

# Mountjoy School

## Teaching and Learning Policy

January 2019



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 Pupil Welfare and Curriculum Committee:

16<sup>th</sup> January 2019

Signed: .....Name.....

# Mountjoy School

## Teaching and Learning Policy

(Reviewed November 18)

### Aims

At Mountjoy School we undertake to:

- ◆ Raise levels of attainment for all pupils, enabling them to achieve their personal best
- ◆ Develop confident and enquiring learners, able to make informed choices
- ◆ Foster a love of life and learning
- ◆ Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- ◆ Facilitate considerate and positive relationships between all members of the school and the wider community
- ◆ Ensure equal opportunities in relation to gender, race, class, special needs and belief
- ◆ Value and respect all cultures
- ◆ Provide a safe and happy workplace
- ◆ Promote a thoughtful attitude towards the immediate and wider environment
- ◆ Develop kind, communicative and supportive pupils

### Ethos

To ensure that we meet the needs and full potential of all of students the Mountjoy School Curriculum is comprised of 3 different curriculums:

- an Informal Curriculum – the Multi-Sensory Needs Curriculum from Victoria School
- a Semi-Formal Curriculum – The Equals SLD Curriculum
- a Formal Curriculum – differentiated National Curriculum

Depending on the individual student's abilities and interest's teachers will provide a functional and motivating personalised curriculum using the curriculums stated above.

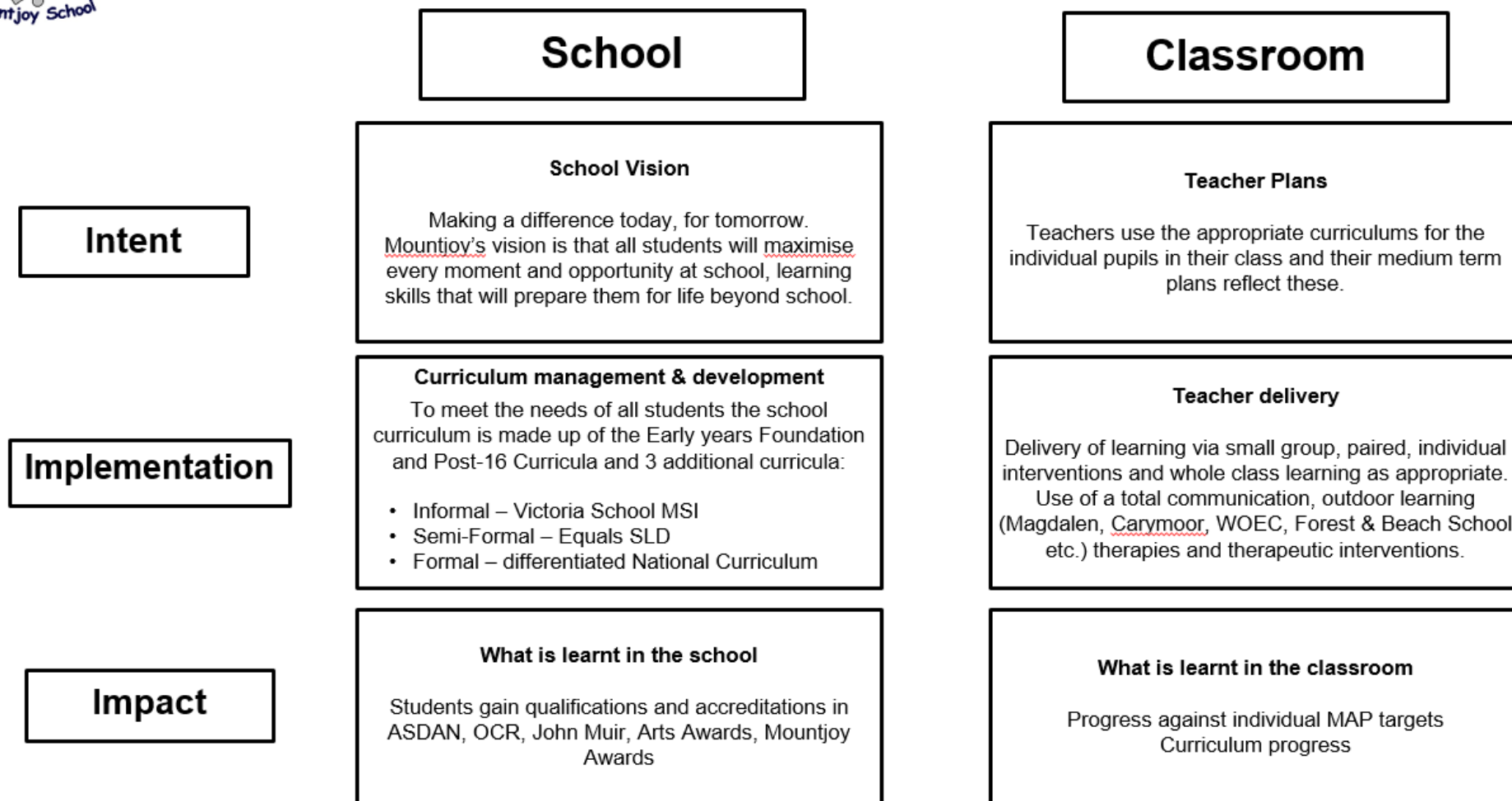
To guarantee that students are learning the most pertinent skills the school will talk regularly to students and their families about what the child wants to be able to achieve when they leave school. These ambitions will be frequently reviewed and updated to ensure that students are engaged in appropriate learning tasks that supports these goals.

Staff will develop this ethos through:

- ◆ Providing a calm and effective working environment at all times, in which pupils can be happy and achieve
- ◆ Providing a welcoming environment, in which courtesy, kindness and respect are fostered
- ◆ Providing positive role models
- ◆ Providing a fair and caring setting
- ◆ Maintaining purposeful planning, record-keeping and assessment documents
- ◆ Effective management of their professional time
- ◆ Developing links with other schools and the wider community
- ◆ Providing pupils with meaningful, purposeful tasks
- ◆ Valuing and celebrating pupils' success and achievements
- ◆ Reviewing personal and professional development by providing appropriate INSET, training and support from and for colleagues in order to ensure a high level of professional expertise
- ◆ Welcoming and supporting parents, carers and other members of the community
- ◆ Developing collaborative programmes with multi-agency professionals, to ensure effective educational and care provision.



# Mountjoy Curriculum Intent, Implementation and Impact



## **Curriculum Intent**

The curriculum vision and overarching theme to the curriculum framework at Mountjoy is that we are “making a difference today, for tomorrow”. The school curriculum is designed to meet the wide range of needs and interests of our pupils and prepare them for a fulfilling life beyond Mountjoy.

From the moment children start at Mountjoy they (and their families) are regularly asked what they would like to be able to do when they leave school. This forms the individual curriculum intent for that child and gives us a map for the future.

## **Curriculum Implementation**

After much research including attending courses, visiting other schools, talking to colleagues in other schools Mountjoy has implemented a school curriculum that incorporates 3 different curriculums an informal curriculum (Victoria School’s MSI Curriculum), a semi-formal curriculum (Equals SLD Curriculum) and a Formal Curriculum (a differentiated National Curriculum). Alongside the Early Years Foundation Stage Curriculum and Post-16 Curriculum.

We have chosen this range and number of curriculums as it allows us to meet the specific needs of each individual pupil. We are also aware that very few of our children fit neatly within one curriculum, many will work within two (and at times more) curriculums.

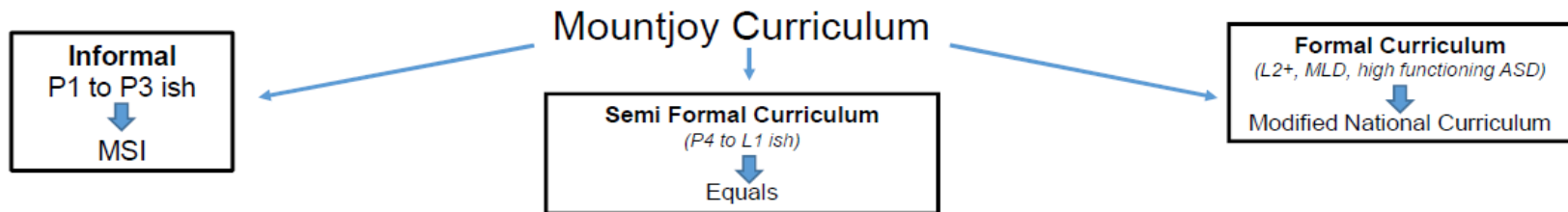
The Mountjoy School Curriculum incorporates a vast array of activities, therapies and approaches to support learning, for example: outdoor learning at Magdalen Farm, Beach School etc., therapies, Emotional Support Time, sporting activities etc. **For further details, see the diagram below.**

## **Curriculum Impact**

At Mountjoy all pupils have appropriate, yet aspirational individual targets. These targets are set using the curriculum(s) that they are working within alongside pupil’s own learning desires and interests.

We evaluate the knowledge and skills that pupils have acquired against the learning intentions/objectives of the curriculum that the child is working on e.g. MSI, SLD or Differentiated National Curriculum. This is supported with the use of BSquared and Evisense and the assessment of pupil’s individual MAP targets. This allows us to have a robust picture of the impact of the curriculum on the individual student’s learning and progress.

As a result of the Mountjoy Curriculum students also gain qualifications and accreditations: ASDAN, OCR, John Muir, Mountjoy Awards etc.



**Early Years Foundation Stage Curriculum** - Buddies, Horse Riding, Donkey Sanctuary

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

**Therapeutic interventions** - Emotional Support Time, Draw to Talk, Swing Therapy, Lego Therapy, PAT Dog/Rumble

**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, Horticulture,

**Arts - Drama** (Sue Huggins) **Art** (Caroline Pledger) **Music** (Sarah Krause) /Woodroffe Drama Day, Dance Festival, Beaminster School

**Physical** – PE, Outdoor Play, Swimming, Surf school, Jim Gump, Cricket Festival, Sports Day, Paddle Boarding, Fishing

**Post-16 Curriculum** – ASDAN, OCR, Enterprise, Careers

**Special days and events** - at least 4 organised by Davina Pennells e.g. Thanksgiving, Holi etc. Plus Clever Never Goes (Child safety) NSPCC PANTS, Children in Need, Christmas Jumper

## **Equal Opportunities**

In accordance with the school's Equal Opportunities Policy, all pupils at Mountjoy School must be given access to statutory 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 race, gender, age or ability.

## **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)

## **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 (Sign a long) and speech.

## **Organisation of Classes**

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

## **Planning**

Class teachers submit termly plans to the Assistant Head Teacher.

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 regularly 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
- ◆ 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.

## **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
- ◆ Use a range of total communication strategies – speech, signing, symbols, objects of reference, real objects etc.
- ◆ 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
- ◆ Didactic teaching
- ◆ Thought showers
- ◆ Providing opportunities for reflection by pupils
- ◆ Demonstrating high, but achievable, expectations
- ◆ Providing opportunities for repetition/reinforcement
- ◆ Providing encouragement, positive reinforcement and praise
- ◆ 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

## **Roles and Responsibilities:**

### **Governors' Role**

It is the Governors' role to monitor and review the policy and its practise 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 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