity of staff.
- Very good knowledge of pupils.
- Building relationships.
- 1-1 interaction.
- Respecting individuals.
- Providing consistent boundaries.
- Structure and routine.
- Praise.
- Visual clarity.
- Demonstrating good relationships between staff and pupils.
- Ensuring pupils know the close link between home and school.
- Supporting and encouraging the development of peer/relationships (friendship skills)
- Ensuring appropriate positioning in chairs and standing frames.
- Providing social stories at times of change.

**18. Keep parents informed.**

We do this by:

- Home /Books.
- Newsletters.

- Reviews
- Parents Evenings
- Careers Evenings
- Home visits if appropriate.
- Phone calls
- Special events
- Department letters
- Invitations to class.
- IEP/Evaluations/Planning
- Specific information sessions i.e. literacy strategy PEC's.
- School website
- Email communication.
- Use of communication aids so pupils can share their successes.
- Use of departmental brochures and booklets.
- Information evening at Burnside