

Mountjoy School

Teaching and Learning Policy

May 2021



In accordance with Article 13, 14, 23 and 28 of the Convention of the Rights of the Child.

This is a Mountjoy School Policy

Reviewed by Full Governing Board:

20th May 2021

Signed:Name.....

Mountjoy School

Teaching and Learning Policy

(Reviewed May 2021)

Our Vision

We want to prepare our children and young people for adult life so they have options and aspirations. They need to be confident and happy so they can thrive in the real world.

Making a difference today for tomorrow

Our Mission

Every day we concentrate on teaching knowledge and skills so that our pupils can deepen understanding of the wider world, cultivate personal attributes like emotional awareness, empathy and self-regulation and develop the learning virtues of curiosity, creativity and collaboration.

Every person in our school community uses good thinking and learning to raise expectations for all. Teachers research their own professional practice to make it effective, engaging and fun, and share knowledge which each other modelling collaboration to their learners.

Learning happens everywhere in school and outdoors; we strive to engage the wider community including parents and employers so that learning continues beyond school hours.

Aims

At Mountjoy School we undertake to:

- Prepare our pupils for the next stage in their lives and ultimately adulthood
- Raise levels of attainment for all pupils, enabling them to achieve their personal best by increasing expectations, increasing challenge at the right pace and increasing enjoyment
- Develop confident and enquiring learners, able to make informed choices
- Develop social skills so that pupils can have respectful relationships, keep safe and become citizens who value and respect all cultures
- Develop emotional intelligence to foster good mental health, high self-esteem and self-awareness
- Promote a thoughtful attitude towards the immediate and wider environment through our Eco-friendly Schools award
- Ensure equal opportunities in relation to all protected characteristics including gender, sexuality, race, class, special needs and belief
- Provide a safe and happy school.

We are a Unicef Rights Respecting School (Gold Award) and all of our work is underpinned by considering the rights of the child and meeting individual needs.

Delivery

To ensure that we meet the needs and full potential of all of students the Mountjoy School Curriculum comprises five different curriculums:

- Early Years Foundation Stage – Development Matters
- Informal Curriculum – the Mountjoy Multi-Sensory Curriculum
- Semi-Formal Curriculum – The Equals SLD/MLD Curriculum
- Formal Curriculum – differentiated National Curriculum
- Preparation for Adulthood – ASDAN Lifeskills Challenges

Depending on the individual student's abilities and interests, teachers will provide a functional and motivating curriculum. In addition, all pupil's work on personalised targets which are linked to the outcomes in their Education Health and care Plans. These are called MAPs (My Aspirational Progress) and are created in collaboration with pupils, their families, school staff and other professionals who may be involved, such as therapists.

School Environment

Mountjoy School provides:

- A calm and effective working environment at all times, in which pupils can be happy and achieve
- A welcoming environment, in which courtesy, kindness and respect are fostered
- Meaningful, purposeful tasks
- Positive role models
- Purposeful planning, record-keeping and assessment documents
- Effective collaborative leadership
- Links with other schools and organisations and the wider community
- Educational programmes created with multi-agency professionals, to ensure effective educational and care provision.



Mountjoy Curriculum Intent, Implementation and Impact

School

Classroom

Intent

School Vision

"Making a difference today, for tomorrow"

As a UNCRC Rights Respecting Gold Award school, Mountjoy's vision is that all students will maximise every moment and opportunity at school, learning skills that will prepare them for life beyond school.

Teacher Plans

All planning starts with the needs and priorities of the pupils (as discussed with families, pupils and staff). Teachers use the appropriate curriculum(s) for the individual pupils in their class and their medium term plans reflect these. Teacher's plans incorporate the interventions recommended by therapists into a pupil's respective curriculum.

Implementation

Curriculum management & development

To meet the needs of all students the school curriculum is made up of the Early Years Foundation and Post-16 curriculum and three additional curriculums:

- Informal – Multi-Sensory Curriculum
- Semi-Formal – Equals SLD
- Formal – differentiated National Curriculum

Teacher delivery

Delivery of learning via total communication methods to small groups, paired, individual interventions and whole class learning as appropriate.
 Delivery of learning via regular outdoor learning visits to local farms and environmental centres, including: Magdalen, Carymoor, WOEC, Forest & Beach School, Paddle-boarding and surf school.

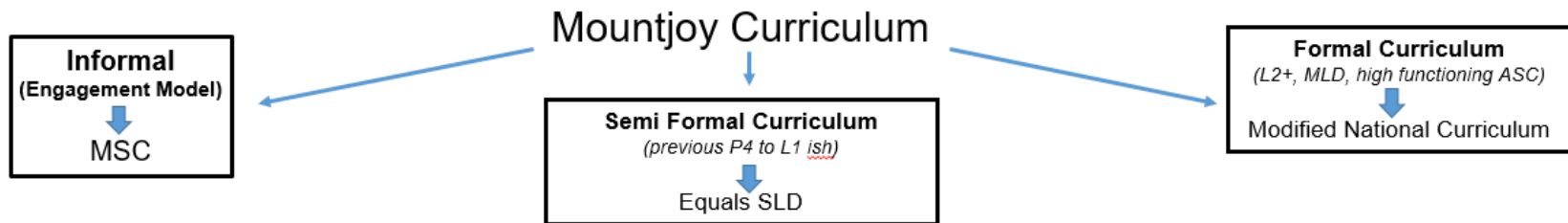
Impact

What is learnt in the school

Students gain qualifications and accreditations in ASDAN, Food Hygiene, First Aid, Duke of Edinburgh Award, John Muir Award, Arts Awards and Mountjoy Outdoor Learning Awards. Life skills, confidence and transition into adulthood. We are introducing Functional Skills from September '20

What is learnt in the classroom

Curriculum progress
 Progress against individual MAP targets
 Progress towards therapist's recommendations
 Progress towards EHCP outcomes, assessed at annual reviews.
 Confident, happy and inquisitive learners



Early Years Foundation Stage Curriculum 'Development Matters' - Buddies, Horse Riding, Donkey Sanctuary, Soft Play

Key Stage 4 Curriculum – ASDAN, Careers, First Aid, Food Hygiene

Post-16 Curriculum – ASDAN, Careers, Work Experience, Enterprise, Duke of Edinburgh Award, Safewise, Community

Therapy - Speech & Language, Physiotherapy, Occupational Therapy, Hydrotherapy, Rebound, Swifts

Therapeutic interventions - Emotional Support Time, Draw to Talk, Swing, Lego, PAT Dog, Rumble, Sensory Diet, Dorset Steps

Interventions – English, Maths, Computing, PSHE

Off-Site Learning –Magdalen Farm, Carymoor, WOEC, Forest School, Beach School, West Bay Walks, Bridport Trips, Beaminster Walks, Safe Wise, Donkey Sanctuary, Horse-Riding, UK Llama Centre, Café Visits, Park Visits, Shopping

Arts - **Drama, Art, Music**, Woodroffe Drama Day, Dance Festival, Links With Beaminster School

Physical - PE, Outdoor Play, Swimming, Surf school, Jim Gump, Cricket Festival, Sports Day, Paddle Boarding, Fishing, Horse-riding, Cycling

Special days and events - at least four linked to developing Mountjoy pupils as rights respecting citizens: e.g. Harvest Festival, Diwali, Eid, Remembrance Day, Chinese New Year. Plus Clever Never Goes (Child safety) NSPCC Stay Safe, Speak Out PANTS, Children in Need, Christmas Celebration, Comic Relief, Summer Fete.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all pupils at Mountjoy School will be given access to a broad and balanced curriculum, and all statutory National Curriculum subjects, at a level appropriate to their age and individual needs. Staff will endeavour to help all pupils to achieve their best, irrespective of protected differences.

Classroom Management and Organisation:

Classrooms will be organised to facilitate learning and, wherever possible, the development of independence. This may require flexibility in the organisation of rooms, staffing and pupil access to classes.

The learning environment will be arranged in such a way as to facilitate different styles of learning, with particular regard to pupils' diverse Special Educational Needs:

- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, key stage, interest, nurture or focus groups, etc.)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Whole class teaching
- Mainstream inclusion (social and/or subject specialist teaching and resources).

Organisation of Classes

- Pupil need and learning ability is the basis for how children are grouped into classes
- Classrooms will be resourced and staffed to reflect the range of physical and learning needs of their pupils

Total Communication

Mountjoy uses a total communication approach, this means the school employs a wide range of communicative approaches to meet the receptive and expressive language needs of all pupils. The total communication approach is about finding and using the right combination of communication methods for each person. This approach helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations. A combination of methods is used, which reinforce each other and strengthen meaning for the individual.

Examples of total communication are: non-verbal language (intensive interaction, facial expressions gesture, objects of references etc.) symbol systems (PODD books, PECS etc.), sign language (Signalong) and speech.

Planning

Class teachers submit termly plans to the Primary and Secondary Leads.

Core Subject leaders carry out regular audits and learning walks to ensure coverage of their area.

Differentiation - see Differentiation Policy

Teachers will differentiate the curriculum by task, outcome and/or teacher/adult support and will, wherever possible, offer age appropriate material that is also appropriate to the pupils' level of understanding. Differentiation will be inherent to all lessons. This will be clearly linked to the pupil's MAP (My Aspirational Progress) targets and to Learning Intentions identified in the lesson and on the planning.

Monitoring and Evaluation

- Pupils' work will be monitored and moderated both within school, across similar mainstream and special schools where possible.
- Subject co-ordinators monitor teachers' plans, assessments and pupils' work
- Members of the Senior Leadership Team (SLT) and/or subject co-ordinators will monitor/observe each class teacher in a specified area during each year
- Class teachers will evaluate learning and progress on a termly basis, making reference to medium term planning and upload data into our assessment tool, B-Squared, twice a year.
- Where data suggests targeted intervention is required, an intervention programme will be planned by the subject coordinator in conjunction with the class teacher, this will be reviewed regularly. This intervention may happen in the classroom or in a withdrawal room if appropriate.

Teaching Strategies

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Provide all pupils with opportunities for success
- Provide encouragement, positive reinforcement and praise
- Use a range of total communication strategies – speech, signing, symbols, objects of reference, real objects, video
- Using sensory integration techniques and practices to maximise learning potential
- The development of close links between parents, previous placements and, where appropriate, local mainstream schools
- Ensuring, when possible, learning is linked to real life situations
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression from Early Years to 16+
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Interactive teaching
- Listening
- Teacher – led learning
- Thought showers
- Providing opportunities for reflection by pupils
- Demonstrating high, but achievable, expectations
- Providing opportunities for repetition/reinforcement
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Inclusion into mainstream schools to extend particular pupils and their abilities

Teachers will use a range of strategies in any one lesson. Activities should show a balance in terms of individual, group and whole class work.

Resources

Each classroom will be equipped with a basic set of resources appropriate to the age range and special needs of the children in that class. Specialist resources will be stored in the appropriate curriculum resource cupboard/area and will be regularly audited. Staff may contact subject co-ordinators with suggestions for specialist materials that may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect, and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equal access.

Learning Processes

Pupils enter Mountjoy School at different ages and stages of development. Pupils learn in different ways and their rates of progress are different. In the course of learning pupils will develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making
- Multi-sensory experiences
- Growth mindset – “I can’t do that YET”

Roles and Responsibilities:

Governors’ Role

It is the Governors’ role to monitor and review the policy and its practice through:

- Visits to oversee the delivery of their scheduled responsibilities
- Reporting to the Full Governing Body

And as detailed in the Governors’ Document:

- To receive reports from the Head Teacher
- To receive reports from the Premises Representative on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- To promote and ensure at all times equal opportunities in relation to race, gender, class, belief and disability
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths

Parents' Role

Parents are encouraged to support their children's learning by:

- Supporting their child by attending Annual Reviews of the pupil's Education Health Care Plan
- Contributing relevant information to the Annual Review
- Sharing with the teacher any problem that their child is experiencing
- Supporting their child and the school by becoming actively involved in the operation of the MAP (My Aspirational Progress) targets
- Ensuring that all contact addresses, home and mobile telephone numbers and email addresses are up to date and correct
- Agreeing to the Parent/School contract
- Attending medical, health and therapy meetings and clinics when invited
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters that may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities, such as concerts and school events

The School's Role

In relation to the areas above the school will reciprocate by:

- Respecting, where appropriate, all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures
- Giving clear information on pupil's progress and areas needing development
- Giving reasonable/appropriate access to school staff
- Making available Long Term Curriculum Plans and policies
- Working in partnership with parents and carers to ensure the success of their child and encouraging parental involvement in working out the way forward for their child's educational future
- Responding to all offers of support as far as it is able
- Maintaining a website and Newsletter that provides information regarding the school