

# Mountjoy School

## Teaching and Learning Policy

January 2017



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### Aims

At Mountjoy School we undertake to:

- ◆ Raise levels of attainment for all pupils, enabling them to achieve their personal best
- ◆ Develop confident and enquiring learners, able to make informed choices
- ◆ Foster a love of life and learning
- ◆ Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- ◆ Facilitate considerate and positive relationships between all members of the school and wider community
- ◆ Ensure equal opportunities in relation to gender, race, class, special needs and belief
- ◆ Value and respect all cultures
- ◆ Provide a safe and happy workplace
- ◆ Promote a thoughtful attitude towards the immediate and wider environment
- ◆ Develop kind, communicative and supportive pupils

### Ethos

Teachers will provide a broad, balanced and appropriate curriculum, which will develop the skills, concepts and knowledge necessary for learning. Staff will endeavour to develop this ethos through:

- ◆ Providing a calm and effective working environment at all times, in which pupils can be happy and achieve
- ◆ Providing a welcoming environment, in which courtesy, kindness and respect are fostered
- ◆ Providing positive role models
- ◆ Providing a fair and caring setting
- ◆ Maintaining purposeful planning, record-keeping and assessment documents
- ◆ Effective management of their professional time
- ◆ Developing links with other schools and the wider community
- ◆ Providing pupils with meaningful, purposeful tasks, related to the National Curriculum, via adapted Schemes of Work and Programmes of Study
- ◆ Valuing and celebrating pupils' success and achievements
- ◆ Reviewing personal and professional development by providing appropriate INSET, training and support from and for colleagues in order to ensure a high level of professional expertise
- ◆ Welcoming and supporting parents, carers and other members of the community
- ◆ Developing collaborative programmes with multi-agency professionals, to ensure effective educational and care provision.

### Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all pupils at Mountjoy School must be given access to statutory Curriculum subjects, at a level appropriate to their age and individual needs. Staff will endeavour to help all pupils to achieve their best, irrespective of race, gender, age or ability.

### **Classroom Management and Organisation:**

Classrooms will be organised to facilitate learning and, wherever possible, the development of independence. This may require flexibility in the organisation of rooms, staffing and pupil access to classes

The learning environment will be arranged in such a way as to facilitate different styles of learning, with particular regard to pupils' diverse Special Educational Needs:

- ◆ Whole class teaching
- ◆ Group work, organised according to appropriate criteria (i.e. ability, mixed ability, key stage, interest, nurture or focus groups, etc.)
- ◆ One to one teaching
- ◆ Collaborative learning in pairs or groups
- ◆ Independent learning
- ◆ Mainstream inclusion (social and/or subject specialist teaching and resources)
- ◆ The use of labels, symbols and objects of reference should reflect the diversity in pupils' literacy and communication skills, building on the practice of Total Communication
- ◆ Classrooms will be resourced and staffed to reflect the range or physical and learning needs of their pupils
- ◆ Pupil need and learning is the basis for classroom organisation

### **Planning**

Class teachers submit termly plans to the Deputy Head Teacher, detailing how they intend to cover the curriculum. Core Subject leaders carry out regular audits ensuring coverage of their area.

### **Differentiation**

Teachers will differentiate the curriculum by task, outcome and/or teacher/adult support and will, wherever possible, offer age appropriate material that is also appropriate to the pupils' level of understanding. Differentiation will be inherent to all lessons. This will be clearly linked to the pupil's IEP and to Learning Objectives identified in the lesson and on the planning.

### **Monitoring and Evaluation**

- ◆ Pupils' work will be monitored and moderated both within school, across similar schools where possible
- ◆ Subject co-ordinators regularly monitor teachers' plans, assessments and pupils' work
- ◆ Members of the Senior Leadership Team (SLT) and/or subject co-ordinators will monitor/observe each class teacher in a specified area during each year
- ◆ Class teachers will evaluate learning and progress on a termly basis, making reference to medium term planning. Assessment data is submitted termly.
- ◆ Where data suggests targeted intervention is required, an intervention programme will be planned by the subject coordinator in conjunction with the class teacher and SLT, this will be reviewed regularly.

## **Teaching Strategies**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies:

- ◆ The development of close links between parents, previous placements and, where appropriate, local mainstream schools
- ◆ Ensuring, when possible, learning is linked to real life situations
- ◆ The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression from Early Years to 16+
- ◆ Teacher observation
- ◆ Discussion and questioning (open and closed as appropriate)
- ◆ Previewing and reviewing work
- ◆ Didactic teaching
- ◆ Interactive teaching
- ◆ Listening
- ◆ Thought showers
- ◆ Providing opportunities for reflection by pupils
- ◆ Demonstrating high, but achievable, expectations
- ◆ Providing opportunities for repetition/reinforcement
- ◆ Providing encouragement, positive reinforcement and praise
- ◆ Making judgements and responding to individual need
- ◆ Intervening, as appropriate, in the learning process in order to encourage development
- ◆ Inclusion into mainstream schools to extend particular pupils and their abilities
- ◆ Provide all pupils with opportunities for success
- ◆ Use a range of communication strategies – speech, signing, symbols, objects of reference and real objects
- ◆ Using sensory integration techniques and practices to maximise learning potential

Teachers will use a range of strategies in any one lesson. Activities should show a balance in terms of individual, group and whole class work.

## **Resources**

Each classroom will be equipped with a basic set of resources appropriate to the age range and special needs. Specialist resources will be stored in the appropriate curriculum resource cupboard/area and will be regularly audited. Staff may contact subject co-ordinators with suggestions for specialist materials that may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equal access.

## **Learning Processes**

Pupils enter Mountjoy School at different ages and stages of development. Pupils learn in different ways and their rates of progress are different. In the course of learning pupils will develop their skills through a variety of processes. These include:

- ◆ Investigation
- ◆ Experimentation

- ◆ Listening
- ◆ Observation
- ◆ Talking and discussion
- ◆ Asking questions
- ◆ Practical exploration and play
- ◆ Retrieving information
- ◆ Imagining
- ◆ Repetition
- ◆ Problem-solving
- ◆ Making choices and decision-making
- ◆ Multi-sensory experiences

### **Roles and Responsibilities:**

#### **Governors' Role**

It is the Governors' role to monitor and review the policy and its practise through:

- ◆ Visits to oversee the delivery of their scheduled responsibilities
- ◆ Reports to the Full Governing Body and sub-committees

#### **Parents' Role**

Parents are encouraged to support their children's learning by:

- ◆ Supporting their child by attending Annual Reviews of the pupil's Statement of Educational Need/ EHCPs
- ◆ Contributing relevant information to the Annual Review
- ◆ Sharing with the teacher any problem that their child is experiencing
- ◆ Supporting their child and the school by becoming actively involved in the operation of the Individual Education Plan
- ◆ Ensuring that all contact addresses and telephone numbers are up to date and correct
- ◆ Agreeing to the Parent/School contract
- ◆ Attending medical, health and therapy meetings and clinics when invited
- ◆ Responding to letters sent home from school
- ◆ Informing the school of reasons for their child's absence
- ◆ Informing the school of any significant matters that may affect their child's progress, happiness or behaviour
- ◆ Supporting extra-curricular activities, such as concerts and school events

#### **The School's Role**

In relation to the areas above the school will reciprocate by:

- ◆ Responding to all offers of support as far as it is able
- ◆ Respecting, where appropriate, all information given in confidence
- ◆ Giving clear information on the aims and objectives of the curriculum and school procedures
- ◆ Giving reasonable/appropriate access to school staff
- ◆ Making available Long Term Curriculum Plans, and policies

- ◆ Working in partnership with parents and carers to ensure the success of their child and encouraging parental involvement in working out the way forward for their child's educational future
- ◆ Maintaining a website and Newsletter that provides information regarding the school