



HEDGEWOOD SCHOOL

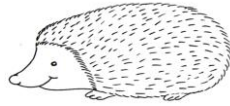
# Teaching for Learning Policy

2020 - 2021

September 2020



HEDGEWOOD PRIMARY SPECIAL  
SCHOOL



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# Teaching for Learning Policy

### Intent

Hedgewood School recognises the commitment to understanding the needs and providing appropriate provision for autistic individuals to be happy, healthy and empowered.

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 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
- provide an integrated approach to therapies, where communication, sensory and emotional regulation needs are embedded into everyday learning across each school day.

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

- have a commitment to the well being and happiness of each pupil
- have an understanding of autism and what that difference means for each individual child's learning. Staff are trained through the Autism Education Trust framework (Hedgewood is the AET Hub for Hillingdon) including complex needs modules.
- 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. Hedgewood promotes ongoing communication with parents to share priorities and identify objectives that have the maximum impact on the quality of life for the young autistic person and their families.

We also provide opportunities to parents for training through courses such as Autism (EarlyBird Plus), Playing with your autistic child, Understanding Autism(AET), Low Arousal approach to challenging behaviours 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.

### **Implementation of the curriculum**

The broad range of pupil needs are met through three identified curriculum pathways, allowing for further personalised learning to ensure the best outcomes for all children according to their unique needs in line with their diagnosis of autism.

For our most complex pupils our **Essentials for Living** (EfL) pathway focusses on developing a method of communication to enable requesting, making choices, develop independence and to understand communication from others to help keep them safe and enjoy future well-being. For many of these pupils, incidents of challenging behaviour function as communication

and we aim to reduce these behaviours by giving young people an effective method of communicating.

Our second pathway, **Foundation for Life** (F4L) focusses on functional communication at the heart of its aims and develops independent living skills, functional early Maths and English and develops social interaction and emotional regulation.

Our **Core Curriculum** (CC) is our third pathway and is intended for our more verbal pupils who will study a wide range of adapted National Curriculum subjects, but strands relating to social communication are a focus in line with young people with autism's area of need.

The chosen pathway for each pupil at Hedgewood will be reflected in their Education, Health and Care Plan outcomes.  
(Please see our Curriculum Policy for more information)

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

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 and across the whole school, thereby supporting the sensory needs of our pupils
- adaptations of classrooms to include functional resources and environments to develop independent life skills (i.e. kitchen areas, drawer/wardrobe storage, leisure environments)
- visual support and clues for learning and to support independence 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 skill

## **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 relating to each individual's curriculum pathway
- 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 termly Personal Curriculum Plans (PCP), which reflect the aims for development of communication, social understanding, emotional regulation and acquisition of skills and development of academic learning in core subjects reflected in the appropriate curriculum pathway.

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

The curriculum map informs how subjects are blocked across the two 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.

## **Impact**

Our individually tailored pupil outcomes and flexibility to teaching and learning approaches enables all pupils at Hedgewood to reach their potential for maximum independence and well-being in future life.

Whichever curriculum pathway a young person has travelled will enable functional skills to be developed to ensure meaningful learning to access future family, community and where possible workplace opportunities.

Every child will be ready for their next stage of learning, taking into account challenges with communication, social interaction and self-regulation in line with many of our pupils' diagnosis of autistic spectrum condition.

Effective assessment enables finely tuned planning for next steps in learning and the embedding and generalisation of key skills.

## **Assessment**

Assessment of impact on desired outcomes is an integral part of teaching for learning and is completed in a variety of ways.

- evaluation of progress in communication, independence, social understanding and development of emotional regulation and wider academic subjects within appropriate curriculum pathway.
- summative assessment against the appropriate assessment criteria for each curriculum pathway as follows:
  - **(EfL - Essential Eight Skills)**
  - **(F4L – F4L Assessment Framework)**
  - **(Core Curriculum - BSquared, Autism Progress)**
- formative assessment during teaching to scaffold, amend or extend learning
- assessment jottings, feedback on planning which identify progress, significant learning or underachievement)
- pupil self –assessment wherever appropriate
- assessment against success criteria
- pupil progress reviews
- use of pupil attainment data to identify patterns in group performance

At Hedgewood we are committed to every learner achieving success, to making each child 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
- pupil progress
- scrutiny of work/learning journeys
- analysis of data and targets for individuals and groups
- pupil voice/ evidence of pupil feedback wherever possible/ school council
- teacher and support staff voice e.g. interviews, questionnaires, discussions
- scrutiny of planning liaison with parents both formally (through parent consultation and Annual Review meetings) and ongoing communication to share priorities.

### **Health and Safety**

The guidelines outlined in the Health and Safety policy should be adhered to at all times.

### **Equal Opportunities**

As advocates for our young people, all staff at Hedgewood are active in recognising and reducing the negative effects of a lack of equal opportunities. This will not mean treating all children 'equally' or every child achieving the 'same'. Some children will need more specialist attention, or different levels of support or challenge. For teachers this means planning for effective learning and communication for all pupils, irrespective of disability, heritage, special educational needs, social group, gender, physical or emotional needs or race or culture.

For a more in depth view of equal opportunities at Hedgewood please see Whole School Curriculum Policy and Equal Opportunity Policy.

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