



CHURCHILL  
SCHOOL

## **Teaching and Learning Policy**

# Churchill School

## Teaching and Learning Policy

### Introduction

At Churchill School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable students to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for everyone and, in so doing, promote positive attitudes towards other people;
- enable students to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- promote healthy living and lifestyles.

### What is Autism?

In order to understand how to teach pupils with Autism it is essential to understand some of the issues students will face. Autism is a spectrum of neurodevelopmental conditions, characterised by difficulties in the development of social relationships and communication skills, in the presence of unusually strong narrow interests, repetitive behaviour, and difficulties in coping with unexpected change.

Such difficulties are described as the "Triad of Impairments" in addition some pupils with Autism may have additional needs such as Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder or Obsessive Compulsive Disorder.

### What are Speech Language and Communication Needs?

A student with Speech, Language and Communication Needs:

- Might have speech that is difficult to understand
- They might struggle to say words or sentences
- They may not understand words that are being used, or the instructions they hear
- They may have difficulties knowing how to talk and listen to others in a conversation

## Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

Seven main areas of intelligence have been identified: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We endeavour to take into account these different forms of intelligence when planning teaching and learning styles. We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work/talk partners;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching film and responding to musical or recorded material;
- discussions, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;
- creative and musical activities.

We will adapt our teaching styles to suit the specific needs of pupils constantly bearing in mind:

- School can be a very stressful place for a child with Autism
- those with autism may not learn in the way that other people do
- the world is often perceived in a different way
- pupils may not be able to access those social situations where most people learn and therefore those social interactions that give rise to new learning will often cause difficulties.

Staff will need to constantly bear in mind that Autistic pupils:

- are often visual learners although they may not recognise the non-verbal signs
- need additional time to process information
- may lack the ability to generalise learning and take things literally, in black and white failing to be flexible.
- benefit greatly from concrete experiences to aid understanding
- can give good attention to tasks
- often have a good memory for information
- commonly experience sensory issues

At Churchill School we encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Teaching will be adapted

to meet individual children's strengths and needs. Where support is needed it will be given promptly but by:

- considering how independence can be developed and enhanced
- building on identified strengths

At Churchill we aim to ensure that our curriculum is fully inclusive and does not discriminate against any child with a learning or physical disability. We provide equal opportunities to all children, regardless of race, religion, culture or gender.

### **Effective Teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school's curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children we give due regard to information and targets contained in Individual Education Plans (IEPs) or statements. We have high expectations of all children, and aim to ensure that their work here at Churchill School is of the highest possible standard.

We set literacy and numeracy targets for the children. Targets are drawn from a bank of key objectives and are supported by assessment information gained from regular assessments and analysis of centrally held data. Pupils are set additional targets on reports. These are either based on literacy, (reading or writing) numeracy or social skills. Targets set by teachers for pupils at Pupil Progress meetings are reviewed termly.

We plan our lessons with clear learning objectives. We take these objectives from the International Primary Curriculum which relates directly to the objectives in the National Curriculum or the National Literacy or Numeracy Strategy. Our lesson plans contain information about the tasks to be set, differentiation, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

Opportunities to address pupils communication, social skills and flexibility will be carefully planned into the school day e.g. staff:

- create the need to communicate
- are explicit about expectations
- keep language simple
- plan opportunities to use language socially such as turn taking in a conversation
- check for understanding rather than making assumptions
- plan for change using carefully structured timetables and social stories
- facilitate opportunities for pupils to generalise new skills and learning in different situations

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. Children will follow the school code of conduct. We expect all children to comply with these rules to promote the best

learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. The school employs a wide range of methods for rewarding good behaviour and achievement, including awarding stickers and certificates and being allocated “choosing” time.

Teachers establish classrooms which are “safe” working environments. Staff:

- create systems and routines which have predictability
- use visual timetables
- maintain ordered classrooms so students know where things are
- are willing to learn from and adapt the environment for the pupil

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. A risk assessment is carried out prior to each visit.

We deploy Teaching Assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We aim to ensure that some displays are interactive. Each class has both a literacy and numeracy display at all times. We ensure that all children have the opportunity to display their best work at some time during the year. At Churchill School, we believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly as part of the Appraisal process. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

### **The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and Appraisal policies promote good quality teaching;
- monitor the effectiveness of the school’s teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Headteacher’s report to governors as well as a review of the in-service training sessions attended by our staff.

## The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' meetings to explain our school strategies for teaching within the various curriculum areas;
- holding induction meetings with parents before their children begin school
- holding special curriculum days / events and inviting parents to be involved
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school; further information about the curriculum and special curriculum events is sent to parents in regular newsletters;
- sending termly reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- holding pupil review days;
- holding annual review meetings with parents
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

## Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will be reviewed every three years or sooner if necessary.

## Review

This policy will be reviewed in line with the school's policy review programme.

<b>Author</b>	<b>Date</b>	<b>Frequency of Review</b>
Georgina Ellis	Autumn Term 2015	Three Yearly
<b>Adopted by the Governing Body</b>	<b>Reviewed</b>	<b>Reviewed</b>
Date:	Date:	Date:
Signed	Signed	Signed

