



Greenvale School
Teaching and Learning Policy
Signed: March 2022
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Introduction

Students at Greenvale School have a severe learning difficulties, including those with a diagnosis of autism and many students have additional medical needs. Many students have additional physical and sensory disabilities and some of our young people have profound and multiple learning difficulties. Learning is delivered through our pathways approach whereby teaching is differentiated across the four main Pathways; Woodland, Grove, Forest and Glade. All staff share a responsibility to contribute to the delivery of the broad, challenging and age appropriate curriculum. Class teaching is enhanced by: external provision including enrichment opportunities, learning outside the classroom, small group or individual interventions and additionally supported by therapies (as detailed below.)

This policy aims to:

- Provide support and guidance to all staff on what constitutes effective teaching and learning
- Ensure that we meet the needs of all students effectively through a consistent approach to teaching and learning
- Ensure resources support effective teaching and learning
- Provide a focus for the monitoring and evaluation of teaching and learning.
- Promote a reflective school culture that regularly evaluates practice in order to improve outcomes for students
- Ensure equity of access across the curriculum and enrichment and wider pathway offers
- Promote equality and diversity as integral to all aspects of teaching and learning

Aims of Teaching and Learning

Greenvale School aims, through successful teaching and learning, to develop the whole young person, enabling them to become lifelong learners and achieve their highest level of independence. We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. As well as this, every student is entitled to experience a variety of teaching and learning styles along with age and stage appropriate activities which meet their learning needs and thus enabling them to achieve their full potential. At Greenvale School, staff are fully aware of the strong link between teaching and learning and understand that students can only achieve their personalised goals if the quality of teaching is high.

Through our teaching we aim to:

- challenge students academically, allowing them to meet their targets
- develop confident and enquiring learners who are able to make informed choices.
- make learning an enjoyable experience
- build on the students' natural curiosity and enthusiasm for learning
- promote self-esteem and self-confidence
- prepare students for adulthood and life beyond Greenvale
- involve student voice as much as possible
- involve and stimulate students through active, multi-sensory learning
- Set achievable goals and have high expectations for all students
- provide appropriate support

- provide opportunities for students to apply acquired skills, knowledge and understanding in new contexts
- create a climate of praise and positive reinforcement which enables students to experience success and feel a sense of achievement

Strategies to support teaching and learning are varied by student need but broadly consistent across the pathways and across all key stages. All students will have access to: -

- class timetables
- areas of the classroom designed for work
- Known routines
- Preparation for known changes
- Simplified language (where appropriate)
- MDT strategies and guidance
- Positive behaviour support, including the use of Team Teach as an active strategy
- Key word signing, Makaton, BSL
- Scaffolding
- Appropriate challenge and success in work tasks
- Opportunities for knowledge generalisation

Specific Approaches to Teaching and Learning are seen amongst pathways. Some specific features are listed below.

Glade	Grove	Forest	Woodland
<ul style="list-style-type: none"> • TEACCH work • Simple class timetables • Access to symbols and photographs and use of these in communication activities • Repetition to allow students to feel safe and secure in their environment • Sensory diet 	<ul style="list-style-type: none"> • Total communication environment including intensive interaction, touch cues • Varied sensory diet • Repetition of work tasks to teach skills and increase autonomy and success rates. 	<ul style="list-style-type: none"> • Access to signs and symbols • Repetition of work tasks • Sensory diet to be considered for some students 	<ul style="list-style-type: none"> • Personalised timetables with 'out of class learning highlighted' • Access to research including books, ICT and staff support • Opportunities for independent learning

Specific SLD pedagogy knowledge is shared with teaching and support staff regularly including through INSET days, Staff meetings and informal training. Some of the specific pedagogies are:-

- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)
- PECS (Picture Exchange Communication System)
- Intensive interaction

- Attention Autism
- Total Communication

Teaching

High quality teaching is underpinned by a range of factors including planning, team work within the class structure, assessment, resources, classroom management and flexibility to respond to individual situations.

Teaching methods

The teaching methods used vary with the age and ability of the student, but a particular emphasis is laid on activities being appropriate to the age of the student.

Opportunities to generalize learning are exploited frequently, for example encouraging the use of skills learnt in maths or English to be applied in practical curriculum lessons. An example of this could be following instructions in DT to make a product, or using number skills or knowledge of sequences in PE to keep the score in a game or make a routine.

Teaching and Learning are supported through incorporating a wide variety of experiences, both in and out of school. These experiences enable our students to practise the skills they have acquired, in real life situations with support where necessary. This is particularly important in helping us to achieve the long term goal of increasing independence and autonomy for all.

The range of activities and experiences offered varies as the student progresses through the school and may include swimming, educational visits to local facilities and places of interest, links with mainstream schools, adult education classes, school journeys and the use of mainstream school resources. There are also links with local comprehensive schools and colleges which consist of individual students coming into Greenvale on a regular basis. These increase student motivation, community participation and aspiration.

Within a class, Maths and English are taught daily, and supported by the subjects of the National Curriculum in Y7-11, while KS5 has a preparation of adulthood focus, with option groups designed to support choice making. The majority of students from year 8 up to year 14 are taught in class groups, with advanced ability groups for our Woodland students. The amount of time spent groups varies according to the key stage and type of class group. In year 7 students are fully class based with an increase in the number of groups as they move up the school. The exception to this is students in the high needs classes, who generally remain class based. In key stage 5 students are taught in class groups, ability groups and option groups.

Planning–Long/Mid and Short Term

Long Term Planning

Curriculum documents for all subjects can be found on the school network. They cover a two-year period and are broken down into half termly modules. The curriculum is based on the National Curriculum, but has been developed by Greenvale staff.

Any member of staff responsible for teaching a class or group should follow the modules detailed in the curriculum document for the subject they are teaching. A wide

range of resources have been purchased to support the teaching of these modules and are available for staff to use.

The curriculum map outlines topics and when they are taught.

The subject overviews and intent documents outlines the intention of what is taught and what students will learn, key outcomes are identified as routes of progression through a spiral curriculum as students move through the key stages.

Schemes of work outline the topic and what content will be taught in each subject across the four pathways for that term/half term, teachers use these to develop their mid-term plans.

Half Termly Planning

It is recommended that staff should produce half termly planners for each subject they teach. The plan should be based on the relevant curriculum module, but should be adapted to suit the needs and abilities of the students in their class or group. These should include both the learning objectives and the activities needed to support students in reaching these goals and show development and progression across the unit of work.

Daily Planning

We would recommend that teaching staff produce a daily lesson plan or schedule showing brief details of the day's lessons and organization as well as a reference to the learning outcome for each session. This ensures that your support staff can fully contribute to the classroom management.

Detailed Individual Lesson Planning

The school recommends staff to produce a detailed lesson plan when the lesson is being observed either by the SLT or an external inspector. The lesson plan should detail learning outcomes for each student, details of the activities you intend to do throughout the lesson and how staff will be used. It is a good idea to note any behaviour management strategies you might use with individual students. This level of planning helps the observer understand clearly what is happening during the lesson.

Monitoring of teaching and learning

The leadership team monitor teaching and learning across the school by conducting termly lesson observations, monthly learning walks and through regular student progress scrutiny. The policy relating to this is available to view on the school network. The document is called, "Classroom Observation and Monitoring Protocols" It details the frequency of each type of monitoring and how feedback will be given.

Guidelines for good classroom environment

The classroom environment is a vital aspect of our teaching provision and strategy, communicating our priorities, intentions and expectations to students, staff, parents and visiting stakeholders.

First and foremost, each classroom must reflect the particular needs of the students within that class group. Together with the following guidelines comes recognition of the need for them to be flexibly interpreted, while also providing continuity,

progression, and equality of access for all students to the same level of learning opportunities.

Possible features of an effective classroom can be found in the staff handbook. All classes will have their timetable displayed. Timetables should be made accessible to students by using photos, agreed symbols, text and/or objects of reference. They should be referred to during the day regularly.

Additional groups

Students have access to the additional timetabled teaching and enrichment groups. These groups allow students to access additional targeted support in particular areas in order to raise achievement and enrich their learning.

This includes:

- Hydrotherapy
- LSB sessions
- iBase sessions
- Music including choir, rock band, strings
- Football
- Dance
- St Johns weekly link (with local primary school)
- Advanced English, Maths, P.E. and PHSE.

In addition to the regular timetabled groups we offer an amazing range of enrichment opportunities for all students which take place both onsite and offsite in the local community.

Learning support base (LSB)

The Learning Support Base (LSB) is provided by a group of Greenvale staff who work with and advise staff on the education of students with profound and multiple learning difficulties (PMLD).

See Appendix 1 for further detail

Intervention base (iBase)

The Intervention Base (iBase) is provided by a group of Greenvale staff who work students 1:1 or in small groups for short interventions, usually lasting 10 weeks. Many of the students supported by the iBase staff are on the Forest Pathway.

See Appendix 2 for further detail

Teaching file

A teaching file is a working document and everyone who teaches should interpret guidelines in their own way to make it work for them. However, there are a number of minimum requirements that need to be met but without being onerous.

It needs to be clear, accessible and show planning for each teaching session. It should be based on the school curriculum / schemes, IEPs, accredited courses modules etc. All planning should show include learning outcomes appropriate to the level of the students, or a reference to a learning outcome e.g. an English IEP target.

Each class should have a file that is to be kept in the classroom. The class team should know where it is kept and what's in it. The team should be able to talk a supply teacher through the file to enable them to access the planning and other relevant information.

Teaching File (on the server)

Whole school information e.g. term dates; assembly rotas, room plans etc.

- Class information e.g. class lists, class timetables, staff rotas, bus lists etc.
- Student Information e.g. IEP's, annual review targets, students' profiles, behaviour support plans, moving and handling plans, physiotherapy plans etc.
- Short term planning e.g. a brief daily plan.
- Half termly planners.
- Assessment information

The file must be accessible in your absence.

All staff in the team should be familiar with key student information e.g. IEP's, annual review targets, students' profiles, behaviour support plans, moving and handling plans, physiotherapy plans, care plans etc. These should be kept in a **YELLOW** folder and displayed in class.

Student care plans should always be to hand; pinned to the class noticeboard (they are in a **PINK** folder). They need to be available in an emergency.

Curriculum coordinator files (on the server)

As with the teaching file the coordinators file is a working document to help you and others and should not become onerous. Curriculum coordinators files should include:

- Policy and module overviews for the subject area
- Annual SIP and copies of termly updates produced by the coordinator for the governing body
- Curriculum budget planner and records
- P levels for the subject
- Evidence of your work as a coordinator

It could also include any other relevant information e.g. articles, course information, enrichment contacts etc. You feel would be of benefit to you or others.

Signed.....

Date

APPENDIX 1

LEARNING SUPPORT BASE (LSB)

Overview of the Learning Support Base

The purpose of the Learning Support Base:

To provide an appropriate learning environment to meet the individual needs of all PMLD students in the school.

Ethos

The Learning Support Base provides a stimulating environment for all the students who attend. The room is designed so that it has key areas set out to work on specific skills e.g. dark area for visual skills work, switch work, etc. The rest of the room is left as a blank canvas so that it can be a flexible working space that can be adapted for the needs of the individual student or group. The environment is designed to be as distraction free as possible, with only the relevant learning stimulus/equipment presented to the student supporting their specific learning needs.

The LSB aims to provide a safe and secure working environment that is distraction free. One to one support is provided for each student to support them in their learning. Relevant resources/specialist equipment is provided for all students to aid them in their development.

Organisation

The Learning Support Base consists of the PMLD coordinator and two support staff. All PMLD students, as well as students who have been assessed as benefiting from the base, have two sessions a week to work on their IEP targets on a one to one basis with a staff member. Monitoring and recording of their progress is carefully carried out throughout the term, and feedback is given to classes.

The LSB team offer outreach work where they join class teams to support PMLD students to access the curriculum alongside their peers. The PMLD coordinator also provides support in curriculum planning, report writing and IEP setting.

The Learning Support Base also provides provision for all students highlighted with hydrotherapy, physiotherapy and access to the interactive room outside of class time.

In addition, the Learning Support Base works closely with the speech therapists, physiotherapists and occupational therapists to provide each student with the specialist support, in order to maximise their full potential.

Specialist areas around the school linked with the LSB:

As well as the Learning Support Base other specialist areas have now been set up around the school to help develop the individual skills of all the students:

The interactive room has been designed to be a blank canvas. It is distraction free, with mobile equipment that can be moved in and out of the room. The room was

designed with the whole school in mind. All the interactive equipment in the room is accessible to every student. All classes are timetabled in to use the room each week, as well as curriculum groups and the LSB.

All students accessing the LSB, as well as other students highlighted by the physiotherapists, gain access to the hydrotherapy pool at least once every other week. The students work on their individual hydro programmes set by the physiotherapists helping to maintain and develop their functional skills. A hydro theatre has recently been installed and the environment can now be altered with the use of lights and music. Students are able to control the environment by touching the interface on the iPad independently or with support.

The sensory garden is aimed to provide a stimulating and relaxing environment for the students to work in.

APPENDIX 2

iBase

Overview of the Interventions Base (iBase)

The purpose of the Interventions Base is to plan and implement effective interventions which are targeted at learners' needs and abilities in order to help them to achieve their targets or to help them with emotional or social wellbeing. Students who have been identified as needing an intervention have an iBase plan with targets in place. This is also shared with class teachers, parents and other professionals to ensure a multidisciplinary approach.

Requests for Intervention Support:

Class teachers can refer students for additional support by emailing the Interventions Coordinator. SLT also identify students for interventions following termly cause for concern meetings.

Feedback:

The staff provide feedback at the end of each session, this is used in refining planning for the next session where consolidation may be necessary whilst ensuring progress. Progress and attainment is recording on the school assessment platform and is included in end of year reports.

Interventions are not meant to replace the work of the teachers in the classroom but are there to support progress towards expected levels of achievement and wellbeing. If a student does not make progress they will be referred back to the Interventions Base who will then consider, in liaison with other professionals and class teacher, what further forms of intervention or strategies may be provided.

Types of Interventions:

Forest Maths, English & Phonics: Interventions aimed at boosting progress of students that have been highlighted as needing extra support in English and Maths.

Forest & Grove communication, PECS: Interventions to develop communication skills both verbal and non-verbal through different modes such as objects, photos, symbols, ICT and switch controls.

HI & VI: Interventions for our hearing impaired and visual impaired students involving targeted support to support their needs and ensuring excellent progress.

Building Therapy: An intervention aimed at helping students to develop their social and interaction skills, through a highly structured small group activity.

Strengths gym: An intervention that promotes social and emotional wellbeing and 'pro-social' behaviour. Covers personal well-being from a positive perspective, providing opportunities to consider considerate behaviour, a healthy lifestyle, and good relationships.

Peer tutoring: An intervention that involves paired students (KS5 student paired with KS3/4 student) working together on learning activities. Aim to develop skills in working collaboratively with others, and giving and receiving feedback.

Mindfulness: an intervention which can help students manage their social and emotional wellbeing. It involves making a special effort to give your full attention to what is happening in the present moment – to what's happening in your body, your mind or your surroundings. Mindfulness describes a way of approaching our thoughts and feelings so that we become more aware of them and react differently to them.