

# FOX WOOD SCHOOL



## TEACHING AND LEARNING POLICY

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## **Introduction**

Fox Wood School provides education for learners aged 4 - 19 with severe, complex, profound and multiple learning difficulties including Autistic Spectrum Disorders (ASD). Fox Wood promotes high standards of teaching and learning in all curriculum areas. We believe in the concept of lifelong learning, and that adults and learners learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip learners with skills, knowledge and understanding.

Fox Wood's teaching and learning is underpinned by a rich and varied curriculum. Lessons are delivered imaginatively with a focus on multi-sensory teaching and learning strategies (Visual, Auditory and Kinaesthetic), and reflect learners' changing needs as they mature. Learners have individual objectives and targets. Lessons build upon each learner's prior attainment and experience; ensuring that all learners progress and develop well. All teachers and higher level teaching assistants are responsible for the planning and delivery of the teaching and learning in designated classes.

## **Aims and objectives**

Fox Wood School aims to provide broad, balanced, diverse and adapted learning experiences within an environment that is safe, creative and fun. We aim to facilitate learner's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, so that they may become independent and responsible members of the community.

We aim to do this by:

### **Ethos**

- Providing an OT led 'Ready to Learn' programme to ensure that all learners have the best opportunity to achieve the optimal state in preparation for their learning experiences.
- Enabling learners of differing abilities and whose experiences are wide ranging to develop at their individual level and stage of development.

- Providing varied and appropriately adapted learning experiences that match individual needs and abilities.
- Providing all learners with opportunities to acquire, develop, practise, apply and extend their skills in range of contexts across the curriculum.
- Having high expectations of our learners and ourselves.
- To enable learners to become confident, resourceful, enquiring and independent learners.
- To enable learners to master basic skills that will equip them for life.
- To give learners access to the National Curriculum in a way that is meaningful and relevant for them.
- To foster learners' self-esteem, and help them to build positive relationships with other people.
- To develop learners' self-respect, and through respecting themselves, encourage them to understand the ideas, attitudes, feelings and values of others
- To show respect for all religions and cultures and, in so doing, to promote positive attitudes towards other people.
- To enable learners to understand their community, and help them feel valued as part of it.
- To help learners grow into reliable, independent and positive citizens.
- To develop in learners a lifelong love of learning.

### Communication

- Enabling learners to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- Encouraging learners to interact and communicate effectively with others in a range of social situations.
- Recognising the crucial role which parents play in their child's education and making every effort to encourage parental involvement in the educational process.
- Working closely with specialists and professional agencies to ensure that learner needs are met.

### Learning

- Promoting a positive attitude towards learning, so that learners enjoy coming to school, and acquire a solid basis for lifelong learning.

- Incorporating a range of teaching and learning strategies, and quality resources suitable for an individual's age and stage of development.
- Preparing learners for an adult life in which they have the greatest possible degree of independence.
- Teaching learners to have an awareness of their own spiritual development, and to understand right from wrong.
- Helping learners understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enabling learners to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Ensuring that learners have access to a wide range of opportunities to enrich and broaden their experience (e.g. educational visits, sports club, residential trips, music and drama week).
- Reviewing, monitoring and evaluating planning, teaching and learning strategies.
- Using a thorough process of continual assessment which informs future planning (assessment for learning, B Squared).
- Maintaining record of achievement files, which celebrate success.
- Providing opportunities for external accreditation.
- Providing Focused Support sessions to work towards set targets in literacy, maths and ICT.
- Providing appropriate inclusion placements for learners in house and in other schools as appropriate.
- Providing relevant work related learning opportunities such as careers, enterprise and internal and external work experience placements.
- Providing relevant independent travel opportunities for learners in key stage 4 and 5.

### Context

- Providing equality of opportunity for all learners regardless of gender, race, culture and disability within all teaching and learning.
- Creating and maintaining an exciting and stimulating learning environment.
- Increasing learner awareness and understanding of their environment and the world, encouraging learners to explore, to question, to think and to challenge.
- Providing excellent staff and ensuring that they are employed effectively.

- Providing skilled and enthusiastic subject leadership teams, who attend training for their specific subjects and support staff and share their expertise.
- Ensuring that the teaching and learning guidance and subject specific policies are implemented consistently by all staff.

### Adaptive Teaching

- Learning activities are adapted so that they are closely matched to individual needs, and make use of a variety of systems to promote inclusive education (Signs, P.E.C.S., symbols, ICT)
- Scaffold activities enable learners to experience success and builds their confidence to progress independently.
- Collaborative learning is encouraged through working in pairs, small and large groups.
- Independent learning is encouraged through adapted tasks and collaborative talk to support individual work.
- Lessons are evaluated by teaching staff on completion.
- The needs of more able learners and those who are Gifted and Talented within this setting are met through adapted activities in class-based lessons, and through Focused Support sessions.

### Effective Teaching and Learning

The only way to measure the true success of teaching is to evaluate the extent to which learners make progress. Effective learners are resourceful, resilient and reflective. Learners learn in many different ways, and respond best to different types of input; we must therefore teach in different ways to address the needs of all our learners.

#### **Effective teaching:**

- Helps learners to recognise and value their achievements and successes;
- Builds on what learners already know;
- Considers the learning styles.
- Is creative in approach, including the flexible use of learning spaces
- Builds secure foundations for subsequent learning;

- Makes learning vivid and real;
- Makes learning an enjoyable and challenging experience;
- Develops the full range of learning skills across the curriculum
- Actively involves learners in their learning.

**Effective teaching and learning takes place in an environment in which:**

- Relationships provide a confident and positive atmosphere;
- A culture of self-evaluation prevails;
- There is room for reflection;
- Learning is valued;
- There is mutual respect between all members of the school learning community
- No-one is afraid of making mistakes;
- Lessons are well paced; teachers vary pace to match the task and learner's needs.

**Good teachers therefore:**

- actively promote independent learning;
- encourage learners to be responsible for their own learning;
- ensure learning objectives address the needs of all learners;
- ensure the behaviour of all learners allows learning to take place;
- equip learners with the ability to transfer knowledge and skills;
- have the flexibility to embrace unexpected responses without losing sight of the intended learning outcome;
- are not afraid to go beyond the objective, to better respond to learner's learning;
- make explicit reference to the learning that is taking place;
- recognise that learners learn in different ways;
- set learning in a meaningful context and exploit links between subjects;
- use skilful questioning;

- Have high expectations.

## **Equal Opportunities**

We believe all learners should have equal opportunities and equal access to all teaching and learning activities. Equal opportunities are addressed as follows:

- Learners with special educational needs have access to all teaching and learning activities through the use of adapted learning strategies and tasks. These are based on individual needs.
- Specific learning and teaching strategies are used to maximise access to the curriculum for learners with PMLD and those with barriers to learning.
- Resources and planning aim to reflect our multi-cultural society.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of teaching and learning.
- Opportunities to address issues of gender and race are provided through discussion, texts and resources.

## **Assessment and record keeping**

Fox Wood considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows the work to be planned and taught to accurately meet the needs of the learners whilst ensuring high levels of expectation and support. Progress is measured in all curriculum areas using the DfE Engagement Model and B Squared. Fox Wood has its own lead trainer for the DfE Engagement Model, who provides CPD for staff, monitors observations and as part of the school Data team, tracks progress over time through Evidence for Learning. The trainer also delivers CPD to other schools and educational establishments across the North West. The DfE Engagement Model is used to measure progress for those pupils working at the pre-formal tier of the curriculum.

Progress of pupils working at the semi-formal and formal tiers of the curriculum is measured using B Squared. The B Squared assessment method divides each of the Engagement Steps and Progression Steps (formerly known as P Levels) into further finely graded steps, so that demonstrating progress for those learners, who are developing more

slowly, becomes achievable. B Squared is used for all subjects, and assists teachers to set targets for the learner's future development, both as an individual, and as part of our future planning for the whole school. In this way we hope to ensure that we assess uniformly within school and alongside our colleagues in other special schools across the country. Assessment of learning and assessment for learning are incorporated into each activity, at an appropriate level.

We use Evidence for Learning as an electronic learning journal for all pupils. Staff teams collect evidence of pupil learning against all four areas of the Education Health and Care Plan and the wider curriculum. This is shared electronically with parents and they are encouraged to contribute.

### **Monitoring and review**

In line with the school's monitoring and evaluation procedures, teaching and learning should be monitored regularly and in different ways. A key aim of the monitoring is to learn from good practice, understand when improvements are needed and know the next steps to move forward.

Evidence from monitoring feeds into:

- School self evaluation
- School development plans
- Staff development planning
- Appraisal
- Reports to governing bodies

In assessing the effectiveness of the teaching and learning guidance, the following monitoring procedures may be used:

- Analysis of learner attainment data
- Scrutiny of teacher planning
- Scrutiny of learners work from across the curriculum
- Tracking individual learners, or cohorts of learners
- Discussions with learners about their progress



- Evaluations from the impact of staff INSET on teaching and learning planning and delivery
- Evaluation of the impact of additional resources e.g. teaching assistants, ICT
- Evidence from parental and learner questionnaires / surveys
- Success in meeting teaching and learning priorities on the school development plan