

KTS Academy Learning and Teaching Policy



Rationale

At KTS Academy our students/pupils have a wide range of learning needs; consequently we have an individual approach to Learning and Teaching. This policy outlines the way in which learning and teaching supports the ethos of the school and seeks to ensure that our learners have the best opportunities to attain their full potential.

The core activities of learning and teaching are fundamental to our commitment to develop learners' abilities and ensure they attain their best. Central to our philosophy is for learning to be enjoyable and to be seen as a life-long process by our learners and young people. We strive to develop qualities of kindness, respect and confidence in our pupils and the ability to take responsibility; becoming independent learners.

Aims of the Learning and Teaching Policy

- To constantly improve the quality of teaching in the school.
- To raise the level of pupil attainment by providing a personalised and relevant specialist curriculum.
- To provide staff with clear indications of the school's expectations.
- To establish a range of good practices in respect of learning and teaching.
- To emphasise the importance of creating a school culture and ethos which is sensitive to the diverse social and emotional needs of our pupils.
- To provide agreed focus and criteria for monitoring learning and teaching

At KTS, we embrace the United Nations Children's Emergency Fund (UNICEF) Convention on the Rights of the Child (CRC). The UNICEF UK Rights Respecting Schools Award (RRSA) supports schools across the UK to embed children's human rights in their ethos and culture. The award recognises achievement in putting the UN Convention on the Rights of the Child (CRC) at the heart of a school's practice to improve well-being and help all children realise their potential. The staff at KTS are committed to the principles contained in the CRC and the school demonstrates its commitment through ensuring it is embedded within school policy.

Where a policy directly relates to Articles of the UN Convention on the Rights of the Child, these are referred to in the relevant policy. The wording used is from a simplified version of the convention produced by Save the Children. Within the Learning and Teaching Policy, Article 28 applies (You have the right to an education).

The Importance of Effective teaching

At KTS Academy we recognise that our learners have varying individual needs and we also recognise the changing needs of the growing population of our school. The diversity of pupil need therefore sets a particular challenge for teachers in developing and delivering effectively inclusive lessons through attention to a high quality of teaching. As such teachers employ a wide variety of methods and approaches to teaching in different contexts, at different times and with different groups of learners.

We recognise the use of technology in supporting our learners to access the curriculum as well as the need to employ a range of specialist techniques and methods in supporting our pupils and students to access learning.

Learners with severe learning difficulties (SLD) require many of the same teaching principles and strategies relevant to all learners although more intensive and explicit teaching may be required by pupils with different patterns and degrees of difficulty in learning. Careful consideration and expansion of a range of teaching adaptations may be required including:

- more experience in generalising knowledge learnt in one context to other contexts
- more examples to learn concepts
- more explicit teaching of learning strategies & reinforcement of them
- more frequent and more specific assessment of learning
- more time to solve problems
- more careful checking for preparedness for the next stage of learning
- more practise to achieve mastery

Learners with profound and multiple learning difficulties (PMLD) have complex learning needs. In addition to very severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs and teaching that:

- takes account of preferred sensory and learning channels and ways of processing information;
- focuses on those early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;
- supports emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.

Learners with autism present with differences in learning style, impairments in communication and social skill development, and may in addition present with challenging behaviours. There is considerable individual variability in how these characteristics are manifested but these features have had implications for establishing a teaching pedagogy that is effective for this group. We recognise that direct teaching conducted in groups, making use of an oral, interactive two-way process in which pupils are expected to play an active part by answering questions, will not generally be an effective initial strategy for learning with this group of pupils. Effective programmes for individual learners appear to be characterised by the following:

- access to the academic curriculum in ways that do not depend on social or communicative skills and which take account of the particular difficulties of pupils/students with autism in learning how to learn; these may emphasise structure, visual learning and modelling of activities and behaviours
- a programme to develop communication, regardless of the language ability of the learner

- a programme to develop social interaction, play, leisure and life skills
- an approach to managing behaviour which involves assessing the function of a behaviour and teaching an acceptable alternative to achieve the same result.

Classroom Ethos

The ethos of the classroom has a major impact on the quality of teaching and on pupil behaviour. At KTS Academy all teachers are expected to:

- promote a calm working environment and the development of good work and social skills
- establish clear classroom routines
- value all pupils, irrespective of ability, race, gender, age or achievement
- encourage pupils' self-esteem by recognising, praising and rewarding positive achievements in line with the reward schemes within the phase and school
- evidence that the role of support staff has been clearly thought through so that they are used effectively throughout the lesson

Planning

Long and Medium Term planning is decided within each phase and is available on the shared area of the school intranet.

The LTP specifies the focus for the work to be covered for each phase term by term. The MTP – consist of schemes of work organized on a term by term basis. The planning is differentiated and is intended to be a guide to be adapted and modified to fit particular situations and interest of our pupils/students.

Short Term Planning - weekly planning sheets - weekly planning is completed by each teacher and is differentiated according to the needs of the individuals in their class. Templates of the planning sheets are available on the school intranet.

Criteria for Judging the Effectiveness of Planning.

The focus of this monitoring will be identification of:

- clear learning objectives for the lesson and strategies for communicating these to pupils, the exception being in EYFS where some sessions are child initiated.
- structure and progression in the lesson
- differentiation to enable all pupils to participate at an appropriate level, or in an appropriate way
- appropriate challenging activities

Classroom Organisation

Classrooms must be:

- kept tidy and uncluttered with pupils where possible having a level of responsibility for maintaining this;

- cleared at the end of each day with materials and equipment returned to their correct locations and the tables and floor cleared.
- organised to ensure easy access and set out to support the teaching most suited to the pupils' needs.
- organised with resources clearly labelled and accessible to the pupils where appropriate.
- have displayed the weekly timetable, Pen Portraits of pupils and targets, the school rules and class information for visitors

Classroom Display

Display is important for:

- creating a stimulating and purposeful environment
- helping pupils to learn
- setting a high standard in pupil achievement
- creating a climate where pupils' work is valued and celebrated
- helping to raise pupils' self-esteem

Effective Teaching

Criteria for judging the effectiveness of teaching

All teaching staff are responsible for:

- ensuring clarity of intentions in terms of precise and clear lesson objectives and personalised learning outcomes for pupils
- ensuring that expectations are made clear to learners and support staff, where practicable, and the focus on what is being learned is maintained
- identifying the most appropriate and effective differentiated activities for the learning objectives
- providing differentiated resources that take into consideration the needs of individual pupils
- providing activities that extend pupils and promote independence
- producing a lesson structure which provides opportunities to focus on and revisit the learning objectives
- maintaining pace throughout lessons and ensuring that the majority of time with learners is spent facilitating learning
- encouraging learners to develop and practise new learning in order to achieve the learning objective
- planning effective use of other adults

Good Teachers:

- know the pupils well and understand any factors that may affect their learning
- have confident knowledge and understanding of the subject/area of learning being taught and the curriculum;
- use assessment to inform their planning and target-setting to meet the needs of individual pupils and groups;
- plan thoroughly, carefully selecting from resources and material
- use a range of teaching resources, styles and appropriate strategies
- differentiate work and teaching style to meet the learning needs of individual pupils
- use appropriate communication strategies for different individuals or groups
- create a stimulating environment and convey a sense of enjoyment through their lessons
- utilise effective assessment strategies
- check pupil understanding and adapt strategies to maximise pupil learning
- value pupils contributions and feedback constructively to pupils and celebrate their achievements
- manage the classroom in a manner that promotes positive behaviour and a safe and healthy environment
- support pupils to develop good work skills
- recognise pupil diversity and create an atmosphere conducive to the promotion of pupil involvement
- demonstrate a willingness to examine and implement change, as appropriate
- manage support staff and work in partnership with them
- work productively with colleagues, families and other agencies
- accord dignity and respect to pupils
- work in line with equal opportunities policies and ensure the entitlement of all pupils

Pupils' Learning

In order to enable pupils to achieve their full potential the learning experiences offered should provide the opportunity for them to:

- become increasingly independent, self-motivated learners
- receive feedback on how they are doing and how they can improve
- make steady progress and build upon their own successes to achieve their full potential

- acquire essential skills for life and practise them in a variety of situations
- become engaged, apply themselves and concentrate
- communicate in a variety of ways
- use technology as an aid to learning
- value themselves and others as learners
- learn from the community and environment beyond school
- work with and alongside other people

Children learn best when:

- teaching is tailored to their learning needs
- they know what is expected of them
- they show interest in how well they are doing and how they can improve
- personal learning objectives and learning outcomes are clear
- the curriculum is relevant, challenging and achievable
- they are interested, happy, enthusiastic and motivated
- they have appropriate resources, equipment and activities to meet their needs
- they feel safe and secure, are praised, rewarded, encouraged and their success is celebrated
- they have a good relationship with staff who treat them with respect

This policy will be monitored and reviewed as required.
Reviewed October 18