

Issue Date: July 2023 Issue 4	MAPLE RIDGE SCHOOL Policy	Next Review Due: July 2024
Teaching and Learning Policy (Implementation)		

Learning Priorities:

Part of Maple Ridge School's vision is to *"provide all children with the opportunity to reach their potential and be as independent as possible, equipped with the necessary skills to be positively included in society."* The school curriculum and timetable support this aim.

At Maple Ridge we set out to:

- Make a difference to all our pupils and their families by ensuring that children are happy, feel safe and enjoy school.
- Provide an individually tailored education to prepare them for life ahead by enabling children to have the confidence and self-esteem to be ready to learn.
- Focus on developing self-awareness, social interaction and communication skills.

To achieve this, we need to secure the highest possible standards of teaching. Whilst it is our intention to recruit the best teachers, we also acknowledge that the ongoing professional support and development of teachers is vitally important. Through regular performance management monitoring and review, teachers will be able to identify and specify their development needs, and, both collectively and individually, address areas for improvement. We are all part of a learning community and expect the support of our peers in raising our own levels of expertise and competence, as well as being afforded access to high quality training opportunities. Working as a member of the teaching team, sharing ideas and offering support to each other is one important means of achieving this being receptive to the view, opinions and practices of others, and forming productive relationships will underpin the coherence of the whole teaching team.

At Maple Ridge we define highly effective teaching as lessons where:

- All children are motivated and engaged
- Opportunities are provided to generalise skills
- All learners feel safe and ready to learn
- There is an appropriate level of challenge for all children
- The lesson is well planned with clear intended learning
- Calm and purposeful environment
- Small steps in learning are well structured and supported
- All children are making progress from their starting points.

We have agreed the most important elements of this are:

- The quality of relationships and knowledge of each child
- Enthusiasm and engagement
- Real time assessment shaping direction of the lesson
- Effective questioning and feedback being given
- Use of LSA's/effective support
- The classroom culture where key learning skills and attitudes are nurtured and encouraged
- Differentiation and pace - ensuring all groups make good or better progress in line with their personalised starting points (refer to Assessment, Recording and Reporting Policy)
- Active learning - pupils communicate and actively engage more than teachers lead input

This policy will help us to achieve our aim for high quality teaching, provide a management tool for monitoring our practice and ensure common teaching approaches across the school.

Teachers will meet the appropriate career stage expectations for a teacher with their level of experience.

Issue Date: July 2023 Issue 4	MAPLE RIDGE SCHOOL Policy	Next Review Due: July 2024
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A Conducive Climate for Learning

The teacher:

- Shows a personal interest in individual pupils for their own sake beyond the needs of the immediate task;
- Actively fosters a sense of group cohesion in work and in discipline is courteous and accepts a pupil's expression of feelings about the work;
- Makes frequent use of praise and encouragement but in a measured and sensitive way;
- Develops a sound rapport with all children, and with the class as a whole.

The Learning Environment

Supports children's learning where the following are in place:

- The 'Environment Checklist' is used to ensure that the learning environment is set up to support the needs of the children (Appendix 1)
- A turtle area with clear symbols to support communication of emotions and safeguarding 'who can help' visual
- A reading area with a range of fiction and non-fiction books
- Individual and class visual schedules appropriate for children's communication needs.
- Work on own tasks using left to right, green and red trays
- Choose board and choose toys, clearly labelled to encourage independence
- Clear walls around an interactive whiteboard to support children's concentration
- Wall displays to support children's learning and communication but that do not distract
- The arrangement of furniture gives as much workspace as possible with well defined and clearly labelled work areas
- Good quality resources, including English and Maths resources, are organised so that they are available and accessible to pupils without the need to refer to the teacher to foster independence;
- There are clear policies, procedures and rules about behaviour in the classroom and around school
- Children are expected to respect their environment and are actively involved in keeping it clean and tidy
- There are individual workstations and schedules for children when appropriate
- Where appropriate, visual thinking tools such as mind mapping are used to support children's thinking
- There is constant access to water/drinks throughout the day
- Music/songs is used, when appropriate, to indicate certain activities, to mark the length of time for an activity or to promote a desired 'mood', staff use 'signature songs' to support engagement in routine activities, prompting task engagement and using a sense of fun and enjoyment rather than compliance
- Appropriate spaces to suit pupils' therapies, intervention and sensory needs within class or team area

Effective teaching time

- The lesson is well prepared with resources collected in advance
- The learners spend a high proportion of their time engaged with practical, highly effective learning tasks
- The learners experience a high degree of success during their active learning time
- Teachers use language appropriate for children's developmental needs, considering the frequency, speed, vocabulary and Blank language level, ensuring a language rich environment; with reduced language and increased visual communication supports
- The teacher regularly reviews the lesson in terms of the effective use of time by both teacher and pupils
- There is a good pace and clear lesson structure with a focus on learning intentions
- There is regular opportunity for children to demonstrate their learning and make connections with previous learning

Issue Date: July 2023 Issue 4	MAPLE RIDGE SCHOOL Policy	Next Review Due: July 2024
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Assessment and planning

- There is clear differentiation in schemes of work (SOW) written by subject champions and leaders and adapted by class teachers for individualised learning which clearly outlines the range of key concepts, learning outcomes expected and how the adult support in the class will be used to achieve this.
- In Team 1, Learning Time planning adapted by the class teacher will reflect and allow the implementation of free flow selection of activities linked to topics and addressing learning from the National Curriculum/EYFS. Children access these activities both as adult led and child-initiated experiences. The children's engagement and interest also influence these activities.
- Assessment opportunities have been identified and this is used to inform planning.
- All classroom staff have a clear understanding of the key concepts and intended learning outcomes.
- Planning is readily available and visible for class staff and visitors in the class at all times.
- Planning follows the relevant scheme of work ensuring appropriate curriculum coverage, and is adapted for pupils identified learning needs using teachers' ongoing assessment for learning (AfL). This ensures time is dedicated to tackling gaps in learning and overlearning opportunities are of high frequency to enable children to make progress where this has become static in a specific area.
- English and Maths group education plans are written and reviewed every term and used throughout the school day to support learning needs. These plans are annotated and copies provided at the end of the term to inform parents of progress. This annotated version is used to inform the content of the teachers contribution to the annual review report.
- The teaching method is appropriate for the intended learning outcome.
- Target setting is used to show progress across all subjects.
- Planning is evaluated and feedback provided to subject champions and leads for further development.
- Every child has an I.E.P. which breaks down targets set in the annual review into small steps. These are written and reviewed every term on the half term. These are annotated and a copy sent home for parents along with each updated plan, this annotated version is used to inform the content of the teachers contribution to the annual review report.
- Constructive feedback/marking is given to pupils, this is evident in pupils folders and books.
- Diagnostic assessment is used effectively.
- The Assessment, Recording and Reporting Policy is complied with.

Access to the curriculum

- Staff have a sound knowledge of the whole curriculum.
- Technology is used effectively and appropriately.
- Appropriate means of communication are available to all children and speech is supported by signing/symbols/communication boards/PECs where applicable.

Delivery for specific subjects:

Long term curriculum maps and schemes of work have been written by subject champions/leads, reviewed as a team and are adapted by class teachers to ensure individualised learning for each pupil in their class.

English and Mathematics planning:

English plans will usually follow the structure and format of the Read Write Inc (RWI) scheme as soon as children are ready to access this. Until children are ready to access the RWI scheme they will cover the key aspects of language and communication, phase 1 phonics and small steps RWI skills, enjoyment of stories and rhyme, early writing and fine motor skills. All plans will incorporate high levels of opportunity for the development of language and communication skills, with ideas from the 'Big Write' and 'Write Dance' program, differentiated by class teachers to suit each individual's learning needs.

Mathematics planning each term follows a half term block using the maths curriculum overview as their guide and is then adapted to ensure coverage of GEP targets and tackling learning gaps.

Issue Date: July 2023 Issue 4	MAPLE RIDGE SCHOOL Policy	Next Review Due: July 2024
Teaching and Learning Policy (Implementation)		

Teachers plan for each session to include a class time (which could be a Bucket Time) and group time and opportunities for independent learning. Generally, there will be at least three groups, although for some classes a freer flow approach to learning may be taken. Plans will ensure that sessions include clear instructions incorporating a variety of practical and real-world activities to engage children, making the most of outside learning opportunities. There should be opportunities for over learning where needed and to allow children to practice and master their skills. Planning should consider time to practice current GEP individual and group targets and give time to practice these skills. There should also be space for adults to feedback to inform future planning, allowing teachers to adapt plans to better suit children's needs.

Learning Time and Topic Planning:

Plans ensure there are activities for class and group times. Again, groups should be differentiated. Bucket/Toolbox Times should also be planned for each week using the principles of Attention Autism™

Attention Autism™

Implementation of the Attention Autism™ principles across the school is in the following ways:

- Early Development – a daily sustained attention activity sessions (Bucket Time) as part of sounds/number/learning time lesson. Building up through stages 1-4 as the children are ready and aiming to deliver 4 stages at least once per week. The key focus is on building attention and engagement skills.
- Once group attention and listening skills are more established – at least three sustained attention activity sessions (Bucket/Toolbox Time) a week as part of English/Maths/topic lessons: including all 4 stages at least once a week. The key focus is on building independent learning skills, with paired/group stage 3 and 4 activities.
- Established attention skills – at least one 4 stage weekly sustained attention activity sessions (Bucket/Toolbox time) as part of English/Maths/topic lessons; with the children beginning to share leading stages 1 and 2, as well as a high number of paired/group stage 3 and 4 activities.

We believe that the implementation of these principles will improve all children's attention skills, the level of engagement in learning, the development of key vocabulary, social/play skills, independent learning, co-operation and team work.

Intensive Interaction and the Curiosity Programme:

Intensive interaction is an approach to teaching the pre-speech fundamentals of communication to children who have severe learning difficulties and/or autism and who are still at an early stage of communication development. Intensive Interaction is highly practical, the approach works by progressively developing enjoyable and relaxed interaction sequences between the adult and the child. These interaction sequences are repeated frequently and gradually grow in duration, complexity and sophistication. As this happens, the fundamentals of communication are gradually rehearsed and learnt in a free-flowing manner.

The Curiosity Programme has been developed by Gina Davis to support children working below the range of the average two year old who are not yet ready to access group learning through the Attention Autism™ Programme. The Programme aims to run over a long period of time (at least a year) and be incorporated into daily activities in school. The focus is on nurturing communication through making connections, developing the skills to respond and enjoy reciprocal interactions. It has a basis in Intensive Interaction approaches.

At Maple Ridge, Intensive Interaction and Curiosity Programme sessions may take place in any area of the school, eg sensory room, quiet room. If rooms other than a classroom are to be used they must be accessible to others at all times. The teaching sessions should be fun-filled, playful and enjoyable. Both participants should be at ease with enjoyment of the activity as the main motivation. A session could be highly dynamic, with a great deal of

Issue Date: July 2023 Issue 4	MAPLE RIDGE SCHOOL Policy	Next Review Due: July 2024
Teaching and Learning Policy (Implementation)		

vocalisation, sometimes with fun-filled physical contacts for example, tickling or lap games. A session could also be peaceful, slow and quiet.

TEACCH

The TEACCH principles are followed for children with autism and other children where needs have been identified. Many children will have access to a visual timetable and independent work system, called Work on Own (WOO) which will be used as part of the lesson structure. Where appropriate, and to ensure access to the curriculum, special attention will be given to: -

- a) Structure tasks effectively
- b) Make effective use of one to one sessions with a teaching adult or computer programme
- c) Reduce verbal instruction and use alternative methods of presentation
- d) Respect that pupils may have their own culture, in which they derive their own meanings from events, without reference to others and try to ensure that activities have meaning for the pupils in their own terms
- e) Understand there may be difficulties in using fiction as a basis for acquiring skills and knowledge
- f) Recognise that the pupil's special interests and abilities can be used to access the curriculum
- g) Interact with children at the appropriate level e.g. Intensive Interaction technique

Home learning (homework):

The purpose of this is to support children with developing skills that benefit them in their day to day life outside of school and to generalise skills into different environments.

Please see our home learning policy for more information.

Issue Date: July 2023 Issue 4	MAPLE RIDGE SCHOOL Policy	Next Review Due: July 2024
Teaching and Learning Policy (Implementation)		

APPENDIX 1 Environment Checklist

Maple Ridge School Environment Checklist			
Class:	Date Completed:	Check v	To do*
Communication and learning:			
Whole Class schedule in use by adults to model checking schedule			
Appropriate individual schedule for each child: objects of reference; now/next; now/next/then; single strip schedules with match to strips and matching boards in appropriate locations; single strip schedules with a finished posting container; double strip schedules with arrow to move; daily timetable visual strip for children to build own schedule strip from; weekly timetable visual			
Regular use of white boards/mini schedules to break down lesson elements into small steps			
Workstations with green tray/red tray and work system and/or TEACCH tray tasks system and/or trays for WOO for children without workstations			
Independent work sessions throughout the day (WOO)			
Flexible use of motivators/choose times if necessary			
Coloured names to support transition (matching to coat peg, bay and match to strips)			
Portable schedule to support transitions			
Present information visually for new/unfamiliar events			
Clearly structured class/group session – whiteboard use, pre-printed info etc			
Relevant/meaningful independent work-tasks, at an appropriate level for pupils (matching Pen Portrait) both in terms of number of items on a task and type of tasks			
A work-with-teacher table available where appropriate			
Staff take responsibility for quality and presentation of schedules, tasks etc. These resources are valued, stored appropriately, kept tidy and in good condition; broken/tasks with missing elements are removed from used, a system in place in the classroom for missing/found symbols, a system for rotating tasks between children is in place.			
Visual Choice boards in place for resources – both 'choose' options and curriculum resources			
Visual emotions/needs/health communication systems (& turtle)			
PECS folders and class and individual communication boards are in active use and available at all times to enable pupils capacity for communication of needs, wants and commenting.			
Environment:			
Clear walls around focus for teaching eg. IWB			
Are the furniture tops clear?			
Are cupboards and boxes labelled?			
Are all resources stored in cupboards or lidded boxes?			
Is there a clear area for group work?			
Is there a clear snack area (or a strategy which indicates change of use)? All food items stored safely following food hygiene rules.			
Are children's work areas clearly organised with resources clearly labelled so children can access the materials they need?			
Are materials/stationary/tasks in a good state of repair?			
Are stop/no touching signs in place for areas/resources not in use inc. class laptop and IWB?			
Staff:			
Do staff consider clothing choices/accessories/wearing strong perfume or hair products?			
Do staff use language to child's language development and regulated state, using minimal language where appropriate?			
Are staff conversations kept to essential information only in the presence of children?			