

Marjory Kinnon School

Teaching & Learning Policy

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1. Rationale

At Marjory Kinnon School we believe that learning should be a stimulating, exciting and enjoyable experience for all pupils. We know that individuals learn in different ways and we therefore aim to provide a varied learning environment with multi-sensory learning opportunities that allow pupils to develop their skills and abilities, and overcome their barriers to learning.

2. Effective Learning

We recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. We take into account different styles of learning for our pupils who have complex learning difficulties and ASD. We offer opportunities for pupils to develop skills to enable them to become independent in their learning, and to learn in small planned steps, with opportunities to reinforce and practice their skills. We focus on motivating and engaging pupils and building on their skills, knowledge and understanding and ensure that pupils are actively engaged during all parts of the lesson are not sitting passively for long periods. Meaningful questions are used to promote learning and stimulate thinking.

2.1 Planning & Delivery

We adapt the National Curriculum to create school schemes of work (SoW) which are used to plan lessons. The SoW set out what needs to be taught in each phase of the school.

- Lessons are planned in small steps with clear learning objectives based on small measurable steps and assessment of pupils' levels and progress.
- Teachers adapt their lessons to meet the needs of all the pupils in their class.
- All tasks set are appropriate and adapted to each pupil's level of ability.
- There are high expectations of all pupils, and we actively reward achievements and quality work.
- Adults give pupils regular feedback on their progress.
- High quality resources are used.

2.2 Target Setting & Assessment

- Learning Plans identify pupils' next steps for learning, setting progress targets in English, Mathematics and Social Skills. We share these targets on a termly basis with parents at parent evenings.
- The pupil's progress is reported and discussed with parents at the review meeting on an annual basis.
- All teachers assess, moderate and level pupils' work using APP, RWI guidance and b-squared and use this to inform summative termly assessments of progress.

2.3 Support for Learning

- Teaching Assistants are deployed to effectively support and help remove barriers to learning.
- Teachers and Teaching Assistants use effective feedback and offer pupils focused information about their learning and how to improve.
- Teachers and Teaching Assistants foster good working relationships with all pupils and treat the pupils fairly and with respect.
- Pupils are given equal opportunities to take part in class activities unless there are risk factors that cannot be reduced and mitigate against the child's involvement.
- Teachers and Teaching Assistants follow the school policy with regard to behaviour and classroom management which is written to promote positive behaviours for learning and ensure health and safety of pupils.
- Augmented Communication (Makaton, PECs, Cued Articulation, Communication in Print and Intensive Interaction) are used to support the development of communication skills.

2.4 Effective Learning Environment

- Principles of SPELL are used to organise the classroom and develop independence.
- Classrooms are attractive learning environments and reflect the age and level of stimulus appropriate to the class. In complex needs classes we believe that a stimulating environment sets the climate for learning, and a stimulating classroom promotes independent use of resources and high-quality work by the pupils. The ASD environment

and classrooms are organised to ensure a calm working atmosphere and to promote positive behaviour for learning.

- We change displays regularly to ensure that the classroom reflects the topics studied by the pupils.

3. Curriculum

3.1 Early Years Foundation Stage

In the Early Years Foundation Stage the curriculum is designed around the seven areas of development. The three prime areas of communication and language, physical development and personal, social and emotional development are strengthened and applied in the four specific areas of literacy, mathematics, understanding the world and expressive arts and design. Pupils are supported to learn using a balance of adult led or child initiated activities delivered through indoor and outdoor play.

3.2 Reading, Writing & Phonics

In Early Years and Key stages 1, 2 and 3 Literacy units of work for the appropriate year are taken from the National Curriculum Framework; the skills may be drawn from earlier years within the framework in order to match the ability of the pupils.

The school uses Read Write Inc. resources and methods to teach literacy.

Reading is taught through a sequence of individual and small group sessions designed to develop decoding, comprehension and expressive skills. In addition to this the pupils also have shared reading opportunities to consolidate skills taught. Staged reading schemes are used which are age appropriate for each key stage, and are linked to the programme studied in class. The aim is to develop pupils' confidence whilst consolidating new skills taught each week.

Phonics is taught daily through RWI lessons supported by cued articulation, and the skills are applied and developed in other lessons.

Writing is also taught through the daily phonics and reading activities which develop spelling, handwriting, vocabulary and grammar.

In Key Stage 3, RWI is supported by the Project X reading scheme from OUP.

In Key Stage 4 the Dockside scheme is used. This scheme is also phonics based and intended for older learners. Pupils study different aspects of literature related to the exam specification at a level appropriate to their ability.

3.3 Primary Curriculum

The Lower Primary curriculum builds on the learning of the Early Years Foundation Stage and includes the content of the Key Stage 1 National Curriculum delivered in motivating, thematic contexts. There is a focus on developing basic Literacy and Numeracy skills and early reading skills such as phonics. Alongside this social and emotional skills are developed and promoted, as are the essential skills for life and physical education.

The Upper Primary Curriculum ensures continuity and progression from Key Stage 1 to Key Stage 2. There is a continued focus on developing Literacy and Numeracy skills and a thematic, cross curricular approach for teaching Science, Humanities, Design Technology, Art and Music. PE is taught by a specialist PE teacher. There is a strong focus on Personal, Social, and Health Education and Citizenship, encouraging our pupils to look after their environment and become responsible citizens.

Early skills in computing are developed as well as a sense of e safety. (Please refer to the school's separate e Safety Policy).

3.4 Secondary Curriculum

In Key Stage 3 our pupils follow the Secondary National Curriculum. This has been adapted to meet their needs and to ensure coverage and progression across all subjects. The curriculum is enriched with educational visits, specialist teaching in Food Technology, Art and Design, Science, Music and PE. Skills in computing and understanding of e-Safety is further developed in KS3+4.

A range of accreditation is available at Key Stage 4 in English, Maths, ICT and Science, including Entry Pathways, Entry Level and GCSE. There is a further range of subjects and courses that the students can experience and gain accreditation either at school or at Brooklands College and these include: Horticulture, ICT, Motor Mechanics, Sports coaching, Media, Child Development, Catering and Painting and decorating. We begin to prepare our children for the world of work and further education through our Life Skills and Work Related Learning Curriculum which ensures that our students are equipped to make a positive and valued contribution to society.

Key Stage 4 staff are responsible for delivering the accredited curriculum as set out in the course specifications, meeting all deadlines published by the examination boards.

3.5 ASD Classes

ASD high dependency groups have flexibility to personalise and adapt our curriculum to meet the pupil's needs. This includes a more multisensory approach and the use SCERTs principles to aid understanding and learning. TEACCH structures are used to provide routines and structures and communication is supported using visual symbols and Makaton. There is a strong focus on developing social interaction, communication and life skills. Weekly educational visits are scheduled into the curriculum for ASD classes. Regular outings into the local community help our pupils to learn appropriate social skills and practise coping strategies.

3.6 Curriculum Enrichment

The curriculum is also enriched in the following ways:

- Whole school or department events.
- Visits from speakers, artists and performers to share their expertise and interests with the children.
- Taking pupils outside the immediate environment on field trips and residential visits to further enhance their learning in school.
- Whole school events e.g. Primary Department Christmas Event, Secondary Department Performance, class assemblies, special leavers' celebration in the summer, Christmas activities organised by the school council (e.g. disco, quiz).

- A range of After School Clubs in the Secondary Department.
- Annual fundraising events take place for charity.

4. Further Guidance

This policy is supported by the following guidance which is available on the school intranet:

- Assessment, recording and reporting of pupil's progress and achievement.
- Display.
- EYFS.
- Handwriting.
- Marking and pupil feedback.
- SMSC.
- The school's e Safety Policy.
- The school's Safeguarding Policy.

Agreed by Full Governing Body Committee: November 2015.

Agreed by Full Governing Body Committee: November 2016

Agreed by T&L/Curriculum Committee: October 2017