



Villa Real School
together we achieve

Teaching and Learning Policy

Responsibility: Louise Burns

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Signed & Adopted by the Governing Body:

Chair of Governors

Date: 07.02 22

Date to be reviewed: February 2024

This policy outlines the way in which teaching and learning supports the vision of Villa Real School where we believe in lifelong learning for the whole school community. We believe that learning should be enjoyable, enabling learners to thrive and develop and to lead happy, rewarding and as far as possible, independent lives. This is our aim for all of our students regardless of ability, gender, ethnicity, religion or culture.

Everyone in our school has the right to learn and work in a safe, calm, purposeful, stimulating and supportive learning environment. We aim to develop a challenging, creative and diverse learning ethos where all members of the community are encouraged and supported to achieve their best.

Effective teaching and learning is the process we adopt by which we deliver our personalised curriculum, which is broad, balanced, relevant and differentiated to meet the needs of the pupils/students whilst having regard of the National Curriculum, Religious Education, Collective Worship, and the Code of Practice for Special Educational Needs and Disability (2014).

We use an integrated approach where teachers plan and deliver lessons with individual REAL targets threaded through. This supports effective teaching and learning for pupils so that we meet their individual needs and enhance their access to the whole curriculum and the world around them.

We believe that all pupils and students will learn given the right aim, task, stimulus, environment, human and physical resources. We believe that appropriate teaching and learning experiences help pupils and students lead happy and rewarding lives. Therefore, by adopting a whole school approach to teaching and learning across our school, we aim:

- To provide consistency of teaching and learning across school
- To enable teachers to teach as effectively as possible
- To enable pupils/students to learn as efficiently as possible
- To give pupils and students the skills they require to become effective lifelong learners
- To provide an inclusive education for all pupils and students
- To learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practise is shared

Intent

Villa Real's curriculum intent and implementation are embedded securely and consistently across the school. Lessons are sequenced towards cumulatively sufficient knowledge and skills for the future. We have an ambitious curriculum designed to give all pupils the knowledge and cultural capital they need to be their very best. A Recovery Curriculum in place due to COVID. Equality and Diversity is a core feature of our curriculum.

Implementation.

Teachers present subject matter clearly, promoting appropriate discussion about that being taught. They check pupils/students understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing they modify and adapt their teaching where necessary.

Teaching is designed so that pupils/students know more and remember more. Learning is adapted so that each individual understands and remembers with more fluency, accuracy and atomicity.

Learning needs to be an engaging and rewarding experience for all; it should be exciting, pupil/student centred and differentiated to meet every pupil/student needs.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils and students to learn in the way that suits them and enables them to fully meet their potential.

As a school we have adopted Thinking School and Philosophy for Children approaches, to encourage independent and creative thinking. All pupils/students are encouraged to use enquiry skills and the role of learner is encouraged to be a listener, a guide and a guardian of their own learning. The teaching of concepts is key. Questioning is enhanced and the Most Able are taught via the Flipped Learning methodology.

Pupils/students who have been identified as Most Able will have specific strategies and interventions appropriately planned by the class manager and overseen by Senior Management to ensure that their specific needs are met.

We develop an excellent learning environment

We do this by:

- Ensuring each pupil/student has an effective and relevant method of communication
- Opportunities for regulation throughout the day
- Use of the right symbols on display
- Ensuring visual clarity for all pupils and students especially those with visual impairment
- Ensuring room is a literate and numerate environment
- Having personal learning space for those who need this
- Good use of appropriate seating and positioning
- Having structure and consistency
- Having high expectations of classroom behaviour and awareness of others

- Using the visual timetable daily
- Using objects of reference and music of reference before all lessons
- Having interactive displays which are stimulating and can be used as a learning tool
- Use of photos and ICT
- Specific areas in the classroom for specific groups if necessary i.e. sensory area, work stations
- Use and display of key words and symbols
- Appropriate ICT readily available
- Ensure COVID risk assessment is followed

We use time and resources effectively

We do this by:

- Structured lesson planning
- Resources well-chosen and well organised
- Providing appropriate resources for individual needs
- Use of practical real resources and artefacts
- Having appropriate staffing levels
- Keeping to time
- Ensuring resources are planned long term
- Ensure appropriate pace to lesson
- Evaluate use of specific resources
- Using age appropriate resources
- Using alternative communication systems
- Effective and efficient use of PPA time
- Giving pupils and students time to learn in real situations so increasing generalisation

We identify appropriate tasks

We do this by:

- Individual assessment
- Studying available data
- Ensuring tasks are age appropriate
- Ensuring tasks are motivating and meet pupils' and students' learning styles
- Ensuring tasks are presented in a clear way
- Using structured steps towards individual targets
- Using practical real world tasks
- Following advice from Multi-Disciplinary Team
- Assessing well before moving on
- Appreciating pupils' and students' individual skills
- Use of alternative communication
- Use of ICT
- Ensuring tasks are presented in a structured clear way
- Ensuring pupils and students are taught how to access the different classrooms and resources

We ensure the pupils and students know what is expected of them

We do this by:

- Using clear communication in a variety of means
- Use of visual timetable and objects or music of reference
- Modelling
- Showing/telling pupil and student aims for each lesson.
- Consistency of expectation of learning and behaviour
- Routines and structure
- Negotiate class rules with pupils and students and display them
- Use of a weekly Curriculum timetable
- Use of social stories

We have high expectations of pupils and students

We do this by:

- Setting challenging targets
- Giving pupils and students the time to achieve their best
- Presenting work to pupils and students positively and clearly
- Telling pupils and students what is expected
- Judging appropriate pace with lessons
- Providing structures and techniques for learning
- Communicating high expectations to parents/carers
- Expecting improvement
- Setting a challenging Curriculum
- Use of ICT to extend pupils and students
- Setting annual B Squared targets which are challenging not predictive
- Communicating high expectations to our pupils and students
- Use of planning to extend pupils and students through the use of the group planning
- Ensuring Business and Work Experience partners have high expectations
- Communicating our high expectations to the community

We use Home Learning effectively

We do this by

- Use of Home Learning Policy
- Linking home learning to the Curriculum and/or topic
- Setting homework on an agreed day a week
- Making home learning relevant to home
- Ensuring parents/carers know how to play their part
- Ensuring pupils and students success in home learning is celebrated
- Marking and providing positive feedback
- Rewarding pupils and students who return completed home learning
- Use as a base for future developments
- Follow Recovery curriculum

- Support with remote learning on an individualised basis if due to self-isolation
- Use of Flipped learning
- Use of blended learning

We celebrate pupils and student's achievement

We do this by:

- A range of age appropriate rewards. Class points, stickers, good work wall, notes home, verbal praise, house points
- In-task praise
- Noticing and rewarding good and expected behaviour
- Certificates in assembly
- Postcards home to parents/carers
- Accreditation opportunities
- Pupil and Student council
- Work on website
- Display
- Allowing them to be a positive model
- Where are they now (ex-pupils and students)
- Ensuring rewards are specific and meaningful to individual pupils and students
- Facebook page
- Earwig
- Regular TAF's, PEPs, EHCP's and CTM.

We ensure pupils and students are involved in their own learning

We do this by:

- Sharing REAL targets with pupils and students
- Pupils and students' own report for Annual Review
- Clear targets at the start of lessons
- Visual cues for those who need this
- Allowing choice within the Curriculum
- Pupil and Student council
- Positive verbal and written marking
- Clear consistent expectations
- Pupil Voice activities
- Philosophy for Children
- Thinking Schools

We recognise that although we have distinct class provisions there are some learners that need the approaches used in other classes.

How we achieve effective teaching:

Teaching is defined as 'all interactions between adults, pupils/students', 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 incidental opportunities. Teachers use a variety of methods to deliver the Curriculum to ensure that active learning is happening. These may include:

- Assessment for learning
- Co-operative learning
- Differentiation
- Embedding literacy, language and numeracy
- Experiential learning
- Learning conversations
- Modelling
- Multi-sensory learning
- Relating theory to practice
- Using e-learning and technology

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 pupils and students and building on their interests, skills and aspirations.

COVID Addendum

During the COVID pandemic, we will teach a slightly different curriculum remotely to that which we teach in school. We have needed to make some adaptations in some subjects and in the topics covered due to individual need and the capacity of independent learning.

Villa Real School offers a holistic approach to learning, aiming to develop pupils/ students in all areas. Academic progress runs alongside physical, social and emotional development as pupils/ students mature and grow. Many of our pupils/ students find the generalisation of skills a real challenge and need regular opportunities to practice taught skills in a range of settings. As such remote learning has a real importance in the life of a Villa Real School pupil/ student.

The curriculum will be adapted to the specific needs of each pupil/student, and with full agreement for parents/carers. The curriculum offered will be progressive, sequenced and build upon skills and knowledge. SMT quality assure and ensure all remote learning MTPs. We also have a named Governor for Remote Learning; Suzanne Bailey who quality assures and ensures our provision.

Subject coordinators will also plan a core of resources to support learning including live, online and paper based activities. Each pupil/student will have access to one face to face session a day, via teams. They will also have Literacy/English and Numeracy/Mathematics, work each day. Other subjects and topics will be agreed according to age, ability, needs and parental

request. These may be N.C. subjects, sensory activities, well-being and mental health activities, PE, independence tasks or CE activities.

This bespoke curriculum will be reviewed weekly with parents, as a minimum or as required, to meet the needs of each individual. Online safety will be a focus and support for parents provided by our ICT co-ordinator Alan Granton and our technician Andrew Moore as required. Individual technical support is available on request. Parents will also be encouraged to use internetmatters.org. A good, child friendly search engine will also be recommended swiggle.org.uk as school Google has safeguards that are not available at home.

Weekly whole school assemblies will also take place via TEAMS. Whole school celebrations will also be held and shared via Teams and Facebook e.g. Nativity, Holi, Internet Safety Day etc. Enrichment activities will continue to be offered to whole school via website, emails and Facebook including virtual visits to art galleries, historical places of interest, careers activities, visitors linked to the curriculum and scientific environments. It can also include stimulating activities pupils/students can complete at home e.g. birdwatching.

Some pupils/students will be provided with an expected daily timetable if a parent requests that it is supportive. This is due to different personal needs of each child and is not compulsory. Some of our younger pupils will be supported via a Topic web approach with resources and activities provided in Communicate in Print. Whilst some remote learning may follow the traditional route of academic reinforcement through reading books, spellings or mathematics worksheets; for some pupils/ students, reinforcement of everyday life skills such as dressing, shopping or physiotherapy tasks may be more appropriate. The school also offers assemblies and opportunities for pupils/students to socialize virtually which is vital for their development.

Activities include;

- Live teaching (online lessons via TEAMS)
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, staff reading stories or singing songs)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Movement or therapy based programmes
- Flipped learning
- Serendipitous Learning
- Weekly project work
- Sensory activities
- CE activities
- Story time with Seven Stories via TEAMS
- OT programmes (supported by Future Steps on request)

- SALT programmes (supported by private SALT on request)
- Physical and therapeutic activities
- Life skills activities

Feedback and assessment can take many forms and may not always mean extensive written comments for individual children.

During Remote/Blended learning, we will utilise many different sources to triangulate assessment. This includes;

- Work marked automatically via digital platforms
- Live feedback via TEAMS
- Marking of paperwork
- Email to pupils/students via 'To Email'
- Earwig
- Calls to parents/carers
- 365 emails
- Face to face in rare occasions (socially distanced)