



HEDGEWOOD SCHOOL

Teaching for Learning Policy

When planning provision for learning and taking into account the needs of our autistic and complex communication needs pupils, the development and well being of the whole child is paramount. As a school we are committed to ensuring every pupil experiences learning from a platform of security, safety and enjoyment where relationships with staff are trusting and well established to ensure readiness for learning. Hedgewood School uses the National Autistic Society's SPELL framework to address its commitment to every autistic learner's journey to ensure wellbeing, develop independence and achieve positive outcomes.

We are committed to the development of skills and learning which empower our young people to understand and develop knowledge of the world around them to keep themselves happy, healthy and safe.

At Hedgewood we aim to:

- provide a broad, balanced and creative curriculum that meets the diverse needs of our complex population
- ensure effective and explicit curriculum time is dedicated to development of social understanding
- provide high quality reflective teaching for learning
- raise the achievement of every pupil
- provide opportunities for pupils to engage in and take responsibility for their own learning

The principles that inform our good practice are that all staff:

- have a commitment to the well being and happiness of each pupil
- provide personalised opportunities that give every learner the confidence to succeed
- build on what learners have already experienced
- provide appropriate challenge to motivate and promote personal growth for each pupil
- make learning an enjoyable, creative and challenging experience
- develop personal qualities and skills and pupil learning across the curriculum
- encourage pupils to become active partners in their learning, leading to increased independence and personal decision making for pupils

We value the role of parents and carers in children's learning. The partnership between home and school is developed in many ways, through home /school link books, coffee afternoons and parent consultations. Parents are encouraged to engage with school to share understanding of their children's needs and work together to promote the well being and progress of their child.

We also provide opportunities to parents for training through Autism (EarlyBird Plus and Healthy Minds) and Signalong courses and in supporting the consistent use of visual support systems both at home and school.

Our Family Support Team is a vital part of supporting our pupils and families, offering bespoke support to help families with a wide range of needs.

Delivery of the curriculum

Effective delivery of the curriculum requires focus on:

- understanding the autistic child
- supporting a range of communication needs
- acknowledging challenging behaviour is anxiety driven and that a Positive Behaviour Support Approach is consistently used across the school
- the identification of preferred learning styles, whilst recognising the need to support the development of other styles
- taking into account the sensory needs of individuals
- taking into account the physical needs of individuals including Hearing Impairment and Visual Impairment
- EAL needs

Hedgewood School is in the latter stages of acquiring National Autistic Society accreditation. This recognises the commitment to understanding the needs and providing appropriate provision for autistic individuals to be happy, healthy and empowered.

Effective delivery also considers organisation and management of the classroom environment and of learning. The organisation and management of teaching for learning at Hedgewood is based upon:

- an adapted TEACCH system that is consistent throughout the school
- adapted environment to provide low arousal areas within each classroom, thereby supporting the sensory needs of our pupils
- visual support and clues for learning evident, both on a whole class and individual basis
- the appropriate use of e-learning
- the effective use of teaching assistant support,
- working with professional partners including Speech and Language Therapists, Occupational Therapists, Educational Psychologists etc

- the effective use of time, including physical and sensory breaks for pupils where appropriate
- how pupils are grouped for maximum learning

Other ways teachers deliver effective teaching is through the consideration of teaching styles and approaches. These include:

- ensuring relationships are established and effective, where pupils security, well being and happiness are a pre-cursor to effective learning
- an individual approach to pupil's needs
- teacher/staff modelling
- reinforcement of key learning points within lessons and across a period of time to ensure embedded learning and application of skills

Planning

Planning will ensure effective teaching for learning by identification of:

- clear learning intentions reflecting the needs of individual and groups of pupils and assessment criteria
- activities to achieve these learning intentions
- differentiation using a variety of methods, including communication support where appropriate
- e-learning opportunities and resources
- resources suited to task
- effective use of Teaching Assistants

Medium term planning is completed on a termly or half -termly basis. Pupils personalised learning objectives are identified through twice yearly Individual Learning Plans (ILP), which reflect the aims for development of social understanding and acquisition of skills and development of academic learning in core subjects.

Short term planning is completed on a weekly basis and is informed by pupil's ILP's and assessment against previous planning.

The curriculum map informs how subjects are blocked across the 2 year cycle to foster greater links in learning and deepen understanding and generalisation of skills and knowledge for our population. We also recognise that planning needs to be flexible to allow for creativity, personalised learning and a child centred approach.

Assessment

Assessment is an integral part of teaching for learning and is completed in a variety of ways:

- assessment jottings which identify progress, significant learning or underachievement
- evaluation of progress in social understanding and development (BSquared, Autism Progress (Autumn 2016))
- scrutiny of academic targets and results from summative assessment (through BSquared and National Curriculum criteria)
- pupil self –assessment wherever appropriate
- assessment against success criteria
- pupil progress reviews
- use of pupil attainment data analysed against national comparisons

At Hedgewood we are committed to every learner achieving success, to making them feel included, secure and valued. This is achieved by:

- adapting teaching to the potential and needs of each individual
- creating a culture of respect for others and their achievements whatever their gender, social background or ethnic group.

Effective teaching for learning is monitored and evaluated by:

- classroom observations
- learning walks
- Performance Management
- scrutiny of work
- analysis of data and targets for individuals and groups (BSquared/GAP)
- pupil voice/ evidence of pupil feedback wherever possible/ school council
- teacher and support staff voice e.g. interviews, questionnaires, discussions
- scrutiny of planning.

Teaching for learning is monitored by a wide range of staff including Senior Leadership Team, Team Managers and subject Learning Managers. All of this monitoring and evaluating supports the school's self-evaluation process.