



Teaching and Learning Policy

2024 - 2025

Learning to Flourish

To provide Personalised learning experiences so that every child can communicate, interact, grow and develop to the best of their ability. Together with families, we can ensure that our children have the skills and knowledge to manage everyday life as independently as they can and to lead happy and successful lives, through our values of **S**ocialisation, **C**ommunication, **I**nteraction, and **P**lay

High quality pupil-centred teaching and learning is the consistent aim for all staff at The Hollies, as is the development of effective strategies which support this aim. Therefore, we aim to provide a broad, appropriate and stimulating curriculum so that each learner will achieve their full potential.

Broadly speaking, high quality teaching and learning at The Hollies is supported through:

- Individual development plans (IDPs); person- centred planning
- SCERTs learning pathways
- A total communication approach, including the use of technology where appropriate;
- Metacognition – learning how to learn.
- Nurturing emotional needs of learners.
- Positive behaviour support.
- Thoughtful and balanced target setting.
- Sensory provision.
- Effective and imaginative use of ICT.
- The provision of authentic learning experiences.
- Values education.
- Effective delivery of continuous provision and outdoor learning and play.
- Exploiting opportunities for organic learning experiences.

It is not the intention of this policy to be prescriptive. Our ethos is grounded in ensuring that all learners have **full and unlimited access to all aspects of our curriculum**. We recognise the gifts, aspirations and potential of our learners and provide supportive strategies in order that all will benefit from an authentic and individualised approach to learning.

Through our teaching and interactions with pupils, all staff will aim:

- To enable pupils to communicate effectively in a variety of situations, in whichever way is appropriate for their individual needs;
- To raise standards of pupil achievement in all areas of learning and well-being;
- To have high expectations of each pupil;
- To develop confidence and increase self-esteem;
- To develop a stimulating learning environment;
- To motivate pupils to want to learn;
- To maintain appropriate assessment strategies through ongoing self-evaluation
- To promote pupil voice.

Objectives:

- To provide pupils with a variety of new and different situations through which they can practice and develop skills;
- To create a whole school learning environment, rich with learning opportunities;
- To support pupils to develop their academic, social, communication and independence skills through individualised learning.
- To value and include each pupil in the class through differentiation of teaching style or activity;

- To use formative and summative assessment purposefully to inform future learning and classroom practice; and provide feedback for pupils and parents.
- To work closely with parents and multi-disciplinary colleagues so that a consistent approach is achieved and optimum learning secured;
- To develop and sustain community links to ensure that our pupils gain knowledge, experience and understanding of the local community in which they live.

In order to achieve this, all staff are to make learning enjoyable and motivating by using a variety of approaches and topics, tailored to the individual learner. The learning environment will be rich with independent learning opportunities. Staff will use a multi-modal approach to learning which will encourage communication through the Total Communication approach. All staff will support learners by establishing appropriate routines and behaviour management strategies, tailored to their individual needs, which help minimise the occurrence and impact of challenging behaviour; in line with the Hollies Policy for Supporting Pupils with Autism and Team Teach principles.

All staff will celebrate and praise pupil achievements in a way that is meaningful to the individual learners, in line with the “Assessment for Learning and Marking” policy

Teachers will work closely with multi-disciplinary teams, to ensure they can provide access to learning that best suits the individual needs.

Teachers will involve support staff in planning, target setting and assessment. This ensures a more cohesive dynamic and an improved adult collective understanding of the pupil’s individual needs. Therefore, pupils’ progress is effectively achieved, with a shared understanding of next steps to learning.

Teachers will effectively manage and support their class teams, with clearly defined roles and responsibilities. This will promote a positive classroom atmosphere, which ensures pupils receive the most effective individualised, consistent learning opportunities. This results in pupils and staff feeling safe and ready to learn.

When staff teams create a positive environment, and encourage calculated risk taking, pupils and staff feel safe and supported in their learning.

Classrooms will have clearly identified ‘zones of learning’, giving pupils a greater feeling of reassurance, knowing exactly where to go to access certain activities and are better motivated to learn independently. This can be achieved by using visual prompts such as tablecloths, objects of reference etc.

Classrooms to be designed using appropriate support systems for the individual pupils SCERTS partner stage and using the schools Autism Strategies Policy.

Teachers and support staff use visual supports that promote classroom structure and routines, which enables pupils to be more in control of learning, and are better able to self-regulate. This increases accessibility to learning and promotes high achievement for all learners.

Classroom activities will be differentiated to meet the individual needs of the pupil. This includes their SCERTS stage, differentiation by outcome, support, such as AAC and content. Work is pitched at the correct level, is achievable but challenging. Having high expectations and making learning accessible, helps pupils flourish. **Personalised learning is the ultimate aim.**

When staff plan learning experiences around a thematic approach, there is greater connection with learning, teaching is more relevant, pupils engage better and the use of cross curricular skills more effective. All staff and pupils contribute to the planning, evaluation and further development of the Hollies Curriculum. All teachers are part of an AOLE team that helps monitor progression and coverage across the school, as well as identifying training needs and supporting staff.

Teachers and support staff will plan for the creative use of digital technologies to help pupils access the curriculum and reinforce learning, overcoming pupils' barriers to learning, improving engagement and motivation.

When teachers and support staff consult and embed advice from a range of multidisciplinary teams (where appropriate) to promote person-centered planning, pupils' well-being and learning experiences increase in relevance, and a greater breadth of experience can be provided.

Taking a sensory integration approach allows us to cater to pupils individual learning styles and promote engagement and enjoyment of the curriculum and school-life.

Target Setting

Teachers and support staff will set measurable, achievable, realistic and challenging targets based on the skills identified for the individual pupil. This promotes high expectations, motivate pupils and staff are better able to monitor progress which enables pupils to engage better in lessons, enjoy learning and achieve better outcomes. Where pupils can be directly involved in this process, understanding what is required is significantly enhanced.

Teachers and support staff will use a range of techniques to ascertain feedback from learning activities. This helps strengthen the connection between lesson objectives and success criteria. This helps pupils to further develop their skills for learning and knowledge and understanding.

The ultimate aim is a personalised learning experience for all our learners and the provision of full and unlimited access to our broad, balanced and ambitious Hollies curriculum!