



## **Teaching and Learning Policy**

### **Rationale**

"to provide an outstanding quality of education for our pupils by developing the school as a learning community."

At Pentland Field School we believe in lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for all. It should be fun. Through our teaching we equip children with the skills, knowledge and understanding needed to make informed choices both in everyday situations and when new challenges present themselves. We believe that all children will learn given the right aim, task, stimulus, and environment, human and physical resources. We believe that appropriate teaching and learning experiences help children lead happy and rewarding lives.

### **Our values:**

We believe;

- That the individual child is at the centre of all that we do.
- That every child is an individual and is to be respected, valued and nurtured.
- That every pupil has a 'voice' and that this voice should be listened to and encouraged.
- We need to develop the whole child and encourage confidence and self esteem.
- That excellent relationships are vital to promote outstanding learning.
- The curriculum is relevant, creative, exiting and motivating for all.
- That we must always strive to make learning successful and that we can do this by skilful teaching and by having the highest possible expectations.
- It is vital to recognise and celebrate everyone's achievements

### **Our Aims:**

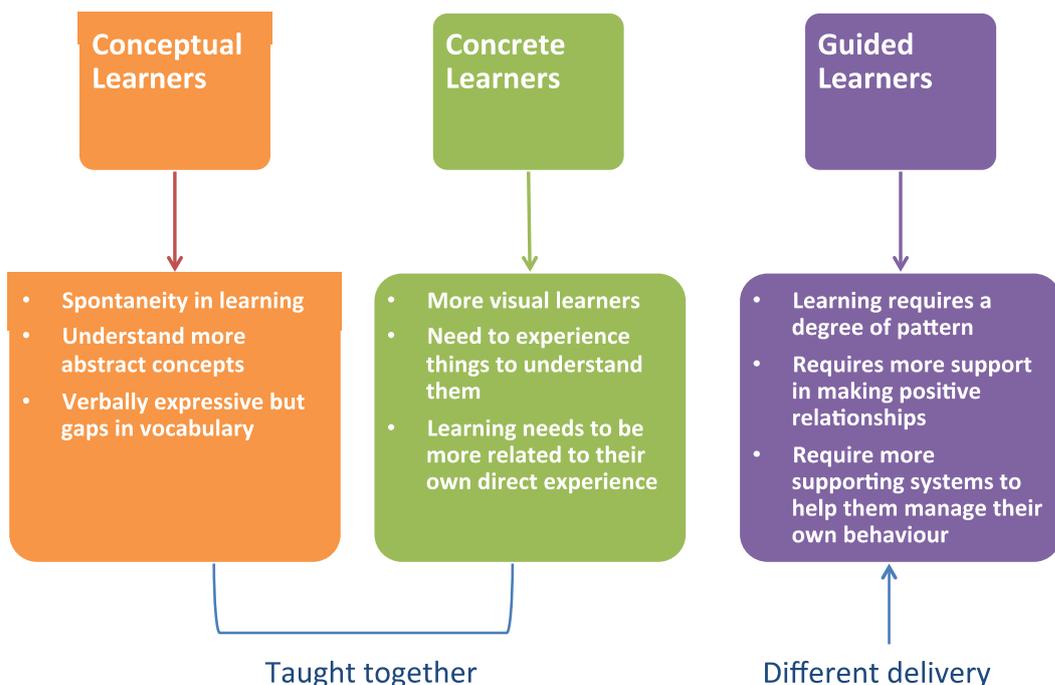
We believe that pupils learn in different ways. We provide a variety of rich learning opportunities and environments so each pupil is enabled to develop their skills and

abilities to reach their personal best. Through our teaching we aim to:

- Ensure each pupil is a confident communicator
- Promote children's self esteem and are confident in their own abilities
- Ensure that they have positive relationships with others
- Ensure each child behave appropriately in a variety of settings and can manage change and transitions and personal challenges that may get in the way of learning
- Ensure they understand and participate in the communities to which they belong
- Ensure that each pupil develops individual independence skills

## Types of Learners

At Pentland Field, we have identified three types of learners in order to better shape our pedagogical approach:



**Concrete learners** operate more in the “here and now” and begin to understand but need help to make more connections and need lots of repetition, (these are likely the lower end of our ability spectrum)

**Conceptual learners** are more spontaneous learners who can build on past knowledge (these are likely to be the higher end of our ability spectrum)

Many of our children at Pentland will have ASD and in some cases, this autism will impact to such an extent on their ability to make progress that they need additional structures to support them to access learning. We are calling these children **guided learners**. Initially therefore they will be placed in smaller classes in order to address these ASD issues to enable them to access these additional structures but we will aim to reduce this over time.

The reason why we have identified these discrete groups of learners is to enable us to better shape our pedagogy and curricular content. Pupils will not necessarily be exclusively taught in these groupings. There will be many occasions where pupils work together in mixed groups. We see this as an integral part of their learning experience and development.

### **How will we determine the learning group of each pupil?**

We will carry out a full assessment by looking at their cognitive, communication and social and emotional profile and these enable us to determine which of the different groups they suit them best

### **How we achieve effective learning:**

As all people learn in different way we recognise the need to use strategies that allow children to learn in ways that best suit them. We therefore offer a range of opportunities to learn in different ways including;

- Exploring, experimenting
- Research and finding out
- Practising and refining new skills
- Playing and developing imagination
- Sensory work
- Participating in therapy sessions and following programs set by SALT, OTs and

physios

- Watching and copying actions of others
- Working independently
- Following and completing instructions
- Working in small groups
- Investigating and problem solving
- Asking and answering questions
- Opportunities to learn from extra curricular activities
- Use of computers and other ICT opportunities across the curriculum
- Integration with mainstream peers
- Visiting shops, cafes, parks and other places of interest
- Completing creative activities including art, craft, dance and music
- Designing and making
- Participating in physical activities
- Watching videos and responding to music or other recorded material

We encourage pupils to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn and overcoming barriers to their own learning.

### **How we achieve effective teaching:**

Teaching is defined as all interactions between adults and pupils, as each will offer learning opportunities; these include the many planned activities and experiences we can offer as well as responding to the unexpected and ensuring it is a teaching and learning opportunity.

At our school effective learning is achieved through a team approach in which teachers, assistants, therapists and other specialists collaborate in order to focus on motivating pupils and building on their interests, skills and aspirations

### **Each member of the team around every child must;**

- Have high expectations of the pupils
- Demonstrate positive values, attitudes and the behaviour they expect from the pupil
- Communicate effectively with pupils, colleagues, parents, carers and other professionals
- Recognise and respect the contribution that colleagues, parents, carers can

make to the development, learning and well-being of the pupil

- Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them.
  - Provide attractive learning environments
  - Adapt language and use appropriate sign, symbol or other additional means to support and develop communication
  - Promote good relationships and have positive attitudes to learning
  - Work as a team and identify opportunities for sharing good practice
  - Reflect on their strengths and weakness and plan their professional development
- we do all we can to support teachers and assistants in developing their own personal development

**Effective teaching is therefore achieved by ensuring all adults within the school, develop the following skills and attitudes:**

- A secure knowledge and understanding of early childhood development and a good knowledge of the curriculum
- Good communication skills including understanding and using augmentative communication systems in school e.g. use of symbols and signs
- An empathy for individual pupils and high expectations
- Model and inspire to make learning exciting
- Understand each pupil's current skills and a good knowledge of the planned learning for the pupil
- Take opportunities for pupil centred learning

**Therefore all staff need to;**

- Be friendly & happy, have fun and be relaxed
- Be good listeners
- Be organised
- Be creative
- Have a positive attitude
- Stand back
- Initiate but not interfere
- Motivate, encourage and empower
- Be calm
- Treat pupils fairly

- Use positive handling techniques (see behaviour policy)
- Respect individuals
- Create an atmosphere of trust & respect for all
- Ensure the dignity and privacy of all.

### **Teachers also need to;**

- Be effective in leading their staff team, ensuring that each member is valued, respected and makes and are enabled to make an effective contribution to teaching and learning - Work as part of a team
- Integrate systems that support learning e.g TEACCH, PECS communication books etc.
- Ensure that ICT is used to support learning and wider professional activities
- Plan for progression, taking into account a pupil's current ability, chronological age, needs, interest and aspirations
- Plan for out of class activities
- Evaluate the impact of their teaching on the progress of all learners and modify our planning and classroom practice where necessary
- Teach challenging, well organised lesson and sequence of lessons across the age and ability range of their class/ teaching
- Use a range of teaching strategies and resources
- Teach engaging and motivating lessons informed by well grounded expectations of learner and designed to raise levels of attainment

### **Planning teaching**

- We base our teaching on our understanding of children's current levels of attainment. Our prime focus is to further develop the skills, knowledge and understanding of each pupil. We do this by ensuring that all tasks set are appropriate to each child's level of ability, by motivating the pupils and building on their current skills, knowledge and understanding.
- We use the curriculum to guide our teaching. Each pupil has personalised learning outcomes indicating the high expectation we have for each pupil during the school day.
- We set annual targets in the form of targeted learning outcomes and these form the core of the teaching and enable us to track progress
- Pupils each have a personal curriculum folder where all their current learning outcomes are outlined. Teachers plan lessons and other opportunities to teach these

skills, knowledge and understanding. The learning outcomes to be the focus of teaching in each lesson are indicated on a daily plan. Daily plans also include lesson structure, management issues and where necessary resources.

### **Our parent and carers:**

- We believe parents and carers play a significant part in their child's learning. We therefore communicate regularly with them including in these ways
- Arrange regular meetings or make phone calls to share progress
- Share with parents each summer the targeted learning outcomes for the coming year
- Write a comprehensive annual review report including an update on progress against

### **Targeted Learning Outcomes:**

- Compile an illustrated annual report each summer which include results of TLOs and P levels
- Update parents on latest topic and work in class through home school diary & letters

The role of the teaching and learning team

The Teaching and Learning team includes members of the teaching and teaching assistant team. The team is responsible for developing the curriculum, sorting resources and ensuring the high standard of teaching is maintained.

### **Our multi-disciplinary team:**

We have a range of specialists across the school who support the learning of all the pupils. They include a physiotherapist, speech and language therapist, school nurse, occupational therapist, specialist support from peripatetic teachers for visual and hearing impairments, literacy booster coordinator, vision coordinator, sound beam technician and specialist teacher for ASD. We also get regular advice from an educational psychologist

### **Our extended learning opportunities:**

We have a range and ever changing list of lunch time clubs which many of the pupils access which include dance, computers, friendship, sport and gardening clubs  
There is also an extensive range of opportunities for learning offered by our extended school / family services. These include swim sessions, after school clubs, holiday clubs and play and stay sessions.

**How we assess learning:** See **Assessment Policy**

**How we monitor the quality of teaching and learning**

Teaching and learning is monitored in several ways across the school. These include;

- Regular informal and formal classroom observations and learning walks by senior teachers
- Written feedback in books
- Regular class meetings discuss the progress, priorities and needs of individual pupils
- Regular meetings with therapists to triangulate data to give a holistic picture of the whole child
- Attainment is assessed against P levels and EHCP targets annually and monitored half termly (see assessment policy for more detail)
- Governors receive regular updates about the progress of pupils, standard of teaching and any curriculum development taking place.

**Created: November 2014**

**First reviewed: November 2016**

**Next reviewed: November 2017**