

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR TEACHING & LEARNING



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Portfield School Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

REVIEW OF POLICY

This policy will be reviewed every two years or sooner should changes be required.

Headteacher Date

Chair of Governors Date

The Policy was agreed by the Governing Body on _____

Policy Document for Teaching and Learning

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Introduction

At Portfield we believe in the entitlement of lifelong learning and the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and stimulating.

Definition of Learning

- "Learning involves making personal sense of information and experiences essentially a reflective process" – Mike Hughes
- "Central to deep learning is the notion of reflection – i.e. the process by which information and experience are internalised and knowledge is created" – John West-Burnham
- "The basic goal of education is understanding" – Howard Gardner

Aims and objectives

Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our main aim at Portfield is to develop all pupils to their full potential, whilst realising that for some of our pupils they will always be dependent upon an adult for all aspects of their lives.

This policy should be read in conjunction with the following whole school documents:

- Whole school curriculum statement;
- A Policy for Assessment , recording and Reporting;
- A Policy for Personal, Social and Health Education (PSHE);
- Home – school Agreement;
- A Policy for equal Opportunities.
- PPA Policy (Safeguarded time)
- Continued Professional Development Policy
- Homework Policy
- Behaviour & Anti Bullying Policy
- LNF and Key Skills across the Curriculum

- Subject policies
- Foundation Phase Policy

Purposes of the curriculum

The Donaldson Review recommends **four purposes** to the Curriculum for Wales and says that, if generally supported, they should ‘guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales’.

The four purposes are that all pupils and young people will be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

Through our teaching we aim to:

- Enable pupils to become confident, capable, enquiring and independent citizens
- Encourage pupil’s self esteem, wellbeing and help them build positive relationships with other people;
- Develop pupil’s self respect and encourage pupils to respect the ideas, attitudes, values and feelings of others in a multicultural society
- Use a thematic approach to learning based on a skills curriculum appropriate to pupils needs.
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Participate in a variety of inclusive settings as appropriate to pupils needs.

The following describes how we help pupils learn to the best of their ability at Portfield school, taking account of the ethos of the school, classroom organisation, relationships, curriculum, teaching skills, independent learning, display/ celebrating learning and assessment.

The Learning Climate – School Ethos Organisation & Management of the School day fulfils statutory requirements.

Pupils learn best when they are:-

- In a caring, comfortable and welcoming environment
- Secure happy and confident
- Friendly and kind to each other
- Positively praised and encouraged
- Given opportunities to show initiative
- Encouraged to share in their success
- Encouraged to be independent
- Challenged by high expectation
- Given opportunities to follow their interests

- Given regular routines and visual communication and learning supports

Success criteria

- Pupils with a positive attitude towards learning
- Visitors / pupils are treated in a friendly and caring way
- Pupils show initiative
- Pupils show the ability to answer questions in a confident manner
- Pupils and adults show mutual respect and an ability to work co-operatively
- Pupils are able to accept constructive criticism and to show an awareness of right and wrong
- Pupils take an interest in and participate fully in school life
- Pupils attaining to their highest potential
- Pupils regulate their own behaviour

Classroom Organisation

Pupils learn best when:

- The organisation of teaching groups whole class group etc. matches individual pupil and curricular needs.
- The room is arranged appropriately for the lesson
- There is easy access to well labelled resources which are tidily and safely arranged
- There are stimulating displays which value all the pupil's work, including welsh display
- Displays must be current and relate to topic taught during the term.
- Classroom assistants appropriately support the teaching, promoting independence where appropriate
- There are clear high expectations and consistent routines for working in different areas of the school
- Additional support is appropriately targeted at pupil's needs
- ICT is available in a variety of forms and used appropriately to support and enhance teaching & learning
- The development of independence and thinking skills are promoted across the whole school
- Teachers across the school use TEACCH strategies to organise and manage their classrooms.

Success Criteria

- An ordered tidy and stimulating environment with appropriate areas such as book corners
- Pupils take responsibility for accessing appropriate equipment and resources to develop and promote independence
- Pupils take care of equipment (and treat it well and in a safe way) and use it safely
- Pupils work well together
- Pupils are on task
- All pupils will show improved outcome and self-esteem
- Pupils who have had support show progress in learning

- Pupils know how to ask for help

Relationships

Pupils learn best when:

Pupil / Pupil

- They listen to each other
- They co-operate well
- They show respect and tolerance in all areas including cultural and religious differences

Teacher / Pupil

- They show mutual respect
- They have shared aims and objectives
- The teacher provides encouragement and agreed targets to address needs
- The teacher is approachable and accessible and willing to meet the needs of individual pupils
- The teacher uses a variety of appropriate means of communication
- The teacher rewards effort and progress

Teacher / Parent / Governor

- There is a good partnership between teachers, parents and governors with shared aims and good channels of communication
- Support, advice and guidance are offered to families and parental views are valued

Success Criteria

Pupil / Pupil

- Happy relaxed atmosphere
- Collaborative working i.e. whole class, in groups, in pairs
- Pupils have confidence to share / participate in class discussion and school assemblies

Pupil / Teacher

- Mutual respect displayed in the way they talk to each other
- Acceptance of both praise and criticism

Teacher / Parent / Governor

- Welcoming atmosphere
- Balanced communication
- Parents and governors actively participating in school activities

- Opportunities for consultation

Relationships with other schools/LEA

- inclusion opportunities
- sharing good practice
- joint inset days
- outreach provision

Curriculum

Pupils learn best when:

- The curriculum is broad and balanced and includes PSD as part of our core curriculum
- The curriculum is relevant, lively, stimulating and interesting
- The provision is challenging and appropriately matched to each pupil's needs
- There is a variety of teaching styles
- Questioning and discussion are used as a means of effective communication
- Teacher has sound subject knowledge / access to expert / resources
- Teacher provides opportunities for pupils to be independent active learners including accessibility to resources
- There is appropriate homework undertaken (when appropriate)
- There is use of indoor/ outdoor areas
- Outdoor learning is promoted whenever possible
- Focuses on skills for life and independent learning
- Includes vocational & independent living skills as appropriate to pupils age and ability

Success Criteria

- Pupils achieving their full potential
- Clear planning and record-keeping
- Good, well maintained resources
- Pupils interested in their learning
- Appropriate homework

Teaching Methods & Approaches

Pupils learn best when:

- The teacher has clear aims and objectives
- A variety of teaching styles and strategies are employed
- Questioning and discussion are used as an effective means of communication
- Tasks are differentiated, stimulating, challenging and purposeful
- They are motivated by advanced sharing of, and understanding the clear learning intentions and are enjoying themselves
- Teachers have sound subject knowledge
- Teacher plan appropriately

- Teaching is based on practical experiences where possible.
- Teachers provide opportunities for pupils to be independent, active learners, planning their work and taking pride in their work
- Teachers keep appropriate pupil records, use and share them with other teachers and monitor progress and plan accordingly
- Teachers provide quality feedback on strengths and how to improve and encourage pupils to discuss and evaluate their own work and the work of others (self assessment as part of Assessment for Learning)
- Teachers build on pupil's previous experiences
- Teachers have high expectations and makes these explicit
- Pupils and teachers are given time to reflect on their experiences
- The teacher is consistent, fair and avoids making assumptions
- The teacher promotes positive attitudes to learning such as motivation, interests, concentration etc.
- Teachers make good use of outside agencies to support teaching and learning.
- Teachers utilise Learning Support Assistants effectively to promote all the above strategies
- Teachers liaise closely with parents/carers to develop transfer of skills through individual education plans
- Teachers promote independence and thinking skills
- Teachers have up to date training
- TEACCH methodology utilised across the school.

Literacy Framework (LNF)

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, in Teaching and Learning to develop and apply the three strands.

Numeracy Framework (LNF)

There are four strands of numeracy – developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in Teaching and Learning to develop and apply skills in the four strands

Developing ICT Skills and Digital Competency

Pupils develop their ICT and digital competence skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. They also will develop a growing awareness of how to use digital technology to create, produce and share information and ideas. They will develop skills to stay safe and identify the risks and benefits of using technology. In fieldwork they use equipment to gather and organise information and select tools to enhance the presentation of their findings.

There are four strands of digital competence – citizenship, communicating and collaborating, producing and data and computational thinking. Pupils should be given opportunities, where appropriate, in teaching and learning to develop and apply these four strands across the curriculum.

How Effective Learning is Developed

Portfield School develops effective learning through:

- Individual education plans
- Consideration of the whole pupil's development (person centred planning approach)
- Pupil target setting
- Sensory development
- Assessment For Learning techniques
- Thinking and problem solving skills
- Values education
- Metacognition – learning how to learn
- Nurturing principles
- Effective and imaginative use of ICT/DC
- Learning styles adapted to pupil needs
- Positive behaviour management
- Implementation of the outdoor curriculum
- Visual supports.

The Learning Climate – our culture

- Effective communication using a range of approaches e.g. objects of reference, PEC's, signalong, communication aides & speech
- Emphasis on developing positive outlook on life
- Access to water
- Use of music to support learning
- Use of a range of techniques, physiotherapy, rebound, hydrotherapy, “teachers” must, should, could strategies – see appendix 1
- Proactive problem solvers

Success Criteria

- Clear learning intentions in teacher' planning showing differentiation
- Pupils understand the purpose of the work they are doing for their success criteria
- Continuity and progression
- Improved standards

Independent Learning

Pupils become independent learners when encouraged to:

- develop confidence in all areas of curriculum
- develop self-discipline
- make choices and decisions
- be able to justify opinions
- be able to select and use equipment sources and resources appropriately, confidently and responsibly
- Be willing to accept challenges – to try new things
- Manage change

- Use a range of strategies to manage their own behaviour
- Support each other
- Use a range of visual supports

Success Criteria

- Pupils use sources and resources well
- 'feel good' factor amongst staff and pupils
- Pupils have the self-confidence to initiate and sustain discussions and conversations and to "have a go" at completing their work
- Pupils are able to reflect on, evaluate and be honest about their achievements
- Monitoring and evaluation of teaching & learning

Pupils learn best when assessment:

- Is based on shared understanding of standards
- Is matched to need
- Is on going
- Is simple, helpful and easily understood by all who use it
- Involves pupils
- Has a clear purpose
- Informs teachers' planning for pupil's future work
- Is structured
- Encourages pupils to be successful and helps them to improve and records are:-
- Manageable
- Supported by annotated evidence
- Used to inform reporting.
- Is reflective
- Informs CPD and SDP

Success Criteria

- Accurate records of work assessed
- Pupils are praised and rewarded for success
- Clear progression and evidence that assessment informs future planning
- Pupils value their work
- Pupils are clear about how to progress and improve their standards

The Role of Senior Leadership Team and Governors

The SLT and our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;

- Monitor the effectiveness of the school's teaching and learning policy through the school self review processes and School effectiveness framework. This includes monitoring, planning, curriculum and classroom observation. These include feedback from curriculum co-ordinators and the headteacher's report to governors as well as a review of in-service training sessions attended by staff.

Display

Pupils learn best when display:

- Is stimulating, attractive, informative, relevant and appropriate
- Is changed regularly, i.e. – on a half termly basis
- Shows contributions by all pupils, and is used to celebrate progress
- Reflects a range of abilities
- Is used as a teaching aid
- Encourages a sense of pride
- Uses 2D and 3D
- Is interactive
- Involves the pupil's ideas

Success Criteria

- Quality of pupil's work on display
- Evidence of appropriate labelling
- Pupils are aware of the display and able to talk about it
- Photographic record of past display
- Display used in teaching and learning

The value and relevance of residential visits and community visits for pupils and students

Educational visits outside of the classroom are a well established feature of Portfield curriculum. Although the benefits of such opportunities may seem obvious it is important to consider the true value of these events to pupils with a wide variety of special educational need:-

- It provides the opportunity for teachers to fully meet the needs of the curriculum crossing many subject areas and providing hands on relevant learning for the pupils, often some of their most memorable
- Practical examples of theory learnt at school re engages pupils and introduces practical knowledge and skills which will continue with them into their classroom and into their adult life.
- Visits provide real, exciting , safe and enjoyable opportunities which many students would not be able to access elsewhere due to SEN.

For pupils at Portfield School educational visits improve our young people's development in countless ways. We believe these opportunities give our students the chance to achieve many goals that would otherwise be missed.

- Healthy – visits into the outdoors help students learn about healthy lifestyles and active minds

- Safety – pupils learn how to take risks safely in safe and secure environments supported by our fully trained and experienced professionals
- Enjoyment and achievement – students memorably learn through the process of having fun, with engaging and inspiring challenges, and learning more about themselves and their peers.
- Making of positive contribution – students learn how to work as a team, giving and receiving support, tolerance and encouragement. Most importantly for our students time away from home encourages confidence, independence and key life skills development; including decision making, leadership initiative and problem solving.
- Economic wellbeing – students equipped by the visits develop valuable social skills for the future. They also broaden their horizons to opportunities and experiences available. The experience of non-academic ways of learning increased the students' appetite for learning which raises standards and levels of attainment.

Above all, visits establish and develop relationships between students, staff and the community.

APPENDIX 1

ALL TEACHERS MUST

- Take on the challenge to make learning personally appropriate for pupils, which means offering them different types of tasks/resources/support so that they are all, individually, likely to succeed.
- Pay attention to the physical condition of the classroom – check that there is enough fresh air, that the temperature is OK (too hot and the brain slows down, too cold and pupils are distracted) and that there are appropriate current displays on the walls.
- Deliberately work with pupil's misconceptions and half-understandings; bring them out in the open and challenge them (create cognitive conflict) – this is the basis of cognitive acceleration.
- Check that homework is set in line with School policy
- Keep language simple and direct, avoid confusing language such as “it's raining cats and dogs”
- Aim, to be first and foremost someone who facilitates the learning process; use a wide range of resources to deliver the content videos, on-line resources, books, visiting “experts”, other pupils, posters, information sheets etc
- For every task set, ask “what will pupils learn by doing this? Avoid time-fillers and low-level tasks
- Have evidence that lessons are planned and well-prepared (e.g. detailed Scheme of Work notes and medium term planning).
- Explain to pupils that lessons are interconnected; refer them back to what's gone before and forward to what's coming next. Remember to give the “Big Picture”
- Give pupils opportunities to ask questions
- Use a variety of teaching methods over time; as a minimum build visual, auditory and kinaesthetic approaches into most lessons.
- Select resources that will make sense to pupils. For example choose (if necessary make) text resources that are within the reading age of pupils
- Differentiate appropriately for all pupils needs
- Ensure that work/activities are differentiated with extension work. More Able and Talented (MAT) pupils must be planned for
- Be willing to adjust teaching to suit the pace and depth of pupils' understanding; this will involve checking their understanding several times within a lesson in order to adapt on the spot
- Deliver both the subject-specific and general teaching requirements of the National Literacy & Numeracy Framework, the Digital Competence Framework and the Foundation Phase and National Curriculum
- Use formative assessment strategies to involve pupils in their learning
- Acknowledge pupils' relative strengths and achievements sometimes in quiet and subtle ways, sometimes publicly and inform parents
- Communicate high expectations and insist on high standards of behaviour, but be sure to balance one negative with four positive comments
- Value pupils' mistakes as they can lead to valuable learning moments; therefore, encourage pupils to “have a go” even when there is no guarantee of success
- Use pupils' first names
- Plan lessons around the 4 stages of learning (Big Picture – New Information – A “making-sense” activity – Review)

- Let pupils know that their prior experience and knowledge is being taken into account. Ask them what they know and can do
- Take account of pupils concentration spans * which means changing activities two or three times in an ordinary lesson
- Allow time for pupils to respond
- Use a range of visual supports as appropriate
- Balance the amount of teacher-talk and pupil-talk so that pupils have opportunities to articulate (and therefore connect) their learning as they go along
- Give instant feedback as far as possible
- Discuss learning with pupils to the extent that each of them is able to explain why they are doing a particular task, and has a clear idea of what is needed to improve personal performance
- Teach learners, systematically, the tools of the learning trade; time-management, self-discipline, note-taking, resource-management, planning, questioning, help-seeking, memorising, perseverance, interdependency, negotiation, and so on
- Prioritise thinking skills; promote them through teaching (e.g. questioning skills) and through the design of tasks.
- Help pupils to recognise and understand a range of thinking and learning processes (metacognition)
- Plan teaching to develop students' creativity. Value creativity in the assessment of pupil's work
- Check pupil's understanding at the end of the lesson in order to prepare effectively for next time
- Plan for effective use of the Learning Support Assistant; welcome him/her to the lesson; share outline lesson plans and resources
- Give students choices – let them select from a number of options the best way to tackle their learning; show them how to make wise decisions based on their awareness of themselves as learners.
- Show pupils how to devise personal learning targets and carry them out independently
- Aim to be a reflective practitioner. Carry out action research in order to develop teaching skill.
- Keep in touch with research into the learning process.
- Consider pupils sensory needs when arranging the classroom environment and when undertaking activities outside the classroom
- Consider the "iceberg" effect on pupils behaviour and look for different reasons for behaviour and be creative in ways to help pupil manage their own behaviour
- Maintain good standards of behaviour using rewards, praise etc

APPENDIX 2

Useful Resources include:

- Learning & Teaching Scotland <http://www.ltscotland.org.uk/>
- The Highlands Virtual Library www.highlandschools-virtualib.org.uk/
- Northern Ireland www.nicurriculum.org.uk
- Mike Hughes www.mikehughes-ets.co.uk
- DfES/DCfS – https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf
- Paul Ginnis – “The Teacher’s Toolkit” - <https://www.crownhouse.co.uk/assets/look-inside/9781899836765.pdf>
- Shirley Clarke – <http://www.shirleyclarke-education.org/> (and various publications on assessment for learning)
- Paul Black/Dylan William – various articles on assessment for learning
- Nurturing – <http://www.nurturegroups.org>

APPENDIX 3

What Are Habits of Mind?

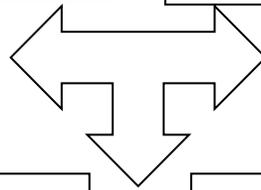
[\(http://www.habits-of-mind.net/\)](http://www.habits-of-mind.net/)

A Habit of Mind means having a disposition towards behaving intelligently when confronted with problems, the answers to which are not immediately known:

Values-based Education

[\(http://www.values-education.com/\)](http://www.values-education.com/)

A values-based school seeks to promote an education philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary (principles that guide behaviour) as the basis of good educational practice.



- Persisting/Dyfalbarhad
- Thinking and communicating with clarity and precision/Meddwl a chyfathrebu gydag eglurder a manylder
- Managing impulsivity/Delio a byrbwylltra
- Gathering data through all senses/Casglu data drwy'r synhwyrau I gyd
- Listening with understanding and empathy/Gwrando gyda dealltwriaeth ac empathi
- Creating, imagining, innovating/Creu, dychmygu, arloesi
- Thinking flexibly/Meddwl yn hyblyg
- Responding with wonderment and awe/Ymateb gyda rhyfeddod a syndod
- Thinking about thinking (metacognition)/Meddwl am feddwl (metawybyddiaeth)
- Taking responsible risks/Cymryd risgiau cyfrifol
- Striving for accuracy/Ymdrechu tuag at gywirdeb
- Finding humor/Darganfod hhimwmor
- Questioning and posing problems/Holi a gosod problemau
- Thinking interdependently/Meddwl yn gyd-ddibynnol
- Applying past knowledge to new situations/Cymhwyso gwybodaeth flaenorol I sefyllfaoedd newydd
- Remaining open to continuous learning/Parhau'n agored I ddysgu parhaus

- Appreciation/Gwethfawrogiad
- Caring/Gofalgarwch
- Cooperation/Cydweithrediad
- Courage/Dewrder
- Freedom/Rhyddid
- Friendship/Cyfeillgarwch
- Happiness/Hapusrwydd
- Honesty/Gonestrwydd
- Hope/Gobaith
- Humility/Gwyleidd-dra
- Patience/Amynedd
- Love/Cariad
- Peace/Heddwch
- Quality/Ansawdd
- Respect/Parch
- Responsibility/Cyfrifoldeb
- Simplicity/Diniweidrwydd
- Thoughtfulness/Meddylgawrch
- Tolerance/Goddefgarwch
- Trust/Ymddiriedaeth
- Understanding/Dealltwriaeth
- Unity/Undod