Falconer School

Teaching and Learning Policy

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Approved By	C Fox

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Rationale

All pupils at Falconer School have EHCP's with complex specific learning needs and styles that must be addressed if they are to access the National Curriculum in a meaningful way. Pupils with Autism present as having differences in four key areas: Communication, Social understanding, Interests and information processing and Sensory processing. These differences can often make the world confusing, increase anxiety and hinder our pupils understanding, either explicit or implicit within the social classroom context. Consequently, the content and delivery of the Falconer curriculum is based on current research and best practice in the field of Autism and moderate learning difficulties. For those with Social, Emotional & Mental Health needs we are a therapeutic setting aiming to develop self-regulation and self-esteem through positive regard,

All staff are committed to provide high quality teaching and learning for all boys. This is achieved by ongoing CPD so that staff are developing and using strategies that help students with Autism to achieve and learn. At Falconer we are also able to keep class sizes small with an average of 6- 8 pupils in a class staffed with one teacher and 1 to 2 teaching assistants. This ratio of staff to pupils means we can pay attention to student's individual differences and needs and adapt the curriculum to best meet their needs.

This policy aims to ensure that the students at Falconer are provided with high quality learning experiences that help them to reach their full potential. It also takes into account the criteria outlined in the teaching standards and identifies these as a minimum requirement of good practice. Teaching and Learning is the central policy that underpins the practice at Falconer and influences all other policies. The Falconer approach takes into account the role of assessment and specialist provision for our learners.

Learning Environment

At Falconer it is recognised that learning takes place within and beyond the classroom/curriculum and we aim to create an effective and well-managed learning environment in which the needs of each student can be met and the opportunity given for each child to reach their individual potential.

At Falconer we endeavour to provide:

- A physical and visual structure to help organise the classroom to make it a predictable environment for our young boys with Autism, thereby reducing confusion and anxiety.
- A safe, stable and stimulation environment that is Autism friendly. This is achieved by using a range of teaching strategies including TEACCH, SPELL, Therapeutic thinking and practical experiences in the local community to suit the learning styles of our pupils.
- An appropriate balance between class, group and individual work.
- Routines, structure and predictability, which reduces confusion and anxiety for pupils with autism.
- An environment that helps pupils develop the ability to manage change effectively.
- A safe learning environment with recognisable routines.
- Opportunities for pupils to transfer skills, knowledge and understanding from the classroom to other contexts i.e. out in the community, playtime, lunchtime ect.
- Appropriate scaffolding and support to ensure those with learning needs can access the learning

Teaching and learning expectations

It is expected that lessons will:

- Be planned with clear Do Now activities, aims and objectives, to build on prior knowledge and understanding and provide sufficient challenge
- Be planned taking into account specific strategies to support autistic learners
- Include the sharing of learning expectations and objectives with students and make explicit the success criteria by which the learning will be evaluated

- Allow time to review lesson objectives and learning outcomes through use of a plenary, giving opportunity for student success to be celebrated and children to self/peer evaluate progress

- Allow for further development of skills in literacy, reading and maths and competency in ICT where appropriate.
- Promote confidence and growth in independence and communication skills.
- Support learning, where appropriate, through meaningful homework activities.

It is expected that the teacher will:

- Through on-going training, have an in depth understanding of how young people with learning difficulties, autism and SEMH learn, and plan lessons that include specific strategies that will help meet their needs. Teachers will provide a learning environment that takes the needs of autistic learners into account.
- Promotes high expectations.
- Know, plan for and refer to the targets set for each student in their individual education plan.
- Present lessons with clarity, enthusiasm and pace. Teachers should use the specific interests of students to engage and motivate them and should aim for a sense of awe and wonder during the lessons wherever possible.
- Make learning active and use computing and technology where appropriate.
- Provide appropriate levels of intervention and scaffolding to support students' learning.
- Use a variety of questioning techniques to probe and develop students' understanding.
- Create activities that are matched to individual needs and levels of attainment.
- Promote active listening and encourage reflection.
- Offer constructive verbal and written feedback to promote learning. (see marking policy) ➢ Provide opportunities for success for every student.
- Use a variety of effective teaching methods and strategies according to the task
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate.
- Deploy staff as they see fit for the benefit of all students. All staff should have allocated roles and task but should exercise good judgment and take initiative where appropriate.
- Write STEP's Behaviour plans to ensure behaviour strategies are consistent and appropriate to the needs of the individuals allowing for all students to learn. Boundaries should be clearly communicated, taking into account guidelines in the 'Behaviour policy'.
- Work in partnership with the school therapy team to use therapies such a OT, Music, Art and SALT to help pupils regulate their emotions, communicate, build relations and further support their learning
- When appropriate to seek support from outside professionals (i.e social workers, educational psychologist, Speech and Language therapist ect.) to help pupils to access learning opportunities.
- Work in partnership with parents to communicate pupils learning and supported the transference of skills.

Further Opportunities for Learning:

- All teachers have a responsibility to promote the school's code of conduct and values with consistency
- Pro-social experiences should be open to all and encourage all students who wish to attend.
- They should provide opportunities for extending learning beyond the classroom. This includes short trips, clubs, day trips and residential trips.
- Leisure and playtime should support the social communication of the students.
- Therapists will support further opportunities for learning in and outside of the classroom.
- Students will have opportunities to contribute to school.

It is expected that pupils will:

- Be given activities that are planned; taking their individual and specific needs into account.
- Have opportunities to work effectively and purposefully in a range of contexts
- Be supported to maximise learning opportunities
- Be encouraged to ask questions where appropriate
- Be supported to develop knowledge, skills and understanding across all areas of the Curriculum. Work collaboratively, recognising that the contributions of all are valid

- Be supported to manage their own behaviour in a range of social situations to support their independence, social relationships and access to the curriculum.
- Be supported to develop a desire to communicate and the ability to do so.
- Be taught where to go for help
- Be encouraged to make choices and develop an ability to make decisions.
- Be motivated to learn and gain pleasure and satisfaction from doing so.
- Be encouraged to work with increasing independence.
- Be supported to develop curiosity and have the confidence to take risks in their learning.
- Be supported to develop awareness, understanding and respect for themselves and other people.
- Be encouraged to follow school rules (some students will be supported to manage their behaviour through STEP's and school wide procedures)
- Be supported to demonstrate a positive attitude to their learning

Planning, Assessment and Monitoring

Teachers should plan curriculum activities with their colleagues and with guidance from Senior and Middle Leaders.

Planning should take into account the pupil's previous experiences, their Education Health & Care Plans (EHCP) and the National Curriculum and syllabus content. Please refer to the Assessment policy for further guidance.

Planning should follow the school agreed format and content (See Appendix)

Equal Opportunities

All students are entitled to the best possible education, which is suited and adapted where necessary to their age, needs and abilities. All students have the right to an inclusive education that offers excellence and choice, recognises and reflects the diversity of pupils and the world in which they live and offers equal opportunities for all.

- All children should be given opportunities to experience learning in a variety of ways with appropriate levels of questioning and feedback.
- Activities should promote positive interaction between all concerned, respecting each child's initiatives and dignity.
- Management should be consistent, respecting the child's needs and feelings.
- All efforts made by pupils to participate and produce work will be valued.
- The school believes in the rights of its students to be treated with dignity and respect; and we work closely with families to ensure core values are shared.

Appendix 1