

Learning and Teaching Policy

Reviewed: **February 2017**

Review period: **Annually**

Review date: **Spring 2018**



Philosophy

We believe that...

- All pupils at Portesbery School have their own individual learning needs.
- Key priority targets enable our pupils to make progress which can be monitored effectively through Individual Education Plans (IEPs) - where appropriate pupils should be aware of these and enabled to identify them themselves.
- All pupils will have access to a broad and balanced curriculum.
- Education for all pupils with learning difficulties needs to extend beyond the school day and therefore the school intends to make an effective partnership with parents, professionals and others providing care for our pupils' essential needs (i.e. respite, etc).
- All staff are an integral part of our learning community.

Principles

We therefore intend to...

- Focus upon each individual and identify their particular learning styles, needs and targets to ensure that each individual makes maximum progress.
- Build strong and positive relationships with parents that look to extend the learning, through applying strategies consistently at home and school.
- Ensure all staff understand the school priorities, and are trained in, and have knowledge of, specialist techniques that assist in achieving our goals.
- Recognise learning is through planned and unplanned activities in which the pupils participate, learn and develop.
- Utilise the local community and recognise it as a resource to enhance the students' learning.
- Set homework (where appropriate) which builds on skills and strategies that have been embedded in the classroom.

Procedures

This will be managed by...

- Evaluating and reviewing MTPs.
- Ensuring that the Curriculum is dynamic and up to date, utilising national developments and new technologies.
- Ensuring that Medium Term Plans (MTPs) have specific learning opportunities for each pupil and detail the development of each curriculum area.
- Ensuring that effective and challenging targets are set at the pupil's Annual Review which will inform IEP targets.
- Identifying strategies to manage challenging behaviour, through effective Individual Behaviour Management Plans (IBMPs), which may have been a barrier to learning.
- Utilising inclusion opportunities for identified pupils, enabling them to access wider opportunities for learning.

- Ensuring that all staff receive appropriate training to meet the needs of the pupils in their care.
- Ensuring that all new staff receives induction training and an effective probationary period.

Performance

We can monitor performance by...

- SMT Formal and Informal Observations
- Termly class self-evaluation sessions.
- Overview Partner visits and observations.
- Monitoring of MTPs.
- Effective Pupil Progress meetings.
- Annual Reviews/IEPs/Reporting to parents.
- Governor monitoring.