



Teaching and Learning Policy

Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

Principles of the Policy

The Teaching and Learning Policy is a core component of the John Chilton School ethos. We recognise that all students have skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum that meets their social, emotional, cognitive and therapeutic needs. Every student is also entitled to experience a variety of teaching and learning approaches and individualised support that will enable them to achieve their full potential. John Chilton School aims, through successful teaching and learning, to develop the whole child; to enable our students to become lifelong learners and as independent as possible. The whole school community has a responsibility, collectively and individually, to deliver lessons where the teaching and learning is of the highest quality and the learning needs of all students are met.

Our school curriculum highlights the vision and ethos of the school:

At John Chilton School, we strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships.

The teaching and learning policy enables the vision to be delivered across the school in a proactive way.

We recognise that continued research and professional development, coaching and mentorship at whole school, team and individual level is essential to empower staff to deliver effective learning experiences. The school is committed to using 'deep dives' and pedagogical research to evaluate teaching and learning practices and further improve the provision.

The Purpose of the Policy is:

- to ensure high quality teaching and learning experiences for students of all abilities and aptitudes where the entitlement of all students is explicit
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity
- to raise attainment and rates of progress by increasing levels of student motivation, participation and independence
- to promote dialogue, reflection on and sharing of good practice for staff and students
- to promote an understanding of how learning takes place and explore new pedagogical research and development
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to inform staff, students, parents and carers, governors and the wider community about the aims and processes of teaching and learning
- to identify specific areas of responsibility at a whole school, departmental and individual level

Curriculum Content

We acknowledge that the development of the whole child is vital for academic progress, if our pupils are to succeed, not only within the school but also in adult life. Alongside the National Curriculum, there is a rich syllabus offering therapies; individual interventions; personal, social, emotional education; positive behaviour processes; communication and language programmes; life, career and leisure skills

courses and opportunities to extend spiritual, moral, social and cultural understanding alongside promoting British Values.

Coverage of statutory programmes of study is agreed upon by subject leaders; with recognition that some pupils will be working on programmes of study from an earlier key stage; others will follow a thematic approach to subject specific learning. Schemes of work and programmes of study are kept on the school's file server, available to all and monitored by the subject leader.

The curriculum, environment and other learning activities are regularly monitored through 'deep dives' in collaboration with leaders, teachers and pupils. This involves gathering evidence on the curriculum intent, implementation and impact. The aim of the 'deep dive' is to seek to interrogate and establish a coherent evidence base on quality of education. The AHT oversees this process and reports to the Senior Leadership Team and Governing Body on areas of strength and development needs.

Reading is taught using a synthetic phonics programme, 'Read Write Inc'. As part of this programme, pupils have regular phonics sessions in small groups where they participate in speaking, listening and spelling activities matched to their developmental needs.

In the primary department, the school continues to use the Oxford Reading Tree scheme to ensure that pupils are exposed to a wider range of reading materials. In the secondary department Red and Purple pathways, Bedrock Learning (an online vocabulary programme) has been implemented to support pupils' acquisition and learning of words.

A supplementary system using Widget symbols, photographs and objects is used with pupils working at an early cognitive stage of development. Those using BSL as a first language use a sight vocabulary system before introducing a specialist phonic system.

In Phase 5, pupils are exposed to a language rich curriculum with an emphasis on functional skills and reading signs and symbols in the community, in preparation for adulthood.

Adaptation

The pupils at John Chilton School all have an Education and Health Care Plan. All pupils have a moderate to severe learning difficulty as a primary need or as a dual diagnosis to their medical and/or physical needs.

In order to meet individual needs teachers, ensure that:

- Tasks are matched to the level of a pupil's ability
- Progression is finely graded, each step being reinforced and gained before progressing to the next
- A variety of outcomes are planned from the same starting point
- Tasks are challenging but take into account different methods of recording, levels of entry, pupils' attention spans and levels of stamina and pace
- Behaviour for learning is promoted throughout any session
- Assessment for Learning informs future planning

Support

It is recognised that the pupils at John Chilton School require a considerable amount of support to access the curriculum and enable their learning. This is given in line with the school's vision to encourage the "development of confident, motivated and independent learners".

Use of support is an integral part of lesson planning. It may take the form of:

- Planned, effective use of adults and peers
- Additional time, materials and task
- Differing levels of collaboration and independence
- Small group/individual teaching that allows for greater interaction from the teacher
- Different technological aids

- Resourcing for different levels of study skills

Role of Support Assistants

Support Assistants work to the guidance of the Headteacher in terms of day to day deployment and to the class teacher/ HLTA when classroom based. They are employed to enrich and enhance pupil's learning opportunities and access to the curriculum. They can all be expected to work individually with a pupil for short periods to deliver a programme set up by one of the therapists or the Learning Mentor, offer individual access support to an identified pupil with additional or complex needs, or facilitate play and interactions according to pupil's personal EHCP outcomes.

Teaching and Learning Support Assistants are able to take groups of pupils to promote learning and achievement in activities planned by the teacher and booster groups to support English and maths monitored by the Subject Leader. Systems are in place to enable Teaching and Learning Support Assistants to report on a pupil's progress within a session, and to contribute more fully to their assessment against targets.

Good support has been identified by the assistants at John Chilton School as:

- Giving time
- Stepping back
- Having and enabling good communication
- Understanding pupils':
 - Needs
 - Background
 - Family
- Working as a team
- Encouraging
- Meeting individual needs
- Being available and supportive
- Having mutual trust
- Open questioning
- Being aware of health and safety
- Ensuring pastoral liaison – well-being of child
- Praising
- Positive prompting
- Clarifying clear boundaries
- Respecting personal care times

Roles of Volunteers, Parents, Carers and Work Experience and Placement Students

Volunteers, parents, carers and work experience students are also used to enrich and enhance pupil's learning opportunities and access to the curriculum in a planned way. They bring with them a wealth of experiences and skills which can be harnessed to extend pupils' knowledge and understanding.

Parents and carers also have the opportunity to be involved with their child's learning through home learning tasks and activities. Parents and carers are encouraged to come into school to liaise with staff so that we can learn from each other.

We Believe Learning Will Most Effectively Take Place When

- the environment is secure, stable and stimulating
- pupils' self-esteem is high
- pupils understand the purpose of the learning and see relevance to their own experience
- pupils understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- pupil questioning, reflection, and dialogue are actively promoted
- independent learning and thinking is facilitated and encouraged and resilience is developed
- there are opportunities for creativity and utilising different learning styles

- pupils can self and peer assess, know what they need to do to improve and are able to set appropriate targets
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts

Teaching and Learning Styles and Strategies

The range of teaching and learning styles used at John Chilton School is extensive. These include:

- Explanation, instruction, modelling, demonstration and discussion
- Questioning and observation
- Exploration, investigation and problem solving
- Consolidation and practice
- Individual paired and collaborative work
- Using ICT
- Self and peer evaluation and assessment
- Songs / rhymes, role play, simulations, games and puzzles
- Revision, research and brainstorming
- Dialogue, sharing and reporting back
- Feedback through marking, checking and prompting
- Sensory approaches and concrete apparatus

Assessment for Learning (see also Assessment, Recording and Reporting Policy)

- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
- Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- Pupils are able to act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate verbal feedback
- Pupils are encouraged to judge the success of their own and their peers' work and set themselves targets for their own improvement
- The language of subject progress is shared with pupils; e.g. specific expectations against the learning objective and exactly what needs to be learned to reach this
- Some pupils are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way.
- Dialogue within lessons is used as an effective method of feedback

Deep Dives and Whole School Self- Evaluation

Deep Dives are used to monitor and evaluate the effectiveness and quality of education at John Chilton School. This is done by connecting evidence through lesson visits, scrutinising work and conversations with curriculum leaders, pupils and teachers. The findings are used to support continued professional development, departmental review and appraisal in the school.

The process of 'deep dives' contributes to:

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Identifying the future development needs of the school

Responsibility for the Quality of Education

Governors – through triangulating information from reports through visits to school, talking with staff, pupils and parents, and seeing the policy in action:

- To ensure the effective and rigorous implementation and monitoring of the policy
- To ensure that the school's curriculum is of high quality and appropriate for all pupils
- To ensure that spiritual, moral, social and cultural development and British Values are embedded within the environment and learning activities.

Senior Leadership Team:

- To provide appropriate support, training and resources for departments and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.

Subject Leaders:

- To be responsible for leading the planning of schemes of work, taking into consideration the aims and objectives of the policy
- To monitor and evaluate consistent delivery of the policy at team level.
- To provide appropriate support to team members through training materials or coaching.

Teaching staff:

- To implement this policy by ensuring a consistent delivery of high quality learning experiences
- To be responsible for short term planning, in conjunction with subject leaders

All staff:

- To be aware of the principles of the policy and how they can contribute to outstanding teaching and learning

Pupils:

- To work positively within lessons to enable staff to implement the policy effectively
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework

Those with parental responsibility:

- To support the policy of the school, in line with the Home School Learning agreement, by providing support for pupils at home, allowing them to continue to develop their learning effectively

Revised May 2023: PT

To be reviewed in 2 years