



**Villa Real School**  
*together we achieve*

# Teaching and Learning Policy

## 2019

Responsibility: Louise Burns

Date: May 2019

Signed & Adopted by the Governing Body:

Chair of Governors

Date: 22.05.19

Date to be reviewed: May 2020

## **TEACHING AND LEARNING POLICY**

### **RATIONALE**

Villa Real is a mixed day school for pupils and students aged from 2 to 19 years who have severe, profound, medical and complex learning difficulties, some of whom also have Autistic Spectrum Condition

"The quality of teaching and learning is at the heart of school improvement and real, lasting change can only come from what teachers and learning assistants do consistently in classrooms and other learning areas." DCSF (DFEE), Excellence in Schools 2007.

In order to raise standards in our school the high quality of teaching and learning that takes place must be maintained. We expect all staff to be at high quality and no pupil or student deserves less.

We believe that all pupils and students will learn given the right aim, task, stimulus, environment, human and physical resources. We believe that appropriate teaching and learning experiences help pupils and students lead happy and rewarding lives. Therefore, by adopting a whole school approach to teaching and learning across our school, we aim:

- To provide consistency of teaching and learning across school
- To enable teachers to teach as effectively as possible
- To enable pupils and students to learn as efficiently as possible
- To give pupils and students the skills they require to become effective lifelong learners
- To provide an inclusive education for all pupils and students
- To learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practise is shared

## **EFFECTIVE LEARNING**

Effective learning only occurs when it is based around the stage of development and level of experience that pupils and students have already acquired or developed. When planning work for pupils and students with Special Educational Needs we take into consideration their statements or EHCP, SCERTS,) Golden Threads and their Behaviour Management Plan. This will also include liaising with any involved professionals such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapists, School Nurse, Educational Therapists and the Sensory Support Service. We value the input from parents/carers and target setting is shared with them to enable a more joined up approach to learning. We have high expectations of all pupils and students, and we believe that our role is to ensure that each individual completes work at their highest possible personal standard.

Learning needs to be an engaging and rewarding experience for all; it should be exciting, pupil and student centred and differentiated to meet every pupil/student needs.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils and students to learn in the way that suits them and enables them to fully meet their potential.

Pupils/students who have been identified as Most Able will have specific strategies and interventions appropriately planned by the class manager and overseen by Senior Management to ensure that their specific needs are met.

When we teach well we:

### **Show how we know the pupils and students**

We do this by:

- Carefully designed Golden threads
- 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 pupils and 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 ASC pupils and students choice time
- Developing positive relationships
- Use of planned opportunities for the teaching of flexibility of thought

### **1. 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
- Have all resources available before lesson
- Ensure appropriate resources for all pupils and students
- Ensure motivators in place
- Positioning of pupils and students and furniture
- Ensuring other staff are well used including Multi-Disciplinary Team
- Knowing the needs of the individuals in the group
- Having alternative plans and ideas if things go wrong or finish quickly
- Having extension materials available to stretch the more able
- Sharing planning with all classroom and supply staff
- Using SALT plans and Blank questioning

**Develop an excellent learning environment**

We do this by:

- Use of the right symbols on display
- Ensuring visual clarity for all pupils and students 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 used 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

## **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 and students time to learn in real situations so increasing generalisation

## **Identify appropriate tasks**

We do this by:

- Individual assessment
- Studying available data
- Ensuring tasks are age appropriate
- Ensuring tasks are motivating and meet pupils' and students' 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' and students' individual skills
- Use of alternative communication
- Use of ICT
- Ensuring tasks are presented in a structured clear way
- Ensuring pupils and students are taught how to access the different classrooms and resources

## **Ensure the pupils and students 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 pupil and student 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 students and display them
- Agreeing positive behavioural contracts where appropriate
- Use of a weekly Curriculum timetable
- Use of social stories

## **Demonstrate a range of strategies for particular groups i.e. PMLD pupils and students/ASC pupils and students**

We do this by:

- PMLD pupils and students
  1. Use of Sensory plans/passports
  2. Objects and music of reference
  3. Careful seating and positioning
  4. Clear precise targets
  5. Use of ICT
  6. Careful communication with parents/carers
  7. Ongoing recording against precise targets
  8. Developing staff expertise and skills
  9. Use of demonstration lessons and coaching
  10. Concern for pupils and students physical and medical well-being
  11. Use of more able peers as learning partners and advocates
  12. Use of non verbal communication systems
  13. Use of advice from Multi-Disciplinary Team

- ASC pupils and students
  1. See ASC policy and agreed practice
  2. Visually clear structured environment
  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 PECs and symbols
  7. Use of TEACCH principles throughout all learning opportunities including group and individual lessons and activities
  8. Reinforcement of finished
  9. Appropriate access to ICT
  10. Consistent expectations for behaviour
  11. Use of Sensory plans/passports
  12. Use of different methods of communication specific to each pupil and student e.g. PECs, VOCAs Makaton etc.
  13. Planned learning opportunities to develop communication including the ability to learn how to and maintain the ability to initiate communication
  14. Use of countdowns to reinforce the understanding of finished and help promote flexibility of thought
  15. Use of limited specific and essential language
  16. Use of social stories to promote understanding
  17. Use of planned opportunities for interaction with peers and adults
  18. Use of ASC specific objectives in assessment
  19. Use of objects and music of reference

### **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 pupils and 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

## **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 to update materials and resources
- Maintaining awareness of developments in mainstream schools
- Use of support available from LEA

## **Use a variety of assessment**

### We do this by:

- Use of photographs and video to show experiences and progress
- Use of P scales and B Squared
- Detailed Golden Thread evaluation
- Detailed Annual Review Reports
- Teacher assessment for SATs Key Stage Assessment as appropriate
- Phonics Check
- Entry Level assessments
- Sensory Curriculum checklists
- Use of age appropriate accreditation
- Marking work positively using appropriate feedback
- Individual evaluation in subjects
- Pupils and students self-assessment

## **Ensure we use other staff well**

### We do this by

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

## **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 all staff 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 pupils and students
- Building good working relationships
- Joint goal setting termly

## **Have high expectations of pupils and students**

### We do this by:

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

## **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/carers know how to play their part
- Ensuring pupils and students success in home learning is celebrated
- Marking and providing positive feedback
- Rewarding pupils and students who return completed home learning
- Use as a base for future developments

## **Celebrate pupils and students achievement**

### We do this by:

- A range of age appropriate rewards. Class points, stickers, good work wall, notes home, verbal praise
- In-task praise
- Noticing and rewarding good and expected behaviour
- Certificates in assembly
- Postcards home to parents/carers
- Accreditation opportunities
- Pupil and Student council
- Work on website
- Display
- Allowing them to be a positive model
- Where are they now (ex pupils and students)?
- Ensuring rewards are specific and meaningful to individual pupils and students

## **Ensure pupils and students are involved in their own learning**

### We do this by:

- Sharing Golden Thread targets with pupils and students
- Pupils and students' own report for Annual Review
- Clear targets at the start of lessons
- Visual cues for those who need this
- Allowing choice within the Curriculum
- Pupil and Student council
- Positive verbal and written marking
- Clear consistent expectations

## **Help pupils and students feel secure**

### We do this by

- Continuity of staff
- Very good knowledge of pupils and students
- Building relationships
- 1-1 interaction
- Respecting individuals
- Providing consistent boundaries
- Structure and routine
- Praise
- Visual clarity
- Demonstrating good relationships between staff and pupils and students
- Ensuring pupils and students 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

## **Keep parents/carers informed**

### We do this by:

- Home/Books
- Newsletters
- Reviews
- Parents/carers Evenings
- Careers Fair
- Home visits if appropriate
- Phone calls
- Special events
- Invitations to class
- Golden Threads/ Evaluations/ Planning
- Specific information sessions i.e. literacy strategy PEC's
- School website
- Email communication
- Use of communication aids so pupils and students can share their successes

At Villa Real School we understand that the learner is the most important person in the School, therefore:

**The Curriculum will:**

Be pupil and student centred, highly differentiated and organised to ensure individual learning needs are catered for.

Be creative, innovative and encourage enthusiasm for and enjoyment of the learning experience.

Encourage self and peer assessment.

Use visual, auditory and kinaesthetic strategies to make the Curriculum accessible to all learners regardless of physical, sensory, communication or learning difficulties.

Promote independence.

**Staff will:**

Ensure that Golden Threads and targets set are appropriate and SMART.

Encourage learners to explore, experience and engage in their own learning.

Know what motivates learners and add this into learning activities. Providing engaging, exciting and fully inclusive lessons.

Support and encourage pupils and students to self and peer assess using a variety of assessment tools.

Encourage intrinsic motivation from learners at individual levels by their engagement in learning resulting from their desire to learn.

Model the behaviour we expect to see from learners.

Use Total Communication

Be highly skilled and effective in all aspects of their work, whilst being flexible and open to new ideas.

Be knowledgeable about every learner's sensory requirements and use learning strategies that exploit their sensory

characteristics.

**Assessment will:**

Be effective, robust and rigorous focusing on each pupil's and student's learning style and provides individual feedback, including the next steps.

Be visual and easily accessible.

Include all areas of development, allowing for progress that is not just linear. For some this will result in a 'spikey' assessment profile.

Use a variety of AFL strategies that are fit for purpose.

Be regular and be part of the structure of lessons.

Be linked to individual sensory needs.

**Progress will:**

Be measured by the learner and class staff and be evidenced through individual 'evidence files'.

Be measurable using B Squared and through the lesson outcomes.

Be measured against previous attainment and provide learners with the information needed to progress further. Pupils and students can evaluate the Curriculum using smiley faces.

Be measured across the Curriculum regularly, with progress being celebrated.

Be used to promote the development of self-esteem and enhance, encourage and motivate learners.

We encourage pupils and students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. We aim to establish Autism friendly learning, therefore:

**The Curriculum will:**

Be highly visual, and adapted using communicate in print to enable Curriculum accessibility.

Use TEACCH and PECs systems to provide structure and support to the learning environment and Curriculum.

Be delivered through discrete ASC provisions as appropriate.

Incorporate the use of the SCERTS framework at every opportunity.

**Staff will:**

Provide focused visual support systems to enable learning to take place effectively.

Adapt environments and educate support staff in the importance of these systems.

Differentiate and modify programmes of study to fit needs of learners and to develop a bank of resources to aid Curriculum delivery.

Use Total Communication

Provide opportunities and targets for individuals assessed using the SCERTS framework.

**Assessment will:**

Be structured to enable staff assessment and peer assessment.

Inform planning and progression routes.

Include Behaviour Management Plans and communication targets progress monitoring.

Be individual and an on-going formative assessment process.

Track individual progress using qualitative, robust values that will enable progress.

**Progress will:**

Reflect the highly skilled support that is in these provisions.

Measure communication developments through the use of visual supports, e.g. objects of reference to symbols.

Reflect behaviour, communication, social skills and the development of independence skills.

Acknowledge the levels of adult support required.

We aim to establish SLD friendly learning, therefore:

**The Curriculum will:**

Be organised around the needs of the learner with highly differentiated tasks set to suit individual learning styles.

Use visual, auditory and kinaesthetic strategies to make the Curriculum accessible to all learners regardless of physical, sensory, communication or learning difficulties.

**Staff will:**

Encourage learners to explore, experience and engage in own learning.

Use Total Communication

Encourage intrinsic motivation from learners at individual levels to engage in learning by encouraging a desire to learn.

**Assessment will:**

Be fit for purpose.

Be carried out with the learner and next steps discussed.

Allow for lateral progress as well as linear.

**Progress will:**

Be measured by the learner through praise, verbal constructive feedback at differentiated levels.

Be in the format of written or symbols in work, books, annotated photographs.

Reflect the highly skilled support that is in these provisions.

We aim to establish PMLD friendly learning, therefore;

**The Curriculum will:**

Be delivered through the principles and approaches advocated by Conductive Education.

Offer multisensory approach, engaging all of the senses, taking into account any impairments.

Take into account all advice and recommendations from Multi-Disciplinary Teams which work within school. These may include SALT, Physiotherapy, OT, Sensory support and the School Nurse.

**Staff will:**

Ensure pupils and students achieve their full potential by offering the CE approach to meet individual needs and capabilities.

Provide a range of experiences/activities which are motivating, offering opportunities to use all the senses.

Liaise with professionals to ensure consistency to enable learners to achieve targets.

**Assessment will:**

Focus on individuals, providing feedback at the end of each session.

**Progress will:**

Be evidenced through learning observations. Measured by the learners where appropriate, so they can identify next steps.

Be evidenced through lesson observations.

Reflect the highly skilled support that is in these provisions.

We recognise that although we have distinct class provisions there are some learners that need the approaches used in other classes.

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

Teaching is defined as 'all interactions between adults, pupils/students', 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. Teachers use a variety of methods to deliver the Curriculum to ensure that active learning is happening. These may include:

- Assessment for learning
- Co-operative learning
- Differentiation
- Embedding literacy, language and numeracy
- Experiential learning
- Learning conversations
- Modelling
- Multi-sensory learning
- Relating theory to practice
- Using e-learning and technology

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 students and building on their interests, skills and aspirations.

### **Each member of the team around every pupil and student must:**

- Have high expectations of the pupils and students
- Demonstrate positive values, attitudes and the behaviour they expect from the pupil or student
- Communicate effectively with pupils and students, 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 or student
- 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 towards 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 pupil and student development and a good knowledge of the Curriculum
- Good communication skills including understanding and using augmentative communication systems in school e.g. Makaton, use of symbols and signs, PECS, TEACCH, AAC devices
- An empathy for individual pupils and students and high expectations
- Model and aspire to make learning exciting
- Understand each pupil and student current skills and a good knowledge of the planned learning for the pupil or student
- Take opportunities for pupil or student centred learning

**Therefore, all staff need to:**

- Be friendly and happy, have fun and be relaxed
- Be good listeners
- Be organised
- Be creative and flexible
- Have high expectations
- Have a positive attitude
- Stand back at times
- Initiate but not interfere
- Motivate, encourage and empower
- Be calm
- Treat pupils and students fairly
- Use positive behaviour techniques (see Behaviour Policy)
- Respect individuals
- Create an atmosphere of trust and respect for all
- Ensure the dignity and privacy of all (See Intimate Care Policy)

**Teachers also need to:**

- Be effective in leading their staff team, ensuring that each member is valued, respected 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
- Ensure the Curriculum has breadth and balance, planning for progression, taking into account a pupil's or student's current ability, chronological age, needs, interests 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 to meet the needs of the pupils/students and update the subject Co-ordinator of any further requirements
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment

**Planning teaching:**

- We base our teaching on our understanding of pupil and student current levels of attainment. Our prime focus is to further develop the skills, knowledge and understanding of each pupil or student. We do this by ensuring that all tasks set are appropriate to each pupil and student's level of ability, by motivating the pupils and students and building on their current skills, knowledge and understanding
- We use the Curriculum to guide our teaching. Each pupil or student has personalised learning outcomes indicating the high expectation we have set for each pupil or student during the School day
- We set termly targets in the form of targeted learning outcomes and these form the core of the teaching and enable us to track progress
- Teachers plan lessons linked to personalised targets 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 weekly plan. Lesson plans include lesson structure, management issues and where necessary, resources.

**Our parent/carers:**

- We believe parents/carers play a significant part in their pupil and student's learning. We therefore communicate regularly through the home book
- We arrange regular meetings or make phone calls to share progress
- Share with parents/carers each term the Golden Threads for the coming term and invite them to contribute to this process
- Write a comprehensive Annual Review report
- Parents/carers are invited to regular celebration/progress assemblies to share the success of their pupils and students

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

Teaching and learning is monitored in several ways across the School. These include:

- Regular classroom observations by the Senior Management team/Middle Leadership Team
- Daily evaluations to record the pupils and students learning
- Regular class meetings to discuss the progress, priorities and needs of individual pupils and students
- Work scrutiny completed as part of the planned monitoring cycle
- Attainment is assessed against Early Learning Goals, Golden Threads and B Squared on a termly basis. Pupil or student attainment is moderated against other local schools and colleges
- Progress meetings are held termly with teachers and the Senior Leadership Team
- Governors receive regular updates about the progress of pupils and students, standard of teaching and any Curriculum development taking place
- Governors regularly visit the School and the classrooms