



**PensMeadowSchool**

*Living, Growing, Learning*

## Learning and Teaching Policy KS1-4

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NOVEMBER 2018

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Staff Responsible: TLR: V. Hill

## **Rationale**

This policy is a statement of the aims, principles and strategies for learning and teaching at Pens Meadow School. It is essential that the learning experiences offered to the pupils is of the highest standard in order to meet the requirements of the National Curriculum (September 2014), OFSTED and Accreditation by Awarding Bodies. This policy aims to ensure that the provision offered by Pens Meadow is broad, balanced and relevant to the individual needs of our school population.

## **Aims**

- To achieve the highest standards possible through effective learning and high quality teaching, that allows for challenge and progression
- To provide learning opportunities that allow each pupil to achieve his or her full potential through sharing, valuing, working as a team member and being stimulated by provision activities
- To facilitate communication through a range of appropriate modes
- To enable pupils to express preferences, communicate their needs and to make choices which are acted upon
- To develop self-motivation and independent learning skills
- To promote personal, social and thinking skills
- To work with specialist agencies to facilitate the learning of all pupils at Pens Meadow School
- To personalise provision and to address the Every Child Matters Agenda
- To ensure that pupils understand their individual learning objectives and know what they need to do to improve and advance onto their next steps in learning (where appropriate)

## **Supporting documents and policies**

- The School Prospectus
- KS1-4 Provision Map
- Subject Policies and Schemes of Work
- Whole School Policies: Appraisal; Monitoring and Assessment; Marking and Annotation
- Home/School Agreement
- School Improvement Plan

## **Responsibilities**

### **School Community**

It is the responsibility of all members of the school community to implement this policy in order to ensure a consistent approach to learning. At Pens Meadow School we respect the rights of individuals,

their values and beliefs. We recognise the importance of different cultures, heritages and diversity. This policy is in line with Pens Meadow School's Equal Opportunities Policy.

### **Pupils**

It is the pupils' responsibility to:

- Work to the best of their ability
- Take responsibility for their own learning
- Show a caring and courteous attitude towards others in the school community
- Follow the school code of conduct

### **Staff**

It is the staff members' responsibility to:

- Help to establish links with parents and the wider community to enable the school to prepare all pupils for the opportunities and experiences of adult life
- Be a good role model, punctual, courteous, well-prepared and organised
- Have a positive attitude to the school community and to their own professional development
- Recognise the academic and pastoral needs of each pupil
- Provide challenging and stimulating provision designed to enable all pupils to reach the highest standards of personal achievement
- Maintain an up-to-date knowledge of the National Curriculum, Pre Key Stage Standards, S Levels and Curriculum development to inform and support provision
- Make best use of analysed data to inform learning, teaching and tracking progress
- Report to parents, staff, senior managers and Governors when required to do so
- Maintain professional attitudes towards the school policies and school code of conduct
- Respect all attempts at communication in whatever mode a pupil chooses to use and to respond appropriately in a Total Communication environment

### **Parents and Carers**

- To support their child by taking an active interest in their learning
- To support I.E.P. and EHCP targets and reinforce their child's learning in different environments
- To ensure that pupils attend school and wear school uniform where required
- To support the school in achieving high standards
- To encourage their child to engage with learning at home and within the community

## **The Learning Environment**

At Pens Meadow School we recognise that learning takes place in a variety of ways and in different environments. Cross-provision and incidental learning is encouraged, evidenced and celebrated. Community visits allow pupils to practise and apply their learning in real world contexts.

Within classrooms the room layout should:

- reflect the needs and learning styles of all pupils
- support the schools Total Communication ethos
- support classroom routines, expectations and the school code of conduct
- encourage independence and problem solving
- be tidy, organised and well resourced

The atmosphere within the learning environment should:

- be positive, stimulating, welcoming and secure
- reflect the school behaviour policy and individual behaviour support strategies
- nurture mutual respect for all members of the class and school
- celebrate success

## **Provision Content**

Pens Meadow School recognises that all learners have an entitlement to broad, balanced provision appropriate to their needs. The provision at Pens Meadow is child-centred and designed around pupils who have a range of complex cognitive difficulties alongside sensory, physical and/or behavioural barriers to learning.

Pupil's well-being, levels of involvement and enjoyment are a vital part of successful provision planning.

We recognise that if pupils are going to access academic learning at an appropriate level, then we must ensure that their basic needs are met. Opportunities for pupil's to develop their early sensory and perceptual-motor skills must also be included.

The provision at Pens Meadow is based around a 'Total Communication' approach and incorporates a range of therapies, sensory integration programmes and behaviour support strategies. These are all tailored towards individuals and their next steps. A range of approaches are utilised in order to deliver this including early development, sensory and semi-formal.

The provision consists of core subjects English, Maths and Science which are supplemented by phonics and communication sessions. Pupils follow a whole school foundation subject topic approach which runs on a 6 yearly cycle, with the main focus changing on a half termly basis. The Key Stage 1 and 2 National Curriculum (2014) content was used to ensure appropriate coverage and accessible learning opportunities are planned for. Topic titles are written to ensure our sensory learners, working within the generic DAPA levels, are able to explore the topic at an appropriate level. Computing skills are

taught as an integral part of school provision, with a half termly online safety focus delivered alongside our PSHE provision. Teachers identify appropriate objectives and learning opportunities during their medium term planning. Provision is further enhanced in a range of ways including therapy sessions, sensory integration sessions, sporting visits, educational visits, classroom visitors and whole school assemblies. Pupils have experience of Modern Foreign Languages through our 'Multi-Cultural' days. A copy of the provision map can be found within the Pens Meadow '**Provision Overview**' document.

Pupils within the Middle and Upper phase have the opportunity to accredit the experiences, knowledge and understanding they have gained through the ASDAN Lifeskills Challenges.

### **Target setting**

All of the pupils at Pens Meadow School are working towards pre-national curriculum age expected standards due to the complex nature of their special educational need and disability. We therefore track the progress of pupils at Pens Meadow in relation to S levels targets, through an assessment system called DAPA (Dudley Attainment and Progress Assessment). Our judgements towards these targets are moderated both internally and externally to ensure accuracy. National benchmarking expectations are sought from the government 'Progression Guidance' material, although it is acknowledged that this material is now out of date following the implementation of the National Curriculum, 2014. In addition, individual ipsative (personal best) targets are set in each strand of English and Maths to ensure challenge and progression.

Targets are set for pupils on an individual basis, commencing every academic year. Class teachers are expected to monitor their pupils' progress towards these targets, and to highlight any issues where relevant. Progression towards targets is reviewed at pupil progress meetings each half term. Where progress is not adequate, interventions are put into place. These can be academic or may address a certain barrier to learning such as behaviour or communication.

### **Planning**

Teachers are responsible for medium and short-term planning. Pens Meadow does not have set planning formats and encourages teachers to plan in a way that supports their teaching style. Planning should demonstrate challenge and progression, relevant to individual starting points. There is an expectation that each lesson will be focused around a learning question, phrased a 'Can I?' statement. Lesson content should be engaging and allow for cross provision links, independence and problem solving. Expected outcomes need to be recorded. These may be based round individual DAPA targets, next steps or small steps to learning.

Lessons are continually evaluated by class teams and this is reflected in the formative assessment evidence and marking of pupil work in line with the agreed marking policy. Teaching assistants should be involved by the teacher in the planning process and in discussion about next steps in learning for each pupil. Directed time is given for class teams to analyse data from the previous term and to plan accordingly.

### **Record keeping and assessment**

Regular observations and assessments are made of pupils work in order to record progress, establish levels of attainment and inform future planning. Pupils are encouraged to self and peer assess the work they have completed, where appropriate. Lessons are continually evaluated by class teams and this is reflected in the formative assessment evidence and marking of pupil work in line with the agreed marking policy. Teaching assistants should be involved by the teacher in the planning process and in discussion about next steps in learning for each pupil.

### **Provision monitoring, evaluation and development**

Overall provision is the responsibility of the TLRs for Lower phase with Complex Needs and Middle and Upper phase, working alongside the Deputy who monitors its delivery and impact. Regular learning walks, book looks and planning trawls enable members of the SLT to monitor provision. Internal and external moderation exercises help to validate these judgements. Governors are also invited to make termly classroom visits with an agreed focus.

The Head and Deputy Head teacher are responsible for the professional development needs of all staff as identified by the School Development Plan and Appraisal Cycle.