



Teaching and Learning Policy

Introduction

At Ocean Lodge Independent School we are committed to ensuring that every young person receives a curriculum that develops their skills and strategies and leads to the ability to problem solve. Pupils admitted to OLIS are usually vulnerable and emotional, with educational gaps and missed experiences. We aim to help them overcome their difficulties within a caring and nurturing atmosphere based on understanding and trust. Pupils have behavioural, emotional and social difficulties and often lack basic literacy, numeracy and social skills.

Policy Aims

- To ensure we provide a supportive and stimulating environment that enhances teaching and learning
- To ensure staff receive the necessary training, support and guidance to deliver teaching and learning strategies
- To establish a consistent approach to teaching and learning
- To ensure the curriculum is relevant to the pupil's needs and interests
- To identify pupils who are gifted and talented and provide opportunities for them to develop their talents
- Inform staff and parents of our curriculum and strategies for learning so they can be supportive in further development
- Accumulate resources in line with pupil needs in order to support their teaching and learning
- To monitor teaching and learning to ensure good practice
- To develop and use a range of strategies to support pupils with challenging behaviour
- To ensure staff CPD is facilitated through regular training events.

Curriculum Access

Staff will create a suitable personalised curriculum for each pupil by:

- Creating individual timetables, and when necessary visual timetables
- Providing a range of concrete resources, technical resources and multi - sensory aids to facilitate and reinforce learning and independence

- Ensure activities are chunked into short, interesting slots with opportunities for assessment
- Creating a curriculum that stimulates and engages students at the appropriate level
- Buying in expertise in specific subjects to create a broad and balanced curriculum
- Organising visits and activities to enrich teaching, learning and enjoyment and to create opportunities for pupils to experience the local community and wider locality
- Maintaining high behaviour standards and developing strategies that support pupils with challenging behaviour
- Using praise and rewards to celebrate achievement

The curriculum will aim to support students and prepare them for the next key stage or adult life. The overarching structure of our teaching is an individual, personalised approach.

- 1:1 or small group teaching will be implemented to enable pupils to learn successfully and barriers to learning will be overcome through the use of interventions to fill in the gaps in basic literacy and numeracy skills. We will use support programs such as Lexia, Toe by Toe, MSL sheets, ALP, Stile Trays plus interactive games to support social interaction and communication.
- In KS 2 and 3 the curriculum will consist of literacy and numeracy basic skills, art and music therapy, PE, PSHE, topic work (to cover humanities) and practical science.
- All work will be constantly assessed and feedback given to pupils.
- “I Can” sheets are used to set SMART targets for: literacy, numeracy, social and communication and emotion and behaviour – pupils will always be aware of what their targets are so they can be proactive about reaching them.
- When pupils reach Year 9 they will begin work on their Bronze, Silver and Gold ASDAN awards which will make up part of their CoPE Level 1 qualification in Year 10. They will also have the opportunity to start on their English, Maths and ICT functional skills qualifications.

- The vocational nature of CoPE will allow pupils to develop life skills and gives them options to choose modules which are of particular interest and relevance to them.
- Pupils who have severe barriers to learning through behaviour or disability will have a plan made for them to help them cope with school life and develop a positive attitude to learning.
- Some pupils will be reluctant to engage in activities within the local community – this will always be considered during planning and steps will be taken to ensure they have a positive experience which will help build their confidence and motivation to take part in future events.
- Provision Maps, IEBPs and PEPs are among the plans put in to action to support and track pupils' progress and development and all will be written in partnership with parent, child, social worker and any other relevant agency.

Staff Responsibilities

- To work as a team by collaborating with others and sharing a philosophy which nurtures and supports vulnerable pupils
- Adopt a positive attitude to change, professional development and performance management
- Establish good relations with parents and links within the community and with other schools in the catchment area
- Prepare students for the responsibilities of adult life through planning
- Positively contribute to the structure and organisation of the school

Pupil Responsibilities

- To conduct themselves in an orderly and appropriate manner
- Take pride in their work and achievements and understand that it is ok to get things wrong
- Interact positively with peers and staff and be tolerant of others
- Be organised, be punctual and appropriately dressed
- To adhere to the school rules and understand why they are in place
- Have 100% attendance

Parent/Carer Responsibilities

- Support the school, staff and pupils by demonstrating commitment
- Assist in implementing strategies for learning and for taking responsibility
- If necessary implement sanctions to support action taken in school
- Ensure pupils attend school every day and are punctual, appropriately dressed and properly equipped
- Ensure that students do not bring electronic devices of any description into school – mobile phones are required to be handed in at the beginning of the day.

Quality of Teaching and Learning

We believe that our pupils should be encouraged to see themselves as successful, and every effort should be made to allow them to experience success and the incomparable feeling of achievement.

- They should feel a sense of ownership of the school and a sense of pride.
- They should feel that their work and effort is valued at school and at home.
- Pupils will learn how to think and listen carefully and persevere when they find tasks challenging. They will understand that they can ask for help if they do not understand what to do.
- They will be given the opportunity and time to process their thoughts and ideas and will be listened to.
- They will also be given opportunities to apply newly acquired skills in real life situations.

Teachers will always endeavour to maintain high standards and ensure that the pupil is at the centre of their planning and organisation. They should be excellent role models – showing patience, resilience, enthusiasm, commitment, flexibility and punctuality. They should show trust and establish a classroom atmosphere that is calm and relaxed. The room should be well organised and safe, it should be stimulating and informative and attractive displays should celebrate pupil's work. Teachers should always have high but realistic expectations which all pupils must be aware of. Staff should maintain a consistent and fair approach to pupil behaviour, always praising the positive and forgiving the negative by ensuring every child is

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given a fresh start after an incident. Pupils should understand that a sanction is the consequence of not following the rules. This is important as by not following the rules learning cannot take place.

All lessons should be well planned with clear learning objectives that are understood by the pupils. All staff should make themselves aware of all the facts that may adversely affect pupil's learning and be sympathetic to their needs.

Differentiation is vital for individual pupils to be able to access all areas of the curriculum and this should always be planned in advance. All lessons should use multisensory activities that suit different learning styles. A range of groupings should also be used where it is possible.

Open ended questioning from the teacher is important to encourage individuals to formulate their own ideas and opinions. Pupils should also be encouraged to express their own curiosity by asking their own questions.

Teachers should use assessment for learning in order to plan progression and implement interventions if necessary and give regular feedback to inform pupils of what they have done well and what they need to do to improve further. Formative assessment will be the norm and should be taking place constantly. Moderated assessments will take place termly and recorded to show where progress has been made. Annual reviews of their statements and PEPs will inform where targets have been met and which areas still pose problems. New strategies and targets can then be discussed. National Curriculum Level descriptors are used to ascertain where each student is and staff moderation meetings are held to standardise marking.

The following baseline assessments take place on entry to the school.

- Maths
- English
- Science
- Reading
- Comprehension
- Spelling tests

Lesson planning should be linked to a student's PEP, IEBP and SEN. A teacher should always communicate what is expected of their LSA and how to support individual pupils – ensuring all students have equal attention from an adult.

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Pupils should be given opportunities to assess their own and others work and make constructive comments to support improvements.

Teachers must always ensure they have good subject knowledge and are aware of current teaching methods and theories.

All lessons should include an SMSC strand in order to facilitate a knowledge and appreciation of the world around us and the people who live in it. This does not necessarily have to be explicit but should always be considered when planning a lesson or topic.

A medium term plan is required from teachers for all subjects.

Recording and Reporting

- Teachers keep records of progress in all subjects plus daily reading records, I Can sheets and pupil's work showing AfL. In the event of a pupil moving to another school these records would be sent on.
- Each term a range of formal assessments take place and the results are recorded. This data is then analysed to see where progress has been made.
- An annual report is sent out to parents/carers at the end of the academic year outlining progress and targets for improvement.
- Other opportunities for reporting to parents are at annual reviews, PEPs and via regular contact between school and home via phone calls.

Monitoring

The monitoring of the quality of teaching and learning will be through:

- Formal lesson observations by Head Teacher
- Drop in observations
- Line management meetings

To be read in-conjunction with:

- Curriculum Policy
- Marking Policy
- Assessment Policy

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Proprietor signature.....*S. Potter*.....

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