



Teaching & learning policy

Policy owner or lead	Curriculum lead
Version	1.2
Statutory	recommended
Associated documents	Curriculum policy; staff code of conduct
Approved by	FGB
Implementation date	21/06/2026
Review by	20/06/2027
Review cycle	Annual

Our Mission

Haymerle School is a safe learning environment where everyone

- has high expectations and celebrates achievement
- can develop lifelong learning skills
- respects themselves, each other and the world around them

At Haymerle School we have the right to expect:

- that there are effective channels of communication;
- that the individual talents of others (staff, pupils, parents/carers, governors and members of the community) are recognised and celebrated in the life of the school;
- that individuals share their knowledge, skills and experience for the benefit of others;
- that the curriculum reflects the principle of empowerment;
- that there is a consistent approach to teaching and learning within which there is evidence of the school's mission statement and aims;
- that there will be a secure learning environment in which individuals will feel able to ask for help and to offer support, in the achievement of the curriculum;
- that meetings and decision making processes are characterised by a shared commitment to the vision of the school and recognition that this is best achieved through a process based on shared knowledge, co-operation and trust;
- that empowerment means partnership between staff, staff and parent(s)/carer(s) and that parent(s)/carer(s) are involved in developing ways in which they might constructively engage in the education of their children.

Aims

- to establish an agreed range of practice in respect of teaching and learning specifically the use of TEACCH, PEC's, Attention Autism, Intensive Interaction, Let's Make a Deal and Makaton across the school.
- to enable staff to identify aspects of practice which they wish to develop and in which they would welcome support or share expertise in;
- to improve the quality of learning experiences offered to pupils;
- to provide an agreed focus for monitoring the curriculum.

The policy seeks to:

- meet the needs of pupils more effectively by offering approaches to teaching and learning and the usage of resources which are consistent across the school;
- to secure consistency of practice and learning experience for all pupils across the school

- meet the needs of staff by offering appropriate developmental opportunities;
- meet the need to retain the best features of educational practice when seeking to implement the National Curriculum

Curriculum Intent Statement

At Haymerle School we are committed to providing a differentiated curriculum with breadth that allows all our pupils to be able to:-

Secure development and achievement on their individual learning pathways

- pre-formal
- semi-formal
- formal

Have opportunities to [embed their learning through a thematic, creative curriculum.](#)

Have opportunities to [secure their engagement, enjoyment, build independence,](#) and promote their spiritual, social, moral, cultural, mental and physical development as they move to the next stage in their education.

Have opportunities to [revisit and secure skills](#) in knowledge and understanding of the world, creative arts and Personal, Physical and Social Development [through the 2-year rolling programme.](#)

Promote active [community involvement](#) through use of the local facilities, working with external agencies and groups and [celebrating key events throughout the year.](#)

Policy in Action

When planning around programmes of study and agreed schemes of work, staff will refer to the statements within this policy to ensure that the characteristics of teaching and learning we have agreed upon are reflected in action in the school.

The key characteristics of teaching and learning at Haymerle School are:

- Pupils are learning and making progress
- Pupils are engaged and motivated to learn
- All staff have high expectations of pupils learning and progress (appropriate to each pupils individual abilities)
- Staff skill and expertise
- Consistency of practice and standards in classrooms and across the whole school environment
- ASC appropriate learning environment.
- Use of outside area of the school.
- Use of the locality and beyond.
- Positive engagement with parents, carers and supporting agencies

MONITORING, FEEDBACK AND SUPPORT

In order to ensure that the Teaching and Learning Policy impacts on children's learning in all areas of school life, we believe it is important that we monitor pupils learning.

The purpose of monitoring procedures is to establish a common professional dialogue amongst staff within which individual needs are recognised and supported.

In all monitoring, the impact of our teaching on the learning of the children is of prime consideration. We promote good and consistent practice through a rolling programme including

Mid term / Weekly planning share, up to date pupil portfolios, pupil progress evidence review (EFL), learning environment monitors, learning walks, peer observations, lesson observations/ monitoring of pupils learning on which key areas are identified.

Supportive, purposeful focused feedback from monitoring is an essential part of the process. The purpose of feedback and support is to assist professional development and ensure pupils receive appropriate and outstanding learning opportunities.

Staff will act in line with training support and feedback to develop and improve their teaching practice.

Issues relating to safeguarding, health and safety will be acted on immediately.

Teaching And Learning for Pupils with Autistic Spectrum Disorders at Haymerle School

Autism is a life long developmental disability that affects social and communication skills. Children with autism often have accompanying learning disabilities but, whatever their general level of ability; they will share a common difficulty in making sense of the social expectations and environment around them.

Majority of children with ASD will have some degree of moderate to severe learning difficulties, and up to half may not learn to use spoken language, many children will have normal or occasionally exceptional ability and may use spoken language at an apparently sophisticated level.

The Triad of Impairments

One of the key signs which usually emerge in the first few years of life is the triad of impairments in the areas of:

- Social interaction
- Social communication skills

- Imagination

also

Autistic individuals often experience **sensory processing difficulties** which impact in their capacity to engage successfully with their learning and the world around them. Staff working at Haymerle will be aware of the potential barriers to learning this causes and work in collaboration with school therapy teams and with parents to develop strategies to assist pupils manage any sensory needs.

These impairments are often accompanied by limited, narrow repetitive patterns of behaviour and interests and sometimes challenging behaviour.

Other children may have one or more impairments in these areas, children with ASD will have impairments in all areas.

Appropriate Strategies for Learning and teaching for pupils with Social Communication Disorders including ASC

At Haymerle School we provide a **structured teaching approach** to support pupils with social communication disorders and autistic spectrum disorders.

At Haymerle School we aim to

- maximise a child's potential through improving skills,
- adapt the environment to be more conducive to learning
- provide opportunities for generalising skills to other situations and building independence.
- build upon the strengths and interests of each child

The general principles of **structured teaching** apply to autistic children, however the key to its effectiveness is the use of these principles based on individual needs and skills of each child.

For example: all autistic students will benefit from having a daily schedule - *the way this schedule is set up, organised and implemented is based on individual skills and needs.*

Expectation for Structured Teaching (TEACCH) at Haymerle School

Providing structure for pupils with ASD helps them to organise themselves and respond more appropriately to their environment.

‘The foundation for Structured Teaching is that visual information is more easily processed and preferred by people with Autism than verbal information’

Structured Teaching is a strategy developed to teach pupils with ASD in the classroom setting. Based on the needs, skills, and deficits of ASD, it is a system for

- organising the classroom,
- developing appropriate activities,
- helping pupils to understand the school environment
- helping pupils to engage effectively and successfully within this.

▪ Physical Structure (School and Classroom Organisation)

The organisation of the classroom including where materials and furniture are placed can help a child to focus on details and give cues to their purpose. This requires clearly defined spaces and areas, such as a work area and a play area, quiet areas and a neutral transition area for a change of activity to go to, such as a table or notice board, to get more information about what is coming next.

▪ Individual Timetable (Schedule)

The aim is actually to teach flexibility through a visual structure which is concrete. The visual timetable represents what activities will be happening that day, in which order and will include a finish place. The system needs to be meaningful for the child so they can manipulate the timetable at each change of activity in some way. The timetable may read from top to bottom, or left to right, depending on the individual child as will the choice of objects, pictures, words or symbols.

▪ Work Systems (How much work do I need to Do?)

The work system clearly shows the child what work needs to be done, including the amount, when it will be finished and what to do next. There will also be a finish place. The system may be of different types from simple inset puzzles through to matching colours, numbers or written instructions.

▪ Visual Structures in a task/ activity

This is the method of incorporating visual clues into the task itself therefore the child does not need to rely on the teacher's verbal or physical prompts in order to understand the task. Visual structures increase the child's ability to work independently without interaction or intervention by the teacher. There are three basic types of visual structure: visual organisation, visual clarity and visual instructions.

- i) **Visual Organisation** – controls the situation by organising the materials and the space of the working environment. For example placing materials in distinct containers and creating physical and visual boundaries to limit the size of the work area.
- ii) **Visual Clarity** – highlights the key materials and relevant concepts emphasising important parts of the visual instructions. The child is prompted to focus on the significant details of the task when these details are highlighted through colours, pictures, numbers or words. At the most concrete level, visual clarity is achieved through limiting the materials to only what is needed to complete the task.
- iii) **Visual Instructions** – show the student how to combine and organise a series of elements to obtain the desired outcome, they give the child a necessary information to put the parts or details of a task together in a systematic and meaningful way. Once a child has learnt to look for and follow visual instructions, he will be able to use this to complete more complicated tasks independently. There are different types of visual instructions ranging from the most concrete level through to written instructions.
- iv) **Concept of Finish**
To reduce feelings of anxiety, the child with ASD will feel more in control if he understands how long an activity will last and when it is finished.

Supporting Communication using PECS at Haymerle School

*(Please read the schools **Communication Policy** for more detailed guidance regarding policy, procedure and expectations in communication support and development)*

We use appropriate augmentative communication strategies to promote and engender communication skills with our pupils. Where pupils are not able to access PECS we will use Makaton and intensive interaction strategies to facilitate engagement, turn taking, eye contact and tolerance of other people. Where a pupils communication is more advanced we will use speech.

The majority of the pupils at Haymerle School have PECS recommended on their EHCP's and PECS forms the central communication system in use across the school.

The PECS (Picture Exchange Communication System) developed by Lori Bondy and Andrew Frost, gives children a means of communicating within a social context. Children using PECS are taught to approach and give an object of reference/picture/symbol of a desired item to a communicative partner in exchange for that item.

By doing so the child initiates a communicative act for a concrete outcome within a social context. From the beginning the child learns to initiate communicative exchanges rather than respond to prompts.

Attention Autism:

Good Practice at Haymerle School:

Why do we use the 'Attention Autism' approach at Haymerle?

Simple answer – to promote pupils engagement, enjoyment and shared attention

Attention Autism originates from the idea that successful communication is dynamic, engaging and joyful. We learn best when we work with enthusiasm, motivation and creativity.

We remember good times and shared experiences.

The Attention Autism approach provides the child with an experience worth communicating about. (Attention Autism is an intervention created by **Gina Davies**. Haymerle staff have adopted the framework, principles and ideas to best meet needs of Haymerle pupils.)

Pupils with ASD often have difficulties with their attention skills. People need to have developed attention and listening skills in order to understand and use language. Attention Autism strategies can help us start at the attention level pupils are at and

help them to build upon it. The 4 stages of the attention autism approach help children at different levels.

Stage 1- The Bucket: Everyone attends to the same thing chosen by the adult

Stage 2- Attention Builder: Pupils develop longer and sustained attention skills.

Stage 3- Turn-taking games: Pupil learn to shift attention

Stage 4- Independent work: Pupils focus, sustain, shift attention, transition and then refocus.

How it links to the curriculum? At Haymerle we use attention autism techniques to help improve:

- *Concentration*
- *Story telling*
- *Independent working*
- *Art*
- *Commenting skills*
- *Understand scientific ideas*
- *Counting*
- *Anticipation*
- *Learn new vocabulary*
- *Work and play with our friends*

In Attention Autism Sessions

Lead Staff

- Remember the bucket belongs to you and only you!
- Be the most interesting and amazing thing in the room
- Use simple relevant language
- **Teach! Don't test!**
- Practise first
- **Have fun!**

Supporting adult/s

- **If you are in the room then you participate.**

- You do not leave your seat. (It gives a message to the children that they have permission to leave too!)
- You do not record anything.
- You don't ask questions or communicate with the lead person or other staff members.
- **You model how to sit and look at the bucket as if it is the most exciting thing you have ever seen.**
- Aim to prevent a child from touching without speaking

Additional Therapy / Working in Partnership

Teachers and support staff will consider how to use available therapy (OT, Music, Rebound and SALT) integrated into each pupils daily routine to support and enhance their learning.

Staff work collaboratively with therapists and in house staff teams to access appropriate resources and activities to fully support and extend an individual pupils learning opportunities.

SALT and OT programs will be discussed with the staff team, therapists will work with staff teams to support their skills and understanding of a child's therapy needs and staff teams will include targets and activities into each child's daily schedule.

To be reviewed annually or as needed within each academic year

Next Review September 2025

Pupil Learning

Children Learn Best When....

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies for Action</u>
<p>When they have a clear understanding of what they are expected to achieve.</p> <p>When their achievements are recognised and rewarded.</p> <p>When their interests and contributions to their learning are integrated into their work.</p>	<p>Location Schedules in place to ensure pupils know where they should be.</p> <p>Work Schedules in place to ensure pupils know the number of tasks to be completed.</p> <p>Task Schedules in place to ensure pupils are able to complete work and understand what they are required to do.</p> <p>Time table available for pupils to follow.</p> <p>Pupils interests evident e.g. choice activities relevant to pupils interests / motivators.</p> <p>Particular interests used to encourage pupil engagement in tasks e.g. pupil likes Thomas tank engine, pictures of Thomas / trains used as part of counting or writing task.</p> <p>Reward system in place in class – stars, verbal praise, head teacher award, good work assembly</p>	<p>TEACCH based curriculum planning and delivery for pupils</p> <p>PEC's in place and in use for pupils to support access to the curriculum and facilitate 'pupil voice'</p> <p>Individual encouragement, feedback and praise (LMAD records evident).</p> <p>Annotation on children's work, record achievement on a day to day basis.</p> <p>Good work assemblies are given over to children talking about significant achievements in work for the previous week.</p> <p>Plenary sessions</p>
<p>They engage in direct and relevant experiences and see the purpose of what is to be learnt.</p> <p>They enjoy what they are doing and have a positive</p>	<p>Curriculum subjects are planned to extend knowledge skills and positive attitudes the children already have.</p> <p>Children are positively engaged during work time and are on task.</p>	<p>Making learning intentions very specific and communicating this to pupils where appropriate enables children to focus on their learning.</p> <p>Behaviour policy outlines expectations as well as rewards to achieve these.</p>

<p>attitude to their work.</p>	<p>Pupils tasks are meaningful and appropriate for their level of ability / development.</p> <p>Good evidence of pupil progress through IEP and pupil progress monitoring.</p>	<p>Attention Autism sessions</p> <p>Pupil Progress portfolios in place and accessed by pupils</p> <p>WoW Board up to date with celebration of pupils achievements</p>
<p>They have opportunities to evaluate their own work and the work of others and to recognise achievement.</p>	<p>Verbal feedback / praise from adults.</p> <p>Pupil response to tasks / activities noted by staff in annotation, photo record of pupils achievement / engagement –(non verbal pupils).</p> <p>End of session sharing times where good work and effort is shared with others.</p> <p>Stickers rewards and Headteacher certificates.</p>	<p>Up to date samples of work kept in assessment files on Evidence for Learning.</p> <p>Pupil Progress portfolios in place and accessed by all staff</p> <p>Good work is shared through display in class and around school, good work assembly, plenary sessions</p>

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies for Action</u>
<p>They are active learners who initiate their own learning at times.</p> <p>Are encouraged / supported to organise their own resources relevant to the subject.</p>	<p>Storage systems / schedules, work systems in place to support access to most resources i.e. labelled trolleys.</p> <p>TEACCH schedules in place, Task Schedules in place.</p> <p>The planning for the day incorporates time for children to make choices e.g. during Picture exchange work.</p>	<p>Children trained in the use of schedules,</p> <p>Children trained in use and storage of resources.</p> <p>Consistent resource provision from one year to the next.</p> <p>SMT / Phase Managers monitor-timetable and planning to ensure balance of activities.</p>

<p>They can apply prior knowledge, and consolidating their learning.</p> <p>They are given opportunities to practice skills and generalise skills and knowledge.</p>	<p>Children experience training in the use of new materials / tasks e.g. how to mix paint, how to use ICT.</p> <p>Skills are applied across the curriculum via identified cross curricular links, planned activities evident to enable pupils to use skills in a wide range of contexts e.g. using money in a shopping trip, using ICT in a range of subjects.</p>	<p>Curriculum designed to ensure concepts are revisited.</p> <p>Using pupil assessment – to inform planning and IEP targets.</p> <p>Plans monitored for cross curricular links</p> <p>Curriculum / learning links identified on risk assessments for outings</p>
<p>They are confident in asking questions about the task.</p> <p>They are supported in their learning through trial and error and encouraged and enabled to ask or indicate the need for help.</p> <p>They are not criticised for making mistakes but supported and encouraged to try again.</p>	<p>Pupils are provided with augmentative communication system to support requests and questions (PEC's , ALS)</p> <p>Questions are expected about their work and are welcomed positively.</p> <p>Teacher and support staff model questioning skills when approaching new tasks and materials.</p> <p>Use of task scheduled to facilitate pupils understanding how to complete a task.</p> <p>Pupils supported at group tables/ 1-1 work when new tasks / activities are being taught.</p> <p>Help cards to be available to support non verbal pupils access support appropriately.</p>	<p>Pupils use PEC's through the day with their work and around the school.</p> <p>Staff discuss what is effective questioning and develop these skills.</p> <p>Staff training and support in introducing 'HELP'</p> <p>Staff training and support in planning and making tasks and task schedules.</p> <p>Staff training in using TEACCH in class</p>

Teacher Expertise: An effective teacher.....

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies in Action</u>
<p>Organisational Skills</p> <p>Present challenging tasks which are differentiated to meet the needs of a variety of individual children.</p>	<p>TEACCH system in place and un use in the classroom by the pupils</p> <p>PEC’s in place and used through the day for non verbal pupils and verbal pupils as needed</p> <p>Attention Autism implemented up to stage 4</p> <p>Differentiated activities are clearly planned into daily plans.</p> <p>Assessment used to inform differentiation, learning intentions, planning and Individual Education Plans.</p> <p>Pupil achievement assessed daily to inform good practice day to day.</p> <p>Pupil actively engaged and on task.</p> <p>Pupils interested in their work.</p>	<p>Planning up to date and available for staff, advisers others as needed in line with school policy.</p> <p>Feedback by SMT to support and develop good practice.</p> <p>Lesson observations etc with supportive feedback and deadlines for sction needed.</p> <p>Teacher folder up to date available for assessment / pupil progress monitoring by SMT, Phase leaders, others as needed and to ensure assessment is informing planning.</p>
<p>Effective classroom management and time management skills, including the deployment of support staff in</p>	<p>Meets deadlines.</p> <p>Facilitates regular team meetings with support staff to review and plan work for individuals and groups/as appropriate.</p>	<p>Punctual attendance at staff and team meetings,</p> <p>Teaching folder up to date and available in class.</p>

<p>teaching and non-teaching roles.</p>	<p>Works with staff team to manage and resolve problems.</p> <p>Plans available to ensure staff team / supply/ PPA staff can support the class appropriately.</p> <p>Support staff named in plans.</p> <p>Staff task timetable available in class.</p> <p>Involvement of support staff in record keeping and assessment tasks.</p>	<p>Record Keeping and Assessment procedures are designed to be useful, manageable and informative.</p> <p>Involvement of support staff in training to raise skills and confidence in contributing to the record keeping process.</p>
<p>..shows awareness of equal opportunities in all aspects of school life.</p>	<p>Choice of resources shows use of multicultural images, bilingual text etc.</p>	<p>Termly and Half termly plans show how equal opportunity issues will be addressed through the topic.</p>

An effective teacher.....

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies in Action</u>
<p>Communication Skills</p> <p>.....demonstrates an appropriate, varied and stimulating delivery and approach using a range of</p>	<p>Pupils have access to motivators / motivating activities to promote engagement and interaction with tasks and with staff.</p> <p>Pupils motivators are embedded in tasks and activities to promote communication and learning</p> <p>Children are actively engaged and are often enabled to participate through a range of teaching and</p>	<p>Use of PECs, Assisted language stimulation and signing.</p> <p>Attention Autism planned</p> <p>Intensive interaction</p>

<p>appropriate communication strategies.</p> <p>...uses PEC's in class through the day.</p> <p>ALS used to support access to the curriculum.</p>	<p>communication strategies including role play, singing, signing, using ALS and Symbols and other creative verbal activities going in the class.</p> <p>Reduction in verbal instruction for pupils with ASD and other Social communication difficulties to support pupil access meaningful communication supported by use of symbols to provide additional access to meaningful communication.</p>	<p>Picture symbols used around school for schedules to reduce verbal instruction and support pupil understanding and reduce pupil confusion.</p> <p>Noise levels reduced around school with adults role modelling calm quiet communication.</p>
<p>...shares curricular expertise with colleagues and recognise where additional support is needed.</p>	<p>Staff report back from courses attended and take turns in leading INSET where appropriate.</p> <p>Training needs identified through school improvement planning, performance management, observations, skills audits.</p>	<p>CPD planning and PM discussions</p> <p>Peer support: Phase group shared activities, review and planning meetings</p>
<p>...plans are in line with curriculum map and schemes of work</p> <p>..time table provides pupils access to curriculum entitlement</p> <p>..plans appropriate activities and tasks providing pupils with a range of learning opportunities</p>	<p>Organised and clear system of recording significant achievement is in evidence and understood by all in line with whole school assessment policy.</p> <p>Assessment deadlines met.</p>	<p>Record Keeping and Assessment Policy gives clear outlines as to how significant achievement should be recorded on a day to day basis.</p> <p>Planned assessment activities to be carried out in the course of the school year.</p> <p>Calendar identified deadlines for assessment.</p>

<p>Uses a wide range of assessment strategies e.g.</p> <p>Observations of children</p> <p>Assessment by Omission</p> <p>Termly assessment</p> <p>IEP updates and comments</p> <p>Support staff feedback</p> <p>Parent comments</p>		<p>SMT and Middle Managers moderation of IEP and Evidence for learning</p> <p>Phase leaders and Subject Manager moderation of levelled work samples - EFL</p>
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An effective teacher...

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies in Action</u>
<p>...demonstrates that planning is informed by prior knowledge of the children skills and progress and endeavours to encompass the</p>	<p>Groupings are based on specific, as well as ongoing, teacher assessment/assessment by omission.</p> <p>IEPs planned with child's strengths as a starting point.</p>	<p>Annual reviews are comprehensive and realistic documents that reflect the years work and achievements for each pupil with clear targets for the future.</p>

holistic needs of the child.	<p>Tasks appropriate to pupils level of ability – and sufficiently challenging to facilitate pupil progress/ learning.</p> <p>Pupils make progress</p>	<p>IEP attainment monitored each term for pupil progress and appropriateness.</p> <p>Pupil progress in core subjects monitored termly</p>
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The Learning Environment

Classroom and School Organisation

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies for Action</u>
Organisation Classrooms organised to facilitate use of TEACCH system.	<p>Designated areas within classrooms</p> <p>Carpet area,</p> <p>Group tables,</p> <p>Workstations,</p>	<p>Classroom Management Policy in place.</p> <p>Classroom Management observations carried out by SMT feedback to staff</p>

	<p>Visual prompts in place prior to pupils entering classrooms (schedules, work schedules, other visual support – LMAD, Help and Wait)</p> <p>Rooms are tidy and systems in place to ensure pupils distraction minimised as far as possible</p> <p>Children developing increasing independence within the classroom / school environment.</p>	
<p>Furniture</p> <p>Will be of high quality and well maintained, appropriate to the needs of the children.</p>	<p>Furniture age appropriate as children move up through the school.</p> <p>Regular checks made on furniture by staff to ensure safety.</p>	<p>Realistic sum from the school's budget is allocated to furniture purchases each year.</p>
<p>Display and General Appearance of the Room</p> <p>Displays will be stimulating, relevant, tactile and interactive, reflecting recent work, covering a range of curriculum areas and reflecting differing cultures.</p>	<p>Displays reflect current topics in class.</p> <p>Pupils work celebrated in the classroom through display</p> <p>Staff ensure that display support learning and is not distracting pupils from learning (nb Autistic Spectrum Disorder pupils and social communication disorders)</p>	<p>Please read school policy on displays – where roles and responsibilities outlined clearly.</p>

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies for Action</u>
The value put on children’s work by teachers in the school will be reflected in the quality of displays and evidence of the children’s work and involvement.	<p>Displays will engage the onlooker:</p> <ul style="list-style-type: none"> - ask questions - invite interaction - not always 2D <p>clearly presented, use of IT, cutters, good quality backing paper provided.</p> <p>Displays will be updated regularly (Termly)</p>	<p>Written policy on displays with clear responsibilities outlined within it.</p> <p>Keep photo evidence of good displays</p>
All planning for displays will take into account the school’s policy on equal opportunities.	<p>Where possible/appropriate captions are written in different languages.</p> <p>Festivals from a variety of cultures are represented in displays.</p>	<p>Bilingual texts are available from the ELS.</p> <p>Headteacher organises displays around relevant festivals for assemblies.</p>
Resources All resources available (commercially produced/child/staff produced) will be of high quality, matching curriculum needs and reflecting	<p>Storage systems / schedules, work systems in place to support access to most resources i.e. labelled trolleys.</p> <p>Rooms kept tidy and clutter free to reduce pupil distractions and ensure calm and organised classroom environment</p> <p>Curriculum resources to be stored tidily with clear labels linked to curriculum map and topics.</p>	<p>Children will be trained in the care of resources and storage.</p> <p>Storage furniture is consistent within classrooms.</p> <p>Health and Safety Policy in place to ensure</p>

<p>equal opportunities.</p> <p>Storage systems for resources will promote independence, autonomy and encourage careful use and tidiness.</p>	<p>Subject managers to ensure that resources are appropriate to support colleagues delivery of the subject.</p> <p>Staff respect the school environment and ensure resources are used carefully and returned tidily to storage area. Loss and breakage reported to subject managers.</p>	<p>appropriate use of resources.</p> <p>Risk Assessment in place to ensure resources used safely and appropriately.</p> <p>Systems in place to report concerns about resources, furniture, school environment.</p>
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The School Environment

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies for Action</u>
<p>The school staff will be active in providing valuable and relevant outside play experiences.</p>	<p>Adults on duty at playtime and lunchtime take on an active role.</p> <p>All staff aware of school expectations with regard to the outside area.</p>	<p>Regular monitoring and reviewing to ensure equitable use of resources.</p>

<p>Adults will provide good role models as well as responding to spontaneous play situations, paying particular attention to promoting equal access for boys and girls.</p>	<p>All staff team to be present in supporting pupils to and from play areas, lunch and transitions from and to the bus.</p> <p>Play areas, Science and Nature garden, included in planning to provide pupils with opportunities to extend learning and skills beyond the classroom.</p>	<p>Staff to support pupils by provision of games and activities.</p> <p>Risk Assessments to be completed for outings and off site education</p>
<p>Outside area is developed to provide opportunities for play within a variety of spaces i.e. quiet places, active places, noisy, places.</p>	<p>Children are included in establishing school rules which extend into the playground.</p>	<p>Rules are reviewed with the children on a regular basis.</p>
<p>The curriculum on offer inside the classroom will, wherever possible, be available outside, with appropriate resources provided.</p>	<p>Appropriate use of outside area built into half termly plans. (e.g. wildlife garden)</p> <p>e.g. Litter Surveys</p> <p> Growing Things</p> <p> Shadows</p> <p> 3D Artwork</p> <p> Observation of mini beasts.</p>	<p>Use of extended school environment evident on plans and integrated to promote</p>

The Locality and Beyond

<u>Policy Statement</u>	<u>Policy in Action</u>	<u>Strategies for Action</u>
<p>We value the local area and community as a resource for topic work and visits are planned to fit in with half termly work.</p>	<p>Teachers plan visits and complete Risk Assessment</p> <p>Opportunities to extend leaning to the local community and to support generalising skills to a range of learning environments.</p> <p>Link with facilities in the local environment to facilitate the use of symbols to support communication on outings and to facilitate skill generalisation.</p>	<p>Visits and outings support planned learning activities and support pupils engagement with the terms topic</p> <p>Risk assessments completed with learning outcomes included.</p>
<p>By extending our curriculum into the outside area of the school we aim to forge links with the local community, and so harness the skills of local people.</p>	<p>Information about local area resources will be kept as a resource.</p> <p>We are committed to using the various skills of parents/carers to support us in our work.</p>	<p>Register of parents/carers skills on information to be collected for use in future.</p>
<p>Whole School Commitment to broaden the children's experiences beyond their local environment.</p>	<p>Our children have the opportunity to see artefacts from other countries and cultures.</p> <p>Visits to a variety of educational / historical/ religious locations for field trips etc.</p>	<p>All visits out of school will be written into ½ - term plans.</p> <p>RA's to be completed with learning outcomes</p>

