

Heart of the Forest Community Special School Teaching and Learning Policy

This policy should be read in conjunction with the Schools' Safeguarding policy, Marking, Feedback and Annotation Policy, Assessment, Recording and Reporting Policy and Whole School Curriculum document.

Rationale

This policy reflects the ethos and vision of the school. All staff share in the responsibility for ensuring that the statements made within the Teaching and Learning Policy influence, and are reflected in, the quality of the delivery of our curriculum. It aims to ensure that our pupils are provided with high quality learning experiences that lead to a consistently high level of pupil achievement enabling them to gain skills and knowledge whilst also ensuring their emotional well-being.

Heart of the Forest is a "learning community" where Teaching and Learning is of fundamental importance. Our pupils have a range of Special Educational Needs which require development and adaptation of a range of appropriate teaching and learning strategies to meet their individual needs and to prepare them for lifelong learning and equipping them to be responsible, respectful, active citizens who contribute positively to society

Teaching at Heart of the Forest includes planning and implementation of learning activities, inclusion of multisensory approaches, play, life skills, independence and preparation for work as well as assessment, recording and reporting.

Aim

To provide high quality teaching and learning to promote consistency and high standards and to equip pupils for life within and beyond Heart of the Forest.

To achieve this aim we believe that learning is most effective when:

- Pupils are happy, interested and motivated
- Pupils are confident, feel secure and are aware of boundaries
- Pupils are given learning tasks which match their ability
- Pupils clearly understand the tasks they are given
- Pupils achieve success and gain approval
- Pupils are challenged and stimulated appropriately
- Pupils are given the opportunity to learn through sensory exploration
- Pupils are encouraged to become active learners, thinking about the ways they learn
- Learning builds on existing concepts, skills and knowledge
- Pupil's individual learning rates are reflected in curriculum planning
- Individual preferred learning styles are taken into account
- Learning is through practical first-hand experiences, including play and self-help skills
- There are close home/school partnerships

- ICT supports curriculum access for learners at all levels
- There are opportunities for purposeful practice, repetition and reinforcement of skills
- Learning is revisited in systematic and planned ways
- Pupils are encouraged to be involved in the planning of their work and to reflect on what they have learnt
- Learning outcomes are in small, structured steps within core skills and strategies and are sequenced towards cumulative knowledge and skills for future learning and employment
- 'Mistakes' and misconceptions are used to plan for future learning
- All pupils are equally included in the full range of learning opportunities
- Specialist curriculum strategies are delivered both separately and within the classroom environment.

Ethos

We believe that the learning environment should:

- Be stimulating and welcoming
- Be where there is care, tolerance, security and praise
- Be safe, friendly and supportive
- Have a high level of expectation associated with clear learning outcomes
- Demonstrate co-operation and communication between pupils, staff, families and outside agencies
- Provide a consistently high quality of curriculum delivery and learning experience
- Celebrate achievement
- Demonstrate that pupils' work is valued
- Facilitate pupils to experience success and build self-esteem
- Facilitate pupils to develop communication skills and express their views, through methods and approaches appropriate to their needs
- Provide opportunities for learning in a variety of situations and groupings both in and out of school
- Provide multi-sensory learning opportunities
- Provide sensory integration learning opportunities
- Ensure that resources and materials are of high quality and accessible to pupils
- Provide learning opportunities for pupils to work individually, co-operatively and creatively
- Provide learning opportunities for pupils to develop their social skills, independence and use their initiative
- Provide equal opportunities for all
- Provide a happy, calm and supportive working atmosphere

We believe that teaching is most effective when:

- There is an appropriate balance between practical and listening tasks
- Tasks are carefully matched to the needs of individual pupils
- A variety of teaching styles and strategies are used, to encompass pupils' individual preferred learning styles

- It is based on the outcomes of assessment for learning
- Planning and preparation are effectively undertaken
- Consistent approaches are used throughout the school
- Time and resources are managed efficiently and effectively
- ICT is used as a key teaching tool for all pupils
- There are opportunities for the development of pupils' interests and for the expression of creativity and use of imagination
- It is planned and delivered within meaningful and purposeful contexts
- The transition of pupils from activity to activity, group to group, class to class and from school to community settings is carefully planned and supported
- It enables pupils to feel a sense of achievement and celebration of successes
- It provides a sense of security through continuity.

Monitoring

Monitoring, evaluation and review of teaching and learning is an ongoing process which is undertaken at various levels and is informed by

- Monitoring of timetabling and planning
- Lesson observations by subject leads, SLT, school improvement advisors and jointly with other colleagues and professionals
- Work and book scrutinies
- Learning walks
- Day to day contact and incidental observations and conversations

Judgements on the quality of teaching triangulate evidence of pupils' learning and progress with assessment data and work scrutiny.

Pupil progress is assessed and recorded regularly using an online assessment tool (SOLAR). Please refer to school assessment, recording and reporting policy.

Teaching and learning are monitored throughout the school year using the Schools' monitoring and evaluation schedule. Regular reports are provided to the Governing body.

Resources

- Experienced and specialist staff are our greatest resource and we endeavour to provide them with relevant cpd opportunities to optimise their skills and knowledge to support high quality teaching and learning
- High quality resources are available within classrooms and within 6 hub storage areas- 'my Voice', 'Curious Thinkers', 'Get Creative', 'Life and Living', 'Mind, Body and Spirit' and 'My World'. Subject Leaders are responsible for auditing and ensuring high quality and relevant learning resources.
- Rooms are tidy, attractive and safe.
- Rooms are set up for the individual needs of the pupils, providing an environment which meets their needs, including those with ASD and PMLD
- Furniture is adaptable to a variety of teaching and learning styles.
- Resources are stored carefully, safely and clearly labelled to enable pupils to be as independent as possible. Staff and pupils are familiar and receive

regular training for the use of these resources including information technology.

- Stimulating and relevant displays are produced, including those with children's work or those of a multi-media nature. We have a display team who are responsible for ensuring production of display across the school.

Health and Safety/Safeguarding

Heart of the Forest Health and safety and safeguarding policies reflect the guidance from the Local Authority and are adhered to within all teaching and learning. Where an activity carries a greater than normal risk a separate risk assessment is produced by the Teacher leading the learning activity and is agreed by a member of SLT prior to the activity being undertaken. Individual pupils may also have a risk assessment for certain learning activities which may pose an individual risk.

Monitoring, Review and Evaluation:

This policy will be reviewed by the relevant Governor Committee on a rolling programme. The Governing Body, together with the Head teacher monitors the effectiveness of the policy.

Ratified on:

Chair of the Governing Body: