



Teaching and Learning Policy

Effective from: *September 2019*

Signed by: *Helen Elphick*

Reviewed: 16/09/20, 30/09/21, 13/10/22

Next review date: *September 2023*

Fundamental Principles

At Queen Elizabeth II School it is our belief that each child is a distinct individual with unique qualities and potentials.

We seek to ensure that each child has the opportunity to acquire fundamental attitudes, values, personal, social and learning skills. To enable them to become independent adults with a positive self-image, capable of contributing to the society in which they live.

We guarantee these opportunities regardless of race, gender or special need (See our equal opportunity policy).

We embrace the Every Child Matters Agenda and seek to fully incorporate the following five outcomes into school life: – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well being. These are key to well-being in childhood and later life.

These fundamental principles are regarded as being each pupil's entitlement, and we ensure equal access by:

1. Developing clear individual overall aims, setting realistic goals and also a life changing super goal drawn from the pupil's EHCP, and designed to develop every pupil's potential to its fullest, and to raise attainment in each curriculum area to the highest level possible.

Such programmes will assist in the development of all aspects of the pupil's life, including academic, personal, social and emotional, physical and health.

2. Offering a school environment which is caring, happy, relaxed yet challenging for the individual.
3. Treating pupils with respect and encouraging them to treat all others with equal respect.

4. Providing an enriching topic based curriculum (cornerstones) for learning that is enabling, exciting, challenging, fulfilling and appropriate to special educational needs.
5. Pupils should engage in learning that they perceive to be relevant, worthwhile, enjoyable and fulfilling.
6. Celebrating pupils' successes and creating a 'can do' environment.

Attitudes and Values

We believe that most importantly our pupils should develop a feeling of self worth and a positive outlook on life, which fosters such values as: caring, tolerance, co-operation, honesty and respect. This is reflected in the general ethos of the school and more specific experiences are provided both through our curriculum and through incidental learning, giving responsibility and positive reinforcement as well as a good role model provided consistently by adults.

Pupils are also encouraged to develop an awareness of different religions, and to appreciate the arts and our environment.

Personal and Social Skills

The most important skill in this area is the development of self esteem. Once confidence is established skills for independence are more easily achieved. In increasing the pupil's understanding of themselves and others a variety of skills are developed which include:

- Meaningful communication and interaction
- Body awareness
- Basic awareness of sexuality
- Self care skills such as hygiene, eating and dressing
- Keeping safe in the environment
- Appropriate behaviours in a variety of situations

Opportunities for developing such skills arise through a variety of means such as: individual programmes, general routines, discussion and role play, representing the class on the student council or as team captain, topic based activities, sensory education and trips within the community. It is important to work in partnership with parents and all involved professionals.

Learning Skills

To enable pupils to learn effectively it is important for them to acquire basic skills of listening, concentration, reflection, research, investigation, deduction, communication, planning and organising, problem solving, decision making, creativity and motor co-ordination.

It is important for pupils to be encouraged to make connections between the learning objectives and the activity, old and new learning, across subjects and between yesterday, today and tomorrow's learning in sequence.

It is important for pupils to achieve their maximum potential in developing a standard of literacy and numeracy which will enable them to develop and use the skills taught effectively in society.

So that pupils may achieve these skills, the teacher needs to provide opportunities for active learning, creativity and discussion in a range of contexts. This is made clear in the development of curriculum policies which provide progression, diversity, structure and continuity.

Effective Learning

Children and young adults learn most effectively in an environment that is secure, supportive, positive and stimulating. Pupils learn best when they are happy and relaxed and actively involved in the learning situation.

Pupils should be fit for learning for example, not hungry or thirsty and positioned correctly to maximise movement and vision etc. They should have access to appropriate seating and technology.

Pupils should be encouraged to help identify their own learning focus and apply strategies to help them with this and to evaluate their own progress and achievements. As well as celebrating their successes they should be supported and provided with strategies to deal with failure, to minimise any impact on their self-esteem and confidence.

Factors which encourage effective learning are: high expectation, the appropriate use of resources and organisation, activities which are based on individual or group interests and a sense of achievement which is derived from both the process and the end product.

Teachers should be aware of the preferred learning style for the individual, which could be visual, auditory or kinaesthetic.

Pupils should experience a variety of teaching styles, with teachers employing the most relevant taking into account the needs and learning styles of the individual or group, and the learning task in hand. Each lesson should be challenging and appropriately paced.

The teaching styles employed include:

- A cross-curricular thematic approach
- Individual/group subject based teaching
- Facilitating pupil centred investigative learning
- Teacher directed learning including modelling and coaching
- Practical, exploratory and multi-sensory experiences
- Opportunities to consolidate learning through purposeful repetition
- Built in opportunities for generalising and transferring skills to different situations.

The Learning Environment

The learning environment needs to enhance the teaching styles employed by the teacher. Each class at Queen Elizabeth II School creates areas according to the particular needs of the pupils at any given time. For example, areas are delegated for pupil centred investigative learning, for

teacher directed learning, for interactive learning and for stimulating pupils' interest and curiosity in a particular subject. Displays should provide opportunities for learning.

Our respect for the learning environment should indicate to pupils our desire for them to feel safe, valued, trusted and respected. Our environment should be both supportive and promote a healthy lifestyle.

Teachers are constantly striving to gain maximum use of space and resources available to them.

Classrooms are bright and stimulating, and pupils' work is celebrated and displayed throughout the school.

Throughout the school pupils are encouraged to take on responsibility for their resources. Classrooms are organised to enable pupils' access to everyday resources such as paper, pencils etc.

Some resources are shared by classes such as the library, some curriculum resources, a sensory bank, the school network etc. Teachers are allocated responsibility for them and are continually monitoring and developing the resources available.

Recording Achievement

The school's curriculum overview documents are regularly reviewed and updated, providing a basis for assessing pupils' achievement in each curriculum area. This ensures continuity and progression throughout the school. Pupils are assessed using the Engagement model, Pre-Key Stage Indicators, QEII Q levels, their EHCP objectives and Super Goal, which can be found in the Earwig platform.

Reports are written following guidelines set out for annual reviews and meet statutory requirements for annual reports to parents. The individual learning plans are set and evaluated on a termly basis.

Achievement is assessed through observation, monitoring, evaluating and discussion within a multi-disciplinary team and at department progress meetings.

Evidence of achievement is collected regularly on Earwig, creating a timeline for each student. Alongside this learning journals are created for all individuals which include, work, observations and photos of children creating work and evaluation. Parents are able to access this evidence by viewing their child's timeline on Earwig.

Achievement is celebrated in a variety of ways, firstly through verbal praise, individually and publicly through the departmental celebration assembly each week using gold coins and certificates that promote British values. Pupils also receive a range of certificates for specific activities such as rebound, swimming and horse riding. When a pupil achieves their aspirational super goal they will receive a 'standing ovation'. There are also departmental awards evenings in the summer term.

Pupils' work / achievements may be displayed in the classroom, more publicly around the school or in our weekly newsletter, E-Schools, website or Facebook page. Parents are involved in celebrating pupils' achievements through regular contact via E-Schools, at parents meetings

and at the annual review meeting.