Teaching and Learning Policy

Intent: School aims

Our aims are for all pupils to be Safe, Happy and Prepared for their next steps by:

• providing the best possible education for every pupil, in a safe environment, with support to promote independence with learning, care and guidance-needs.
• providing all pupils with the key skills they need to communicate with others and express their wants, needs and likes.
• providing clear guidance for all pupils to manage their behaviour through clear expectations, rewards and sanctions.
• ensuring pupils are taught how to keep themselves and others safe at home in the community and online.
• ensuring high standards of teaching throughout the school day, providing an exciting curriculum and a positive and attractive learning environment for every pupil, group and class.
• providing a pathway at the end of KS4 and the end of post-16 for every young person, preparing them for further learning and life as an adult.
• keeping staff informed about school matters and consulting with them on significant changes in school organisation, curriculum development, policies and procedures.
• keeping parents and carers informed of their child's progress, wellbeing at school and strategies to support at home.
• using robust evidence and working closely with staff and governors in evaluating the school's performance and planning our strategic direction.

Implementation

How pupils learn

In order to support the learning of all pupils we ensure that all pupils have access to their preferred learning style (visual, auditory, kinaesthetic and sensory) as well as ensuring all pupils have access to their preferred means of communication in order to make choices and communicate throughout the school day.

Ravenswood School is committed to provide an enabling learning environment which supports pupils to develop their independence, skills and to have the confidence to have a go.

At Ravenswood School we use a range of teaching strategies to ensure a consistent teaching approach to learning. Some of these include:

• ASD friendly learning environment

- Lessons following a review, teach, practise, apply approach
- Review of prior learning
- Tasks modelled to pupils so they know what success looks like
- Pupils have time to practise and succeed in tasks before they apply learning
- Assessment framework in English, Maths (KS1- P16) and Non- core subjects (KS1-3)

- Communication strategies including PECs, Makaton, Intensive Interaction, Attention Autism.
- Independence strategies including visual timetables, workstation approach (based on the TEACCH approach).
- Ravenswood School Phonics Programme
- Literacy strategies including Teaching Spelling, punctuation and grammar, Colourful semantics. Guided reading
- Maths strategies including Calculation procedures and RUCSAC
- Sensory integration strategies including TACPAC
- Teaching strategies for different SEND Needs – see appendix 1.

Learning entitlement

All pupils have the right to access an appropriate and challenging curriculum which is personalised to meet their individual needs. This includes:

- Opportunities to learn alongside pupils from other schools; intra sports events and visits to and from other schools.
- Early Years Foundation Stage
- Subjects of the National Curriculum which has been define as being appropriate for each Key Stage. – see curriculum policy for details.
- 14-19 accreditations
- The teaching of Religious Educations (linked to guideline provided by North Somerset AMV RE Scheme.)
- Independent living skills, employability and work-related skills, following the school's curriculum.
- Themes weeks and special events such as DAB/ enrichment days, Safer Internet Week, Anti Bullying Week, RSE week, sports tournaments etc. to enable pupils to gain a wider understanding of the world around them.
- Extra-curricular learning opportunities including Outdoor Education and 14-19 options, and the provision of residential and day educational experiences including Performing at Shakespeare School's Festival, Dance Festival, Duke of Edinburgh etc.
- One day event organised to help pupils develop a sense of Citizenship which are likely to include World Book Day, Children in Need, Red Nose Day etc.

The Learning environment

- Is welcoming, safe and clean
- Classrooms and teaching areas are arranged and adapted to meet the strengths and needs of all learners.
- Has ASD friendly displays that are stimulating, interactive, support learning and celebrate pupil's work
- Has an atmosphere that is calm and purposeful, where everyone is treated with respect.

The school includes several specialist facilities including: Sports hall, computing suite, Sensory room, Interactive 'Discovery' room, Creative Arts room, Therapy room, Library, Art/ DT room, Science Lab, Catering room, P16 Trainee kitchen and role play areas.

All are well equipped for whole class, group or 1:1 sessions. The Outdoor learning environment incorporates areas for work and physical activity for play, including the Pond Place, Sensory garden, activity playgrounds/ equipment and a large field. There are also spaces and rooms available in school for individuals to use for bespoke provision as required. The learning environment is regularly reviewed and adapted to meet the changing needs of the school population.

The organisation of curriculum planning

Schemes of work are devised by subject leaders and are personalised and adapted by class teacher. Class teachers follow the scheme of work to support their planning which may include;

- The intended curriculum coverage week by week over a set period of time e.g. a term
- A session by session lesson plan that sets out the key teaching activities that need to be organised each session.
- The intended learning outcomes from each session, linked to the learning needs of each pupils.
- An indication of how the teaching matter can be personalised by task/ outcome.
- Notes about the facilities and resources required for each session
- How supporting adults will be utilised to provide well targeted support and intervention matched closely to the pupil's needs.

Subject Leaders develop, monitor and give advice on their subject area across the school by learning walks, discussion with other staff and data analysis.

Planning for progression

Pupils' progress is recorded on their progression of skills assessment in each subject. This will be used in a formative way to inform pupil's next steps to ensure that teachers plan lessons and activities that build on prior learning within each subject. The school sets challenging targets for pupils to achieve across the year which is monitored three times per year. More able pupils are encouraged to gain a greater breadth of understanding in a subject.

Impact: Feedback and Assessment

Teachers and support staff will use ongoing formative assessment to support pupil's learning and development. Teachers will:

- Use consistently high-quality questioning in lessons, checking pupil's understanding and adjusting teaching to ensure their succeed.
- Provide consistently high-quality feedback (at pupils' ability and communication level) including next steps ensures that pupils make significant and sustained gains in learning.
- Ensure pupils know what they do well and what they need to do to improve.

Monitoring and evaluation of teaching and learning

The Senior and Middle Leaders have a duty to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. There is a variety of ways in which the school's teaching and learning will be monitored and evaluated:

- Senior and Middle Leaders (Subject Leaders and Heads of Department) will share best practise and provide class teachers support in personalisation and delivery of the subject.
- Senior and Middle Leaders make regular learning walks to identify areas of strengths and areas to develop- includes talking with pupils about their learning.
- Senior Leaders will make a maximum of three formal full lesson observations (unless as part of capability procedures).
- Subject leaders will conduct a work scrutiny termly to monitor pupils' progress in a subject.
- Subject Leaders will monitor pupils with reference to their subject. Targets and findings are analysed in order to indicate areas of strengths and areas to develop in curriculum performance over a year.
- Subject Leaders will monitor planning to ensure breadth and curriculum coverage to provide a stimulating and engaging curriculum for pupils.

- Teachers will monitor pupils' progress within their class and plan early interventions and ensure schemes are adapted to ensure pupils build on prior learning. Report on progress three time a year.
- Teachers will discuss pupils' progress with their parents/ carers.

Roles and responsibilities

The intent of the curriculum at Ravenswood School is to enable all children to be active learners towards being safe, happy and prepared for their next stage.

Governors

- To ensure the effective implementation and monitoring of the policy
- To review the policy in light of ongoing developments and the changing needs of the school.
- Curriculum Governor to conduct regular learning walks with Deputy Head/ Subject Leaders.

Senior Leadership Team

- To monitor and evaluate the delivery and impact of the policy.
- To oversee Middle Leaders and ensure the policy and approaches are followed consistently across the school.
- To plan for and provide appropriate support, training and resources for curriculum areas and individual members of staff.

Middle Leaders inc. Heads of Departments and Subject Leaders

- To monitor and evaluate the impact of this policy on their subjects/ areas of responsibility
- To provide appropriate support, training and resources for curriculum areas and individual members of staff.

Teaching staff

- To implement this policy by ensuring a consistent delivery of high-quality learning experiences
- To be responsible for planning and assessment, ensuring that achievement and progress are recognised, next steps identified and appropriate teaching strategies are used

All Staff

- To be aware of the principles of the policy and how they contribute to teaching and learning process.

This policy should be read in conjunction with:

- Curriculum Policy
- Assessment and reporting Policy

History of Document

Issue No.	Author/Owner	Date Reviewed	Approved by Governors on	Comments
1	Senior Leaders	Autumn 2022	05/10/2022	Major rewrite by SLT. History of document added.

Appendix 1

Teaching Strategies for Children at Ravenswood School

Asperger's

• Task/job lists – pupils know what to do next
• Clear and specific instructions – avoid ambiguity
• Reminders of correct behaviour in different situations
• Using appropriate humour to engage
• Support social skills
• Support through obsessions and anxieties
• Be aware of literal interpretation of language
• Control sensory stimuli – avoid over-stimulation

ASD Minimal verbal skills

• PECs
• Workstations approach (based on TEACCH)
• Visual symbols/timetables
• Signing support – key words
• Consistency across settings
• Support through obsessions and anxieties
• Develop creative play, thinking
• Develop social skills
• Environment controlled in terms of visual and auditory background
• Implement SALT programmes – use of VOCAs
• Motivators as rewards first ……. then……
• CHPs
• Sensory outlets – time to stim

ASD – with verbal skills

• Social stories
• Reward charts
• Quiet voice, minimal language especially when anxious
• Visual prompts – especially when anxious
• Tick lists of jobs/tasks
• Small groups/paired work
• CHPs
• Structure
• Teach social skills – coping strategies
• Quiet, safe place
• Time to listen
• Consistency across settings
• Supporting through obsessions

SEMH- Social, emotional and mental health needs

• Seating plan –knowing where they should be
• Responsibilities – coaching others
• Consistency -
• Use language which shows respect for them
• Clear boundaries
• Diffuse situations, ignore the small issues
• Don't highlight their challenges – address quietly
• Support through managing own behaviours
• Time out – and developing self-management.
• Behaviour Charts
• Distract to diffuse and engage
• Be alert to early triggers
• Building self-esteem - they can manage.
• Give choices – and teach them to know consequences of choices.

SLD- severe learning difficulties

• Simple language – sign key words
• Visual timetables/symbols
• Routines and structures
• Structured teaching of social skills, turntaking, repeating what others say, sharing another's news
• Teach small steps – Task Analysis – break it down and teach the points not achieved
• Backward and forward chaining
• Over-learning of skills – to make them a habit
• Direct teaching of skills to transfer into a new context

MLD- moderate learning difficulties

• Opportunities to transfer skills
• Clear responses to behaviour issues.
• Carefully planned paired/group work – who works with who
• Challenge to keep them motivated
• Social development through coaching and buddying others

Physical Difficulties

• Access to building - doors, corridors, clutter free
• Access to rooms – well organised rooms
• Height adjustable furniture
• Seating – posture supports, chairs
• Fine-motor equipment – pencil grips, scissors
• Follow Physio / OT programmes
• Access to ICT – keyboards, icons, mouse, switch control
• Time to stretch
• Time to move around classroom/site
• Risk assess all activities
• Adapt activities so that can engage
• Positive images of others with disabilities

Specific Learning Difficulties

• Know the specific difficulties to ensure strategies meet needs
• Reading difficulties - short, positive, intensive sessions, follow very structured programmes
• Opportunities for over-learning
• Writing difficulties – use stencils, writing in air, sand, sandpaper letters

Hearing Impairment

• Speak clearly not loudly
• Position yourself so they can see your face
• Visual cues, (signing) to support language
• Follow advice from HI advisory teacher
• Background noises to be kept minimum
• Cue/signal attention before directing or instructing
• Don't assume they understand because they nod
• Clear simple instructions
• Develop awareness of deaf community/ cultures
• Risk assessments – fire alarms, traffic
• Acoustic environment – minimise reverberation

Speech Language Communication Needs

• Make a safe environment to communicate
• Cue/signal that it is their turn
• Time to process and respond – maintain interest in them
• Time to practice SALT programmes
• Apply SALT targets in context of all lessons
• Support communication development – gestures, signing, symbols, Voice Operated Communication Aids
• Plan to teach key language across curriculum
• Consistency between settings is important – same words, signs, symbols at school and home.

Visual impairment

• Position student so they can see and hear you
• Good lighting, glare free
• Clutter free rooms and leave them consistent – everything in its place
• Follow advice of VI advisory teacher –resource
• Paper with guidelines
• Personal copy of information presented on board
• High quality presentation of texts, pictures, photos and worksheets – highlight key areas
• Background colours, coloured overlays – as advised
• Clear appropriate texts – font sizes -
• Modifications for exams
• Modify ICT access – keyboards,
• Change activities/rest breaks to avoid eye strain
• Mobility programmes – allow time to practice
• Risk assess all physical activities and those using equipment
- Use of braille where appropriate