

Teaching and Learning

"If a child cannot learn in the way we teach... we must teach in a way that a child can learn" Ivar Lovaas

Intent - What takes place before teaching in the classroom?

At St. Anthony's our vision is to provide high quality teaching that is differentiated and personalised to meet the individual needs of all pupils. We aim to ensure that pupil's individual needs are addressed with sensitivity and flexibility. The intention is to enable our learners to make progress within our vibrant, nurturing and diverse school community.

Teaching and Learning Aims

- Ensure the vision for our pupils as expressed in our Curriculum Statements of Intent are achieved through effective teaching and learning.
- Emphasise the importance of creating a school culture and ethos which is sensitive to the diverse social and emotional needs of our pupils and promoted through our differentiated pedagogies.
- Raise the level of pupil achievement by ensuring all pupils are supported in achieving their best through the application of effective pedagogy.
- Provide staff with clear indications of the school's expectations.
- Establish a range of good practices in respect of teaching and learning.
- Recognise that each pupil has a right to gain enjoyment in learning which reinforces his/her personal worth
- Ensure breadth, balance, relevance and differentiation
- Provide a framework for effective teaching and successful learning

We believe that children learn most effectively when they experience personal success and develop independence and responsibility. Our prime focus is to monitor and evaluate our curriculum, attitudes and practices to ensure that each pupil maximises their potential. We base our teaching on our knowledge of the children's level of attainment on arrival at school. We strive to ensure that all tasks set are appropriate for each child's level of ability and employ a wide variety of methods and approaches in different contexts, at different times and with different groups of learners.

The intention is that Teaching and Learning should therefore incorporate the following principles:

- Build on previous learning and interests, through application of knowledge in different situation
- Be based on clear expectations of what pupils are expected to achieve by the end of the session.
- Allow each pupil to develop at their own pace and provide thinking time before answering questions.
- Use active, practical and first hand experiences and offer opportunities to generalise.
- Include close home/school links
- Involve pupils in discussing their own objectives/targets
- Recognise success and build self esteem
- Present information in small structured and sequential steps while using a variety of teaching planning styles, techniques, strategies contexts and environments
- Use of modelling
- Offer opportunities for repetition and accept mistakes as a guide for future
- Be planned carefully in accordance with our intent, implementation and impact statements/progression of skills grids.

Implementation - What does this look like across the school?

Academic and social emotional progress including self-confidence, interaction with and awareness of others and self-reflection is discussed Annual Reviews, in EOY reports, parent consultation evenings, open evenings and in postcards home to parents.

Effective Teaching and Learning

Every child starting at our school will have an Education, Health and Care Plan. This outlines the particular needs of each child and recommends the resources, teaching programmes and multi-agency involvement related to meeting those needs.

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum.

Our staff encourage our learners to be:

- Individual - Every child is unique. We build trust and ownership for the pupils to believe in themselves, to become as independent as possible.
- Communicative - We build positive relationships through active listening, speaking, turn-taking and negotiation skills.
- Respectful - We build skills in tolerance, patience, trust and compassion, so every pupil is valued and they are taught to value and respect others and the world around them.
- Happy - We build in confidence to have a go and enable the pupil to be successful.
- Responsible - We enable the pupils to understand themselves to be able to respond to themselves, others and the world they live in with the opportunity to become a lifelong learner.
- Resilient - We develop an 'I can do' attitude and a positive approach to learning, where pupils know how to ask for help when it is needed. We want pupils to be strong, capable, and responsible in order to live a fulfilled life.

Curriculum Design

In order to enable pupil's individual abilities to be maximised at school, in the home and in the community, discussion start with the initial placement at the school, reading paperwork and meeting with parent/carers and previous settings to gather as much information as possible to begin the journey. Pupils are grouped according to their needs, abilities, and age.

- **The Primary Curriculum:** <https://st-ants.org/web/primary-department/>
- **The Secondary Curriculum:** <https://st-ants.org/web/secondary-department/>
- **The Inclusive Curriculum:** <https://st-ants.org/web/inclusive-education/>

A broad and balanced curriculum is in place to ensure high levels of interest and engagement whilst covering all areas required. The EYFS education programmes, National Curriculum and our inclusive curriculum provide the framework for us to decide what we intend the pupils to learn and develop in. Our progressive, structured curriculum meets a wide variety of needs and incorporates the full range of National Curriculum subjects at appropriate stages.

Secondary pupils work towards national accreditation up to, and including where appropriate, GCSE. The Curriculum is adapted and differentiated to enable pupils to make progress. Pupils in the secondary department will have the opportunity to access a wide range of opportunities to develop as young people. These include independent living, life skills and community learning in addition to the academic subjects, dependant on ability and individual needs. All the KS4 learning programmes are accredited.

Teaching staff have carefully considered the intent, implementation and impact of each curriculum area. This ensures continuity and supports transition between year groups and key stages. When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum.

The Inclusive Curriculum

The intent of the Inclusive Curriculum is to enable all pupils to achieve their personal goals; whether this is to be able to transition from one safe nurturing learning environment to another, or equally to be emotionally ready to interact with other peers or staff in the social setting of the school. It interacts with every subject area, every key stage and every pupil and staff member. All our pupils can access a range of bespoke, child centred support.

While our academic curriculum is a wonderful vibrant mix of subjects, options and opportunities. The Inclusive Curriculum understands that not all learners are ready to access this curriculum fully, or indeed at some points during their time as part of our school community, at all. The intent of the Inclusive Curriculum is that this 'readiness' or 'wellness' should not be a stop sign in the journey of these pupils. The inclusive Curriculum supports pupils holistically, medically, emotionally and pastorally, through:

- Bespoke Supportive and holistic interventions
- In house school employed therapists
- Speech and language therapy
- Pastoral systems and support for families
- The Secondary Support Centre
- Personalised Learning programmes
- Medical team and health care planning

Overview of bespoke support:

<https://st-ants.org/web/wp-content/uploads/2020/06/Overview-of-Available-Support-Inclusive-Curriculum.pdf>

We also offer a range of therapies and are committed to multi-agency working to ensure that the needs of the whole child are met. Where appropriate pupils have a care plan which identifies their care needs including personal care needs and the administration of medication when required. Professionals from other agencies including Speech and Language Therapy, Physiotherapy, Occupational Therapy, Sensory Support and Cognitive Analytical Therapy. As well as supporting individual pupils these professionals advise staff around strategies and offer training.

Differentiation

Differentiation occurs in the support and intervention provided to different pupils. In some situations there may be no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all. All tasks are chosen and sequenced carefully. Both class work and homework provide this 'intelligent practice', which helps to develop deep and sustainable knowledge.

Classroom Ethos

The ethos of the classroom has a major impact on the quality of teaching and on pupil learning and behaviour. Staff ensure:

- There is a well organised, welcoming, stimulating environment
- We provide care, tolerance, security and praise within a framework of high expectations
- We plan and display clear learning objectives
- Each pupil knows his/her own targets.
- EHCP and Subject Targets are evaluated regularly (at least termly) to assess the effectiveness and impact of the planned provision.
- We offer a wide and diverse range of teaching styles and learning experiences. The emphasis is on a multi-sensory approach that supports pupils with processing, sequencing and memory difficulties.
- Planning takes into account skills, concepts, resources, evaluation and assessment as well as content
- Co-operation exists between pupils/staff/parent/outside agencies

Positive Relationships

The importance of positive relationships is central to teaching and classroom management. Staff work to establish positive working relationships with the children that they are supporting. We treat children fairly and give them equal opportunities to take part in class activities. All staff follow the school policy with regard to behaviour and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general.

Role of Parents/Carers

Parents/Carers have particular insights about the strengths, skills, interests, preferences, aspirations, anxieties and difficulties of their children. Accordingly, the importance of meaningful communications and co-operation between the school and the pupils' parents/carers cannot be overstated and is a key contribution to learning. This communication is an important part of developing understanding of individual needs as well as praising students in line with school rewards policies.

Timetables

The timetable is constructed in May each year and reflects the agreed curriculum balance across subjects for each phase of the school. All pupils have access to a visual timetable in class and secondary pupils have a visual timetable of their week in their student planners.

Training and Professional Development

Staff professional development is supported, in the context of the school's latest Ofsted report, our school and curriculum development plans, the Teachers' Standards and in response to the needs of pupils. We aim to ensure staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils.

Staff attend externally accredited courses such as "TEACCH" (for pupils with autistic spectrum disorders), TEAM TEACH (de-escalation and positive handling training) and other courses for pupils with SEND up to Masters level. All staff also receive in-house training throughout the year to support children with a wide range of complex needs. This includes the use of multi-sensory teaching, P.E.C.S., Makaton, handling and intimate care training. The SENCO attends network meetings to share good practice and is involved in running NOVIO (a SEND support network led through our school based partnerships). <https://noviosupport.org/web/>

Impact - How is success in measured?

Please read in conjunction with the School Assessment Policy.

Teacher Assessment and our professional judgement of what the pupils are doing, achieving and retaining on a daily basis are essential to our focus on the individual pupils. Assessment and review are ongoing, and that learning outcomes provide information relevant to both pupil and teacher.

EHCPs are reviewed with the pupil and parents/carers through the Annual Review process on a yearly basis. New outcomes are set.

The 4 areas are continually assessed alongside the EYFS, St. Anthony's Steps and holistic outcomes. In Primary, evidence is collected using an Ipad- Evidence Me; daily work books and observations. Teaching staff in Secondary use subject based progress trackers and Classroom Monitor to track progress. Evidence Me is used to record observations in the Secondary Support Centre.

We recognise the benefits of effective provision in improving the long-term outcomes for children with SEND. Our holistic and child centred approach is based on the premise that all children may need support in their daily access to the school. Staff endeavour to make the journey through St Anthony's inclusive and to promote personal growth and well-being. This cannot always be measured in exact steps, progress data or even visible success. Some of the progress made by pupils is perhaps 'unseen' in school, or even comes to fruition when they have moved on into adult life. We do however recognise that our pupil's progress and achievement can be measured in many ways:

Other ways we report progress include

- Case studies
- Staff meetings - sharing work, work sampling, pastoral
- Moderation
- Topic books
- Holistic intervention
- Annual Reviews
- Target setting
- End of Year Reporting
- Therapist reports

Expected impact Outcomes:

- Teaching and Learning is audited through learning walks, curriculum monitoring and visits by SLT and Governors
- Pupils are able to move forward with their transition journey every year, into school, in to a new class, in to a new Department or in to a new setting, as appropriate for each individual.
- Progress in pupils can present as a greater readiness and willingness to learn, increased participation in a range of academic and non-academic areas within school and community, enhanced ability to focus, positive changes in behaviour, positive changes in communication, an increase in appropriate interaction and a greater level of independence.
- Positive outcomes in pupil attendance data which shows how safe and secure pupil feel about coming into school, regardless of challenging home environments or existing SEMH barriers to education.

- SEMH and subsequent behaviour is tracked through the use of CPOMS. We can see trends in a pupil's presentation in school, and this can be used to show positive outcomes in an intervention or change implemented in the pupils day as a result of the inclusive curriculum.
- Parental input is measured through home-school books, email, letter, phone-call, Annual review paperwork, school report feedback, parents evenings and open evenings.
- Working partners to the school, including private therapists, the NHS and charities will write reports based on their observations which are kept for all pupils and referred to in the process of the Inclusive Curriculum support packages.

The Senior Leadership Team will:

- Ensure that teaching staff have appropriate planning and preparation time to develop their subject area.
- Ensure quality assurance takes place
- Provide sufficient funding to ensure that subject areas and department budgets are resourced effectively.
- Facilitate staff professional development and encourage them to explore methodologies employed in supporting complex pupils to engage in learning.

The Assistant Head of Teaching and Learning will:

- Write and oversee our annual monitoring assessment and accountability calendar of events.
- Lead on curriculum monitoring, work scrutiny, learning walks, facilitation of department meetings and Teaching and Learning discussion with members of the Governing Body.
- Collate data from whole school lesson observations
- Liaise with Middle Leaders to identify strength and areas of development.
- Ensure an appropriate progression of knowledge is in place which supports the progression of skills in each subject area.
- Oversee Teaching and Learning documentation and strategies on the intranet.
- Take the role of Induction/Professional Tutor and oversee mentors, student placements ECT's, and those on Assessment only routes into teaching. Co-lead in supporting ECT's in West Sussex SEN schools to enable them to observe and discuss pedagogy from a wide variety of practitioners across schools
- Partnership with universities to support ITT.
- Mentor Staff undertaking the NASENCO qualification.
- Liaise with SLT and staff regarding progress shown in non-academic areas.
- Co-lead on Key Stage 3 Annual Reviews.
- Oversee the staff appraisal process and related software.

The Governing Body will:

Determine, support, monitor and review the school's policies on teaching and learning. In particular they will:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure the premises are effective in supporting successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning is in terms of raising pupil attainment,
- Ensure that staff performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning policies
- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible