

MILLWOOD SCHOOL, BURY

POLICY: TEACHING AND LEARNING

DATE: JANUARY 2018

DATE ADOPTED BY GOVERNING BODY: SEPTEMBER 2009

Pupils at Millwood School have Education, Health and Care Plans. We are committed to ensuring that their identified needs are met. This involves creating exciting, relevant and high quality opportunities for them to learn and make progress. We are committed to maximising learning opportunities and lesson time, maintaining a balance of education and care, with the emphasis on learning. We aim to ensure that pupils' physical and communication needs are met as a priority to enable them to access the range of opportunities within their school-based education.

We will ensure that we take into account:

- **Chronological age** – affecting which key stage the child is placed in and the curriculum they follow
- **Developmental age** – affecting how much we differentiate the curriculum
- **Pathway** – the Rochford Review described how children at a very early developmental age (P1-3) would benefit more from a non subject specific curriculum. This is called Pathway 1; children who are working between levels P4-8 are on Pathway 2; children working above this level within the National Curriculum are on Pathway 3.
- **Child's personality** – affecting how staff relate to the child, and their social needs
- **Preferred learning styles of child** – affecting how we deliver learning activities
- **Condition and diagnosis** – for example autistic spectrum condition, Down's Syndrome, chromosome deletion
- **Communication needs** – each child will have a personalised communication system appropriate to their needs which grows with the child; this affects how we deliver activities particularly with reference to the time allowed for children to respond
- **Sensory impairment** – affecting how we deliver activities throughout school, and the level of specialist support needed
- **Sensory processing needs** – affecting how we manage teaching situations short- and long-term
- **Physical needs** – affecting how the child accesses the curriculum and school activities, the level of specialist support required, and attendance/time needed to move
- **Additional permanent needs including medical care and epilepsy** – affecting attendance/time needed for personal care/intervention
- **Behaviour needs** – affecting level of support required and how we deliver the curriculum and other school activities
- **Particular gifts and talents** – affecting the child's personalised learning through IEP, and enhanced provision in the curriculum eg reading group

- **Environmental factors** – light, heat, stimulation, space, transition times, transport to and from school to ensure the best possible learning and progress
- **Home circumstances** – affecting level of support required, and how we respond to child's particular needs at key times, for example, bereavement, changes in family life
- **Childhood illness** – affecting the child's attendance, and level of support required, for example, home tuition provided by school staff

Pupils may have dual placements or inclusion with a mainstream school. Their learning and progress are recorded in each setting and inform the pupil's overall achievement record.

We aim to improve the range, quality and number of learning opportunities:

- By reviewing the curriculum to make it appropriate to the needs of all the pupils
- Through physical and sensory literacy daily sessions
- By ensuring continuity between phases
- By trying to ensure continuity between Millwood and mainstream schools
- Through displays – 2D and 3D, and electronic
- Through first-hand experience, for example, educational visits off-site and visitors to school
- Through internal inclusion and shared sessions
- Through gifted and talented groups, including literacy and numeracy, eg Bringing out the Best targets
- Through planning and assessing for learning opportunities, for example, at lunchtimes, on educational visits off-site
- Through problem-solving and real-life examples, for example, in school council
- Through creativity, drama and self-expression, for example, curriculum theme days
- Through social communication, for example, in AAC groups
- Through high-quality physical activity, for example, in sports and dance festivals
- Through healthy living
- Through communication
- Through reflection on learning, for example, using WALT and WILF
- Through after-school provision
- By working with families at home and sharing information, for example, in the home/school diary
- In short break provision and home from home

We aim to improve the quality of opportunities for teaching:

- By providing support for teachers to meet their appraisal objectives
- By providing high quality and continuous professional development opportunities
- By ensuring the necessary resources are readily available
- By protecting the work-life balance of staff
- By ensuring that PPA time takes place and that teachers rarely cover
- By ensuring that there is a minimum number of interruptions and disruptions to learning during the school day

- By providing an exciting and stimulating curriculum which continues to “thrill and inspire” (OFSTED, July 2017)
- By ensuring an excellent level of resourcing for ICT and communication, and the inclusion of ICT in all subjects and curriculum areas
- By requesting only necessary planning and documentation
- By supporting middle leaders (Teaching and Learning Leaders) in improving areas of the curriculum and areas of pupil need

The policy will be evaluated and reviewed in-line with the reviewed curriculum, and will involve pupils, key stakeholders, parents/carers.

This policy is in line with the school’s policies on Behaviour Management, Positive Handling, Positive Management, Anti-bullying, Community Cohesion and Race Equality.

Helen Chadwick, January 2018