

Moorcroft School Teaching and Learning Policy

Effective Date: May 2024

Next Review Date: May 2027

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Scope

The policy applies to the staff of Moorcroft School, together with the Local Advisory Board and the Trustees of the Eden Academy.

Introduction

Moorcroft School aims "to provide an outstanding quality of education for our learners by developing the school as a learning community."

At Moorcroft School we believe in lifelong learning and the idea that both adults and children learn new things everyday. We maintain that learning should be a rewarding and enjoyable experience for all. It should be fun. Through our teaching we equip young people with the skills, knowledge and understanding needed to make informed choices both in everyday situations and when new

challenges present themselves. As learners progress through the school we prepare them for the transition to adulthood and post-school placements through programmes which promote independent living skills, functional skills and use of the local community. We believe that all young people will learn given the right aim, task, stimulus, environment, human and physical resources. We believe that appropriate teaching and learning experiences help young people lead happy and rewarding lives.

Our values:

We believe;

- That the individual learner is at the centre of all that we do.
- That every learner is an individual and is to be respected, valued and nurtured.
- That every learner has a 'voice' and that this voice should be listened to and encouraged.
- We need to develop the whole person and encourage confidence and self esteem.
- That excellent relationships are vital to promote outstanding learning.
- The curriculum is relevant, creative, exiting and motivating for all.
- That we must always strive to make learning successful and that we can do this by skilful teaching and by having the highest possible expectations.
- It is vital to recognise and celebrate everyone's achievements

Our Aims:

We believe that learners learn in different ways. We provide a variety of rich learning opportunities and environments so each learner is enabled to develop their skills and abilities to reach their personal best. Through our teaching we aim to:

- Ensure each learner is a confident communicator
- Ensure each learner has a personalized learning plan tailored to their needs
- Ensure all learners experience a broad and balanced curriculum
- Promote young peoples' self-esteem and are confidence in their own abilities
- Ensure that they have positive relationships with others
- Ensure each young person behaves appropriately in a variety of settings and can manage change and transitions and personal challenges that may get in the way of learning
- Ensure they understand and participate in the communities to which they belong
- Ensure that each learner develops individual independence skills to fully prepare them for adult life

How teaching is structured:

Teaching takes place as a whole class, in small groups and individually. Whilst the teacher leads learning, teaching is also facilitated by all individuals within the school. At Moorcroft needs are

extremely diverse. Therefore, teaching is personalised for each individual learner. Learners are assigned to classes according to needs based on their academic levels and communication and social needs.

Teaching takes place in the variety of different environments we have in school including the small rooms, sensory room, dark room, hall, play grounds, and hydrotherapy pools. Teaching also takes in the local community, and at local colleges for older learners.

How we achieve effective learning:

As all people learn in different way we recognise the need to use strategies that allow children to learn in ways that best suit them. We therefore offer a range of opportunities to learn in different ways including;

- Exploring, experimenting
- Research and finding out
- Practising and refining new skills
- Sensory work
- Performance and Expressive Arts
- Work Related Learning
- Practising Life Skills
- Participating in therapy sessions and following programs set by SALT, OTs and physios
- Watching and copying actions of others
- Working independently
- Following and completing instructions
- Working in small groups
- Investigating and problem solving
- Asking and answering questions
- Opportunities to learn from extracurricular activities
- Use of computers and other ICT opportunities across the curriculum
- Integration with mainstream peers
- Visiting shops, cafes, parks and other places of interest
- Completing creative activities including art, craft, dance and music
- Designing and making
- Participating in physical activities
- Watching videos and responding to music or other recorded material

We encourage learners to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn and overcoming barriers to their own learning. Staff intervene when necessary, but will also facilitate independence so learners are challenged to continually make progress.

How we achieve effective teaching:

Teaching is defined as all interactions between adults and learners, as each will offer learning opportunities; these include the many planned activities and experiences we can offer as well as responding to the unexpected and ensuring it is a teaching and learning opportunity.

At our school effective learning is achieved through a team approach in which teachers, assistants, therapists and other specialists collaborate in order to focus on motivating learners and building on their interests, skills and aspirations. Therapy programmes are fully embedded into lessons to ensure that learners are ready and able to learn.

Each member of the team around every child must;

- Have high expectations of the learners
- Demonstrate positive values, attitudes and the behaviour they expect from the learner
- Communicate effectively with learners, colleagues, parents, carers and other professionals
- Recognise and respect the contribution that colleagues, parents, carers can make to the development, learning and well-being of the learner
- Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them.
- Provide attractive learning environments
- Adapt language and use appropriate sign, symbol or other additional means to support and develop communication
- Promote good relationships and have positive attitudes to learning
- Work as a team and identify opportunities for sharing good practice
- Reflect on their strengths and weakness and plan their professional development - we do all we can to support teachers and assistants in developing their own personal development

Effective teaching is therefore achieved by ensuring all adults within the school, develop the following skills and attitudes;

- A secure knowledge and understanding of early childhood development and a good knowledge of the curriculum
- Good communication skills including understanding and using augmentative communication systems in school e.g. use of symbols and signs
- An empathy for individual learners and high expectations
- Model and inspire to make learning exciting
- Understand each learner's current skills and a good knowledge of the planned learning for the learner
- Take opportunities for learner centred learning

Therefore all staff need to;

- Be friendly & happy, have fun and be relaxed
- Be good listeners
- Be organised
- Be creative
- Have a positive attitude
- Stand back
- Initiate but not interfere
- Motivate, encourage and empower
- Be calm
- Treat learners fairly
- Use positive handling techniques (see behaviour policy)
- Respect individuals
- Create an atmosphere of trust & respect for all
- Ensure the dignity and privacy of all.

Teachers also need to;

- Be effective in leading their staff team, ensuring that each member is valued, respected and makes and are enabled to make and are enabled to make an effective contribution to teaching and learning - Work as part of a team
- Integrate systems that support learning e.g TEACCH, AAC communication books, sensory programmes, physiotherapy etc.
- Ensure that ICT is used to support learning and wider professional activities
- Plan for progression, taking into account a learner's starting points, chronological age, needs, interest and aspirations
- Plan for out of class and community activities
- Evaluate the impact of their teaching on the progress of all learners and modify our planning and classroom practice where necessary
- Teach challenging, well organised lesson and sequence of lessons across the age and ability range of their class/ teaching
- Use a range of teaching strategies and resources
- Teach engaging and motivating lessons informed by well-grounded expectations of learner and designed to raise levels of attainment

Planning teaching:

- We base our teaching on our understanding of children's current levels of attainment. Our prime focus is to further develop the skills, knowledge and understanding of each learner. We do this by ensuring that all tasks set are appropriate to each child's level of ability, by motivating the learners and building on their current skills, knowledge and understanding.
- We use the curriculum to guide our teaching. Each learner has personalised learning outcomes indicating the high expectation we have for each learner during the school day.
- We set targets twice a year in the form of Learning Aims and these form the core of the teaching and enable us to track progress. Learning Aims ensure that learners meet outcomes specified in their EHCP. These are stored and tracked via the Behaviour Watch system.
- Learners each have a personal folder where all their current Learning Aims are outlined. Teachers plan lessons and other opportunities to teach these skills, knowledge and understanding. (The folder may be physical or online). All learners have a personalised timetable which include lessons structure, management issues, resources, schedules and therapy programmes.

Our parent and carers:

We believe parents and carers play a significant part in their child's learning. We, therefore, communicate regularly with them including in these ways;

- Arrange regular meetings, home visits or make phone calls to share progress
- Regularly inform parents and carers of progress through the home / school communication book
- Share with parents each the Learning Aims for the half year
- Write a comprehensive annual review report including an update on progress against Learning Aims
- Compile an illustrated annual report each summer which include results of Learning Aims and levels for English, Maths and Science.

The role of the teaching and learning team:

The Teaching and Learning team includes members of the teaching and teaching assistant team. The team is responsible for developing the curriculum, sorting resources and ensuring the high standard of teaching is maintained.

Our multi-professional team:

We have a range of specialists across the school who support the learning of all the learners. They include physiotherapists, speech and language therapists, school nurse, occupational therapist, specialist support from visual and hearing impairment services.

Our extended learning opportunities:

All learners take part in a range of activities at lunchtimes. There is also an extensive range of opportunities for learning offered by our extended school / family services. These include after school clubs, holiday clubs and activity days.

How we assess learning:

See Assessment Policy

How we monitor the quality of teaching and learning:

Teaching and learning is monitored in several ways across the school. These include;

- Regular classroom observations by members of the Senior Leadership teams
- Focused learning walks followed up by action points presented at teachers' meetings
- Daily evaluations to record the learners learning
- Regular class meetings discuss the progress, priorities and needs of individual learners
- Review of curriculum folders at the start of each term to ensure standards are maintained.
- Attainment is assessed against Learning Aims and English, Maths and Science levels twice yearly and monitored termly. Teachers also carry out formative assessment using Engagement profiles and Moorcroft Independence assessments where appropriate (see assessment policy for more detail)
- The Local Advisory Board and Trustees receive regular updates about the progress of learners, standard of teaching and any curriculum development taking place.

Date ratified by 9/5/24

Signed: A Sanders

Andrew Sanders (Regional Director - South)