



# **Riverside Community Special School**

## **Teaching and Learning Policy: *A baseline for outstanding practice***

**2022**

**At Riverside School we believe pupils learn best when:**

Learning activities are well planned, and sequenced, ensuring progress in the short, medium and long term

Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning

Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment

The learning environment is ordered, the atmosphere is purposeful and pupils feel safe

Specialist approaches are used to support individual pupils.

**Pupils learn best when learning activities are well planned, and sequenced, ensuring progress in the short, medium and long term**

#### **INTENT:**

- A broad and balanced curriculum is in place from appropriate sources such as the National Curriculum, Early Years Foundation Stage, EQUALS curriculum and Hampshire SEND Curriculum (for English & Mathematics)
- There is a curriculum overview for each cluster of classes every year to ensure a broad curriculum coverage and show range of themes in each subject.
- Where there are agreed schemes of work in place, these are known to all and used with appropriate adaptations by every teacher.
- High quality, planned play experiences support pupil learning in a way that is both enjoyable and challenging.
- A monitoring cycle is in place to support the progress of individuals and cohorts of learners. This includes the analysis of pupil progress leading to Learning Conversations with individual teachers.

#### **IMPLEMENTATION:**

- Work is well planned to provide step by step progress, (including class or cluster Half Term and Weekly Plans for English & Communication, Mathematics and Topic)
- Teachers view Half Term plans & Weekly plans as working documents and note any unexpected challenges or progress and plan for the next steps in learning for individuals and groups.
- Plans are available in the classroom on a daily basis so that all staff understand the learning objectives and activities for the pupils and are able to deliver consistent teaching support.
- Half Term plans and Weekly plans include planning for pupils' individual IEPs/ELTS and are clearly differentiated to meet the assessed needs of individuals and small groups within the class.
- Planning over time shows the expected pupil progress and mastery of knowledge and skills.
- The analysis of pupil progress leads to Learning Conversations with each teacher twice a year to identify pupils who are underachieving or doing better than expected and plan appropriate interventions.
- Planning is holistic and clearly sequenced: recognising connections between areas of learning via cross curricular elements.
- There is a promotion of the pupils' spiritual, moral, social and cultural development across the week.

- Pupils emotional and social skills are planned for and included in lessons e.g. turn taking, making choices.
- Lessons have a defined structure that is communicated clearly to pupils. This includes the main teaching points, some independent activities, an element of outdoor learning, play, and a time of focused teaching for individuals or small groups.
- When planning and assessing lessons, teachers ensure that resources and activities motivate and engage the pupils and are altered to match the needs of different pupils.

#### IMPACT:

- There is clear evidence of effective teaching and focused learning activities with specific objectives and outcomes.
- Pupils understand and follow the structure, methods and purpose of the activities in which they are engaged.
- Pupils use skills learned through Discovery and Play Builders sessions to try new things and persevere.
- Weekly progress in the pupils' learning is evident: specifically, via the annotated work (and photos of work) in their Progress books but also in IEP records, celebrations, in classroom displays and communications with pupils and parents.
- Planning over time shows the sequenced progress of pupils in subject areas.
- Analysis of pupil progress data in twice yearly Learning Conversations leads to the planning of any necessary additional teaching strategies and interventions for specific pupils.
- Lesson observations show progress over time and within lessons.

**Pupils learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they promote their curiosity and enthusiasm for learning.**

#### **INTENT:**

- Teaching and learning is creative and accessible for all pupils.
- Pupils enjoy and show enthusiasm for their learning.
- The pace of learning is optimised for each pupil.
- Pupils develop their independent skills and are given plenty of opportunities to deepen their knowledge and skills.
- Play sessions build on individual interests and provide opportunities for pupils to respond to their own imagination and ideas for play. Sessions support a number of skills in addition to those concerned with motor skills, including imagination, planning and trying out and testing ideas.
- Resources are of a high quality and meet the needs of all pupils, including children with severe and complex needs.
- Planning is sequential and builds on the prior knowledge of all pupils.

#### **IMPLEMENTATION:**

- Staff create an environment that is central to the pupils they teach, ensuring that the resources and activities they select are appropriate, prepared and in line with the session being taught.
- Learning activities enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- Pupils are given opportunity to develop their independence and are practising skills learnt through My Own Work bags, Discovery Time, and play.
- Construction play allows pupils to manipulate materials to create something new through stacking, sticking, putting together, taking apart, or sorting.
- Pupils have plenty of opportunities to deepen their knowledge and skills by applying them in a variety of contexts, including different areas around the school e.g. The Lodge, sensory spaces, outdoors, Joshua Room and our locality.
- The pace of learning is optimised for each pupil, ensuring that pupils are given plenty of processing time depending on their needs
- Staff use their expertise, including their subject knowledge, to develop pupils' knowledge and skills in a structured way, across the range of subjects and areas of learning.

- Planning of learning is well sequenced and delivered in a way that allows pupils to transfer their skills in to their long-term memory e.g. building on prior knowledge, 'over learning', using varied resources and teaching strategies.
- Well-judged and effective teaching strategies successfully engage pupils in their learning e.g. Attention Autism (bucket), Word Aware, STAR concept teaching.
- Pupils understand key concepts through well framed questions which are differentiated in order to encourage a response or discussions (Blank language scheme and supporting resources)
- Staff promote British Values, including fairness, justice and tolerance, respect for all and help pupils to have an understanding of people and communities beyond their immediate experience.
- Staff are fully aware of the needs of the pupils they teach and adapt sessions accordingly in order to meet the needs of these pupils e.g. pupils join teaching sessions for as long as is appropriate and they are moved on to other activities as needed (for example when the starter becomes more complex).
- Staff assess pupils accordingly and strengths and misconceptions are identified and next steps are planned for as appropriate.

#### IMPACT:

- Pupils demonstrate the knowledge and skills they have learnt in a range of contexts, across all areas of the curriculum.
- Pupils are keen to share their work and are able to communicate about what they have learnt with others.
- Learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, postcards, newsletters, notice boards and the school website.
- Pupils of all abilities show progress and achieve the best possible outcomes. This is celebrated with individuals, classes or with the whole school.
- Pupils explore and take risks within a safe learning environment.
- Pupils wellbeing is promoted through success and achievement.

**Pupils learn best when continuous assessment informs teaching so that there is provision for support, repetition and extension of learning for each pupil, at each step of attainment.**

#### **INTENT:**

- The Marking and Annotation policy supports staff in assessing pupils progress within a lesson and over time.
- All staff have high expectations for all pupils, to plan, resource and direct differentiated learning activities that give support and issue challenge for all
- Teachers are able to talk about and demonstrate pupils attainment across the curriculum
- Pupils understand that they are successful and are making progress over time
- Parents understand their children's progress and learning opportunities.

#### **IMPLEMENTATION:**

- Staff use frequent, detailed and accurate feedback to pupils, both oral and written, to improve their learning
- Marking is frequent and regular (Marking and Annotation Policy) providing pupils and staff with very clear guidance on how learning can be improved/revisited and what has been achieved.
- Staff adjust the pace and depth of learning as a result of their monitoring during lessons.
- IEPs are communicated to pupils and displayed within the classroom and in books. These are discussed with pupils as appropriate.
- Data is scrutinised rigorously in twice yearly Learning Conversations involving year group partner teachers and members of the Leadership Team; this data is utilised in the deployment of resources so that under achieving pupils are well supported and make better progress over time
- Staff use prior learning to support pupils to build on and deepen their learning
- Independent learning and over learning are used to deepen understanding and use of skills.
- Progress books are updated weekly by all staff, with appropriate annotations and evidence supporting work towards IEP targets.
- Teachers keep agreed assessment records (Reading Records, Phonic Tracker Sheets) and submit data termly to enable Pupil Data Tracking (reading & spelling, Mathematics, English and Communication, PHSE)
- The Assessment policy supports staff consistency of practice

- Data and Learning Conversations support teachers to plan for next steps, adjustments and interventions.

#### IMPACT:

- All pupils receive support at the time and level it is required to optimise their learning
- Pupils are motivated to learn through differentiated learning activities that build on their prior attainment.
- Teachers provide challenge that ensures achievement for pupils when they work hard and try their very best.
- Staff reflect on observations and feedback from colleagues and leaders, and make changes that enhance pupils' daily outcomes, and promote social and emotional wellbeing.
- Parents understand what their children are learning about and can understand the progress of their child.

**Pupils learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

**Intent:**

- A clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school.
- There are high expectations of behaviour, including pupils' attendance and punctuality at school, are communicated to, and shared by, all pupils, parents and staff.
- Play sessions support the development of Pupil Voice and purposeful language skills by promoting opportunities for pupils to talk and listen to each other, use existing and new vocabulary, and cooperate with others as part of a group.
- Staff ensure that rewards and reinforcements are personalised to match individuals needs and interests.
- Pupils are supported to navigate their environment successfully and, where possible, independently.
- Staff consistently use positive language and actions with pupils
- Parents recognise the need to protect their pupils from cyber-bullying, grooming, radicalisation and any other exploitative relationships.
- We all recognise that pupils with disabilities, including autism, may be particularly vulnerable to exploitation.
- Staff safeguard pupils physical and emotional wellbeing effectively.

**Implementation:**

- Staff teach pupils how to behave well through school or individual strategies, rewards and modelling
- There are a variety of visual cues to help pupils to understand and navigate the environment. These include individual schedules, signposting, objects of reference or, where possible, social use of language
- The classroom is ready for learning with resources, prompts and activities in place and readily available for the start of lessons.
- Staff employ positive strategies for managing pupils' behaviour that help pupils understand the school's expectations (Red and Green choices) and that these strategies are underpinned by the clear range of rewards and sanctions set out in the school's behaviour policy. These are applied fairly and consistently
- Staff recognise the need for our pupils to be taught strategies to protect themselves from cyber-bullying, grooming, radicalisation and any

other exploitative relationships through a variety of avenues e.g. Speak out and stay safe, NSPCC 'Pants', computing curriculum and assemblies.

- School wide practice is used to provide consistency and positive reinforcement for example - listening (number 1 voice), behaviour choices (red/green choices), rewards & celebrations (stamps, stickers and praise, postcards sent home) and trying hard (resilience).
- Play sessions should create opportunities for pupils to learn to share toys with their peers and to develop social skills that involve turn-taking and following the rules.
- Pupils who need further support, beyond the school policy have an Individual Support Plan (ISP) or Vulnerable Risk Assessment which highlight adaptations to the environment for that child
- Positive behaviour is modelled by staff at all times in their interaction with pupils and other adults with conflict dealt with in a calm and fair manner.
- Pupils are encouraged in their learning and their efforts will be praised in the classroom, in assemblies and through school celebrations
- Any support for pupils will be constructive and pupils' emotional well-being will always be promoted.
- Regular play sessions give pupils the opportunity to persevere when things do not go as expected by collaborating with their peers and adults to solve problems.
- Tasks are clearly presented and structured so there is a clear end point that is appropriate and understood by the child.
- Visual expectations of learning themes or learning focus for the current week displayed on the wall (Phonics, text, word aware)
- Golden time is implemented fairly and appropriately in classes.
- Teachers curriculum files are easy to locate and contain all up-to-date plans

### **Impact:**

- There is an atmosphere of mutual respect between adults and pupils
- Pupils feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- Pupils' learning achievements are displayed around the classroom and the school for others to appreciate and admire
- Regular play sessions support pupils' skills in coping with challenge and facing uncertainty in different circumstances.

- Pupils take risks in their learning, and learn from their mistakes
- Through play, pupils have opportunities to learn and develop crucial skills in problem-solving, working with others, sharing and being helpful and friendly.
- Pupils are encouraged to 'have a go'.
- Organisation of classroom routines, systems and resources optimise learning, communication, life skills and emotional wellbeing of pupils.
- There are orderly transitions around the building, between activities and daily events.
- The classroom is organised and safe.

**Pupils learn best when specialist approaches are used to support individual needs.**

#### **INTENT:**

- Pupils are able to successfully access learning individually or as part of a group
- All staff understand and use a range of resources, supports and techniques that reflect the individual needs of pupils, including signing and appropriate visuals such as objects of reference, photos and symbols
- All staff are able to support pupils by using specialist approaches as appropriate, including sensory integration, Blank Language, Makaton, Attention Autism, Zones of Regulation, etc.
- Lego-Based Therapy supports the development of social communication and language skills through a specific and structured approach
- Teachers understand and monitor progress of individual pupils receiving targeted support and liaise regularly with specialist staff and the class team
- Interactions with pupils are consistent with best practice and in line with our Visions and Values
- Learning through play and implementing strategies to adapt to different situations builds a sense of identity that helps pupils achieve a sense of belonging and enjoy the feeling of wellbeing this brings.
- Consultation with the Lead Practitioner leads to improvements in pupil wellbeing, enjoyment of and engagement in learning and in pupil learning outcomes

#### **IMPLEMENTATION:**

- The Lead Practitioner is available for professional dialogue, observation and support and works collaboratively with teachers to ensure autism best practice is delivered and implemented across the school
- Teachers consult with the Lead Practitioner to ensure that interventions reflect best practice and the emotional wellbeing of the pupil
- The Lead Practitioner works collaboratively with teachers and specialist teams, including CAMHS, OT, SaLT, and other therapists to support pupils needing specialist interventions such as the Zones of Regulation, sensory integration, therapies and autism best-practice that support self-regulation for learning
- Training is provided through whole school INSET, teacher meetings, CPD and Performance Management/IPP target setting to ensure staff fully understand the nature of and response to pupils with specific difficulties,

including autism, anxiety, severe learning difficulties and self-regulation and behaviour difficulties.

- Pupils who need individual interventions or teaching of specific skills are identified through discussions in class teams, discussions with the Lead Practitioner and wider SLT, the IEP and ELTs process and highlighted during Learning Conversations
- Learning Conversations are used to identify gaps and barriers to learning and provide a clear plan that leads to improved outcomes for pupils
- Staff model appropriate language that is supported by the use of signing and meaningful visual supports that are tailored to the needs of individual pupils and that aid their understanding
- Some pupils interact with toys, games and shared activities in a way that supports them to develop imagination and creativity, planning and organisation and fine motor skills. They may express themselves and role play familiar adults or story and television characters. Pupils may pretend to do everyday activities and participate and play with small world characters.
- Organised learning spaces that include:
  - TEACCH methods
  - work stations set up in classrooms and back rooms
  - Now and Next to motivate pupils to complete adult-directed tasks and activities that improve and enhance their learning
  - My Own Work (independent bags)
  - Working Together
  - Discovery Time
  - Play Builders
  - class and where appropriate, individual schedules
  - aided language boards
  - reward charts
  - communication boards and books

#### IMPACT:

- Pupils develop the skills to enable them to work independently, alongside and with their peers.
- Pupils move towards linking pretend play into action sequences and ultimately to playing pretend games with their peers and celebrate in the joy this brings.
- Pupils develop their play skills, cementing the move from solitary to parallel play and from parallel to social play where pupils share and interact directly (see Play at Riverside).

- Pupils work with a range of adults who consistently apply successful approaches appropriate to individual pupil need
- Approaches are used purposefully and consistently by all adults to reduce the demand on pupil working memory and to support pupils to:
  - develop their independent learning skills
  - manage their time
  - pay and shift their attention
  - plan and organise their learning
  - know their strengths and weaknesses
  - apply self-regulation strategies that work for them to help them develop resilience for learning
- Progress and achievements are reported through annual reviews, annual reports and Learning Conversations.

## What does outstanding Teaching, Learning and Assessment look like? (Ofsted section 8 handbook)

- ✓ Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
- ✓ Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- ✓ Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- ✓ Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- ✓ The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- ✓ Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.
- ✓ Where remote education is in place, it is well integrated within courses of study, and is well-designed to support the wider implementation of the school's curriculum.
- ✓ Their approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers consider the most important knowledge or concepts pupils need to know and focus on these. Feedback, retrieval practice and assessment are prioritised. The medium for remote education enables all pupils to access lessons and learn. Teachers monitor pupils' engagement and communicate effectively with parents and colleagues if there are concerns.

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**Next review Governors Summer 2024**