

Fiveways School  
**Teaching and Learning Policy**



***“What does a good life look like for me now and in the future?”***

**Policy Review**

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
3 Yearly unless any relevant changes	December 2021	Sam Ensor	December 2024

**Policy Ratification**

Role	Name	Signature	Date
Author of Policy	Sam Ensor		16/12/21
Head Teacher	Swavek Nowakiewicz		17/12/21

**Details of Policy Updates**

Date	Details
01/09/2020	Updated to reflect current curriculum practice.

This policy should be read in conjunction with:

- Curriculum Policy
- Assessment, Recording and Reporting Policy
- Preparation for Adulthood Policy (CEIAG)

### **Safeguarding**

Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **School Aims**

- To create a happy and secure learning environment rich in stimulation and challenge.
- To ensure all members of the school community can grow in self esteem and develop to their full potential.
- To provide developmentally related experiences responding to pupils' individual needs
- To provide pupils with an education appropriate to the world beyond the classroom.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions and giving them more control over their lives.

### **Intent**

At Fiveways School we believe in a whole school learning community with commitment to excellence in teaching and learning, achievement and all fostered within a secure and nurturing environment. We should feel valued and value others no matter what their background, appearance or disability. We listen to each other, celebrate each other's strengths, acknowledge weaknesses and foster a climate of kindness and cooperation. We work collaboratively to ensure teaching and learning is appropriate for every pupil.

We are totally committed to the holistic development of our pupils and providing a high quality education that is rich in opportunities and experiences. Our focus is on promotion of a good life, learning to learn, preparation for life beyond school, broadening aspirations and transitions into adulthood. Our guiding principle is:

“What does a good life look like for me now and in the future?”

School days should be filled with joy, excitement and fun, as well as challenge. We actively promote an environment where we are confident enough to laugh together, smile ahead of our challenges and positively address our mistakes.

Our school curriculum goes far beyond the required elements of the National Curriculum, its strategies and frameworks. It is bespoke and personalised to the individual strengths and needs of pupils. It provides every pupil with experiences and opportunities that develop their knowledge, skills and attributes in ways that will ensure learning is relevant to their individual needs.

The curriculum is founded on the principle that pupils who have severe, profound and multiple learning disabilities have different not only delayed needs and therefore require a different

approach to the curriculum. The development of personal, communication and interaction skills is at the core.

### **Learning Environment**

- Is welcoming, safe and clean
- Classrooms and teaching areas are arranged and adapted to meet the strengths and needs of all learners
- Has displays that are stimulating, interactive, support learning, and celebrate pupils work
- Has an atmosphere that is calm and purposeful, where everyone is treated with respect

The school accommodation includes several specialist facilities including: A communication and interaction suite, sports hall, Rebound Therapy trampoline, hydrotherapy pool, interactive sensory and sensory integration rooms, soft play, pupils' kitchen, nurture room, mechanical horse and hall for drama, music and assemblies. All are well equipped for whole class, group or 1:1 sessions. The outdoor learning environment incorporates areas for work, physical activity and play, including 'Wildish Walk', sensory garden, activity playgrounds / equipment and a large field. There are also spaces and rooms available in school for individuals to use for bespoke provision as required. The learning environment is regularly reviewed and adapted to meet the changing needs of Fiveways population.

### **Roles and Responsibilities**

#### Governors:

- To ensure the effective implementation and monitoring of the policy
- To review the policy in the light of ongoing developments and the changing needs of the school.

#### Senior Leadership Team:

- To monitor and evaluate the delivery and impact of the policy
- To provide appropriate support, training and resources for curriculum areas and individual members of staff

#### Teaching staff:

- To implement this policy by ensuring a consistent delivery of high quality learning experiences
- To be responsible for planning and assessment, ensuring that achievement and progress are recognised, next steps identified and appropriate teaching strategies are used.

#### All staff:

- To be aware of the principles of the policy and how they contribute to teaching and learning process.

## TEACHING AND LEARNING STRUCTURES

### **Teaching & Learning Policy**

*Provides an overview of teaching and learning provision, approaches and strategies for pupils at each key stage.*

### **Curriculum Policy**

*Describes the curriculum vision and intent.  
Outlines the framework, structure and delivery which defines entitlement for all pupils.*

### **Curriculum Framework Map**

*Summarises curriculum journey, sequence and progression from early years to post 16 linked to preparation for adulthood.*

### **Curriculum Area / Subject Policies**

*Each policy includes aims and details of the specific curriculum area e.g. programmes of study, activities and experiences.  
They reference frameworks enabling teachers to plan and assess PLGs.*

### **Curriculum Theme Rolling Programmes**

*Illustrates broad, balanced curriculum coverage and thematic experiences.*

### **Teaching Plans**

*Medium term plans show lesson sequences, opportunity for repetition, overlearning and progression.  
They are working documents that provide guidance for curriculum delivery and refer to key PLG milestones for the teaching sessions.*

### **Timetables**

*Overarching department and group timetables provide structure for pupils and staff.  
Individual timetabling is flexible in response to pupils needs e.g. engagement, alertness, medical, physical, sensory and emotional.*

### **Personal Learning Goals (PLGs)**

*PLGs & milestones set for each pupil annually based on strengths and needs analysis.  
PLGs are the learning priorities for the year and milestones are reviewed regularly throughout the year. Curriculum is the vehicle for delivery of experiences to work on PLGs.*

### **Assessment, Recording & Reporting**

*PLG assessment and recording system provides evidence of learning as part of EHCP cycle.  
This enables adaptation in the moment, planning next steps, reporting at Annual Review and Records of Achievement & Experience.  
Person Centred Annual Reviews ensure pupil and parent/carer views are kept central.*

## **Personalised Learning**

Personalised teaching and learning is essential in helping pupils to achieve the best possible progress and outcomes. The day-to-day interactions between teaching staff and pupils in the classroom are crucial in providing the basis for effective development of personalised learning. Teaching staff are skilled in enabling pupils to access learning and succeed by using structure, responsive approaches, adapting levels of support and challenge and staff deployment.

Secure knowledge of each pupil's strengths, needs and current progress is a core element of personalised learning, enabling PLGs and support to be effectively targeted. We acknowledge that pupils learn in many different ways and recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. Every period of learning should be based on prior learning and respond appropriately to 'pupil voice'. Throughout the learning process active and ongoing assessment takes place. Key assessment processes include daily formative assessment e.g. observation and recording using Evidence for Learning. (Refer to Assessment, Recording and Reporting policy)

We encourage pupils to take responsibility for their own learning and, as far as is practically possible, to be involved in reviewing the way they learn and reflect on how they learn. Where appropriate, supported self-review strategies are used as well as general plenaries at the end of activities and lessons, to review the key learning objectives and to assess the level of understanding.

When teaching, the focus is primarily on motivating & engaging pupils, building on their skills, knowledge and understanding of the curriculum. Curriculum policies and frameworks guide our teaching. Together with curriculum rolling programmes, this provides the aims and details of what is to be taught.

The school is organised into lower department including Early Years, upper department and Post 16. However, there is some cross over and flexibility dependent on pupil intake, numbers and needs. As a small school classes have pupils from more than one year group.

## **Early Years Foundation Stage (EYFS)**

At Fiveways School EYFS pupils are included within a Key Stage 1 class where EYFS curriculum is skilfully interwoven into the personalised curriculum and teaching approach for all pupils. We recognise that young children are active learners and learn through all their senses, exploration, investigation, experimentation, listening and watching as well as through play. It is important that the pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence and understanding of personal and social skills and interactions.

**GEMS class** provides a warm welcome to new children and their families including EYFS and the provision includes:

- Liaison with home before the child starts school
- A supportive atmosphere of encouragement, warmth and fun
- A baseline assessment of each child's needs leading to an individual plan with clear Personal Learning Goals (PLGs), teaching activities and levels of support
- A small-steps Early Years Curriculum focusing on communication, personal and social skills, supported by a wide range of augmented systems
- A stimulating, well resourced learning environment including a safe outside play area
- A multi-professional approach to supporting children and their families

- A high staff : pupil ratio within the classroom
- Ongoing regular contact with and support to parents or carers

### **Department Work**

Fiveways has adopted a departmental approach where each department has a lead teacher responsible for supporting and monitoring quality of education including curriculum delivery. The department leads ensure consistency, sequence and progression across department by working collaboratively to plan and review in liaison with the Deputy Headteacher.

### **Lower Department**

Pupils are based in tutor groups, spending some of their time working in their class group but also linking with other classes for some lessons.

The main features of the curriculum include:

- Emphasis on development of communication, personal and social skills
- Beginning early preparation for adulthood skills
- Regular opportunities to practise basic literacy and numeracy skills
- Personal Learning Goals, regularly reviewed
- Structured routines and systems to support learning
- Planned strategies to motivate and reward children's efforts and achievements
- Staffing levels and expertise matched to children's needs
- A broad and lively range of activities planned around a carefully constructed curriculum rolling programme
- Links with mainstream schools
- Educational offsite visits

### **Upper Department**

Pupils are based in tutor groups and link with other classes for some lessons including Sixth Form. This organisation allows pupils to work with a range of other pupils and adults, and thereby develop their interpersonal skills. In addition to building on the main features of the lower department curriculum, an age-appropriate curriculum is offered through which pupils can continue to learn new skills whilst maintaining and generalising existing ones.

The following features are included:

- Increased emphasis on preparation for adulthood and careers both implicitly and in discreet lessons
- Emphasis on the development of literacy and numeracy skills in a range of practical, real life situations & further opportunities to be out in the community e.g. shopping, cooking, leisure activities
- Cross-curricular topics, draw from the key stage rolling programmes
- A well-developed PSHE curriculum through which issues such as relationships, advocacy, safety of self and citizenship are addressed.
- Work-related learning opportunities within the school and wider community
- Options for accreditation in KS4

### **6<sup>th</sup> Form**

The 6<sup>th</sup> Form provides progression from Key Stage 4 and offers a flexible framework for pupils that is highly focused on preparation for adulthood and careers. Pupils are supported to develop the qualities, abilities, interests and confidence which will enable them to take advantage of the opportunities of adult life. Learning is planned around individual PLGs, delivered through a

curriculum which includes meaningful accredited modules including AQA and Duke of Edinburgh award.

There is a strong focus on:

- Preparation for adulthood and careers
- Pathways to adulthood: Communication, Work, Independent Living, Community and Health.
- Work-based learning and vocational experiences both within the school community & on external work placements.
- Use of community facilities, college link courses, and transition visits to other post-school providers are arranged to suit the needs of individual students.
- Enterprise education projects

### **In Summary**

Every pupil at Fiveways is entitled to experience a variety of teaching and learning styles which both supports and challenges them sufficiently and enables them to achieve their full potential. Successful teaching and learning should develop the whole child or young person and enable them to become lifelong learners.

All staff have a responsibility, collectively and individually, to contribute to the delivery of the broad, challenging and appropriate curriculum; striving to deliver lessons where teaching and learning is of the highest quality, there is continuity and progression and the learning needs of all pupils are met.

## Appendix 1

### CLASSROOM OBSERVATION AND VISITS

#### Introduction

Observation and reflection of teaching and learning are an essential part of the school quality assurance and self evaluation procedures. Lesson observations serve a variety of purposes and it is essential that teachers understand the purpose of each.

*“Every teacher needs to improve, not because they are not good enough but because they can be even better” Dylan William*

Generally the purpose of observing teaching is:

- To promote the effectiveness of teachers and teaching assistants by identifying strengths and areas for development
- To raise standards and improve achievement
- To identify strengths in teaching and learning to share with others
- To develop reflective practitioners
- To support teachers’ and teaching assistants’ professional development
- To strengthen leadership across the school

#### General Protocols

Classroom observation is developmental and supportive and those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy
- Seek to reach agreement in advance of classroom observations being carried out
- Evaluate objectively
- Report accurately and fairly
- Respect the confidentiality of the information gained

In accordance with these principals the Headteacher will:

- Consult staff on the pattern of classroom observation annually.
- Ensure there is a reasonable amount of time between observations, irrespective of the purpose of the observation.
- Ensure classroom observation is undertaken by persons with qualified teacher status, unless part of a paired observation.
- Ensure that as far as possible, and as appropriate observations are used for multiple purposes e.g. informing individual professional development, SDP and the SEF.

The Headteacher and other school leaders may bring visitors or ‘drop in’ to classrooms in order to support teachers or seek information from or pertaining to pupils. These are separate from the observational protocol and do not constitute part of teacher appraisal.

The Governing body believes that the teachers at Fiveways are exceptional and trusted practitioners. As such they have confidence that in normal circumstances high standards of teaching will be maintained without the need for excessive ‘whole’ lesson observations (See also Teacher Appraisal policy)



Regardless of the reasons for a classroom visit or observation concerns regarding safeguarding, capability, performance or health and safety must be raised, acted upon and the member(s) of staff informed in the interest of staff and pupils

Fiveways observation practices:

- a) Teacher appraisal
- b) Teaching and Learning (includes all teaching staff)
- c) Learning walks
- d) Peer Observation
- e) Targeted support

**a) Teacher appraisal**

Please see separate policy.

**b) Teaching and Learning**

These are for information and evidence gathering, linking to school development plan and individuals identified focus.

They are **not** part of Teacher Appraisal, however any concerns about teachers' capability or health and safety issues must be acted upon and the teacher informed.

- The date and time of observations will be planned in advance with the teacher, and at least 5 days notice given
- Every effort will be made for the observation to be carried out at the agreed time
- Every effort will be made to keep observations within three hours total per year
- These observations will be carried out by leadership team and other teachers appointed by the Headteacher. Some will be paired observation which could include external colleagues to form part of the moderation process.
- The purpose of observation will be discussed between the observer and teacher prior to the observation
- Oral feedback from classroom observation at a prearranged time will be given as soon as possible after the observation by one of the reviewers.
- Written feedback will be given within 5 working days of the observation unless otherwise agreed with the teacher.
- The written feedback will include the date of the observation, context, staffing, lesson, and length of the observation. The teacher will have opportunity to append the feedback form
- The observation form and written feedback will be available to the teacher

**c) Learning Walks**

Learning walks are another strategy to collect evidence about teaching and learning, progress and areas for development. They are a school improvement activity and the evidence will be used to inform School Development Plan and School Self-Evaluation. Learning walks are developmental and constructive not judgemental. They are an opportunity to celebrate good practice and the strengths of the school and areas for development. They are **not** to expose individual weaknesses. They are **not** part of Teacher Appraisal, however any concerns about teachers' capability, safeguarding or health and safety issues must be acted upon and the teacher informed.

- Learning walks will be carried out by the Headteacher and a guest who may be a non-teacher, governor or experienced and appropriate professional
- The walks will happen once each half term
- Staff will be given at least one week's notice of the date and focus of the walk
- A programme of learning walks will be planned as part of the SDP, and the focus of each will be determined by perceived need. They will not relate to the performance of an individual
- Learning walks will be conducted with minimum disruption to staff and pupils, the walkers may remain in each classroom or teaching area for about 10 minutes
- Learning walks will be undertaken in a supportive and professional manner
- No evaluation or judgements will be made about individual teachers unless there are significant capability or health and safety issues.
- A short feedback report will be completed by the walkers for all staff. This report will share good practice, celebrate strengths, flag up training and school development issues.
- There will be informal verbal feedback to appropriate staff, individually, as class teams or as teaching / TA teams.
- Staff reflection and feedback are also included

#### **d) Peer observation**

These are a powerful professional development opportunity and can be instrumental in promoting teaching staff confidence, performance and skills. Peer observations can be used as a form of coaching and support. They are an opportunity to help teachers evaluate the impact of teaching strategies that involve innovation and a degree of 'risk taking'. They are **not** part of Teacher Appraisal, however any concerns about teachers' capability, safeguarding or health and safety issues must be acted upon and the teacher informed.

- The purpose and focus of peer observation should be agreed prior to the observation taking place and all forms of record keeping, format and planning agreed by both parties.
- Peer observations are not part of teacher appraisal and are not used by the Head Teacher as evaluation of performance. However any concerns about pupil safeguarding will be notified to the teacher and Head Teacher.
- If a teacher wishes outcomes of peer observation can be used as part of their appraisal.
- Dates of peer observations should be recorded by the lead for Teaching and Learning

#### **e) Targeted Support**

This may be as part of support for a struggling teacher or on request to review and develop an area of interest for staff.