

Beaucroft School



Teaching and Learning Policy 2023

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Date Adopted:	
Signed By:	
Approval Committee: Governing Body	

Introduction

It is our vision for every student to engage, enjoy and achieve, developing self-esteem and resilience in preparation for adulthood. Our aims and values for our Beaucroft community are to be:

Thoughtful and Caring **H**appy and Safe **R**esilient **I**ndependent **V**alued **E**mpowered.

At Beaucroft School, we see every one of our pupils as unique. With this in mind, we believe that there needs to be a breadth of learning throughout the pupils' time at our school and that there should be variation in experiences and learning that are developmentally appropriate.

We believe that there are five essential areas of learning, and these must be part of everything that we do. Learning takes place all day in every type of situation, location, and activity.

The five areas of learning are:

- Independence
- Communication
- Social and Emotional
- Sensory and Physical
- Cognition.

These areas are the backbone of our curriculum that is enriched with our topics.

The rolling plan of topics has not been written to enable progression. Learning and Progress is through the five essential areas of learning.

At Beaucroft we aim to meet the specific needs of individuals and groups of pupils, providing effective learning opportunities for all.

In our teaching we aim to set suitable learning challenges, respond to diverse needs, and overcome potential barriers to learning and to personalise learning. Through this continual process we aim to raise standards.

We are committed to monitoring and refining our practice as and when appropriate.

As teachers we value the role of teaching assistants in supporting the pupil, teacher, curriculum, and school ethos and school policies. We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability.

Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and therefore prepare them for the next stage of their education, training, or employment.

We define high quality teaching as:

- Setting high expectations for all pupils in line with their ability.
- Being knowledgeable about what we are teaching.
- Being reflective practitioners.
- Having a clear understanding of individual needs, knowledge, understanding and skills.

- Delivering relevant, meaningful, and engaging lessons.
- Linking lessons to real life situations and supporting pupils to use their skills in functional, real life contexts.
- Using a range of teaching styles appropriate to individual pupil needs.
- Using individual, paired, small group and whole class learning opportunities.
- Using formal and informal assessment to assess the progress and attainment of pupils to inform planning and interventions.
- Using the outdoor environment to provide learning opportunities.
- Using ICT to support and develop learning.

We believe high quality learning is achieved when:

Our pupils feel:

Safe, happy, valued, successful, nurtured, important, included, confident, empowered, secure and proud.

Our pupils receive:

Stimulating environment, enrichment, differentiated curriculum, positive role models, creative opportunities, consistency, equity resulting in equality, and quality learning experiences.

Our pupils are:

Engaged, curious, enabled, resilient, inspired, motivated, respected, prepared, and challenged.

At Beaucroft School, our curriculum consists of four curriculum models. These are:

The Pre-formal Curriculum

The Semi-Formal Curriculum

The Formal Curriculum

The Nurture Curriculum

Please see The Beaucroft School Curriculum Handbook for further information on the planning, delivery, and assessment of each curriculum model.

Teaching at Beaucroft School:

At Beaucroft we agree that teaching should be effective in ALL areas and therefore:

- Planning documentation is accessible in the classroom environment.
- Lessons have clear learning intentions that are shared with staff and pupils as appropriate.
- Differentiated / Personalised work takes account of pupils' EHCP outcomes.
- Teachers have high expectations of pupils' ability.
- Pupils are encouraged to take an active role within lessons.
- Teachers convey an enthusiasm and interest in the lesson content.
- Teachers make cross curricula links.
- Teachers use a range of teaching styles appropriate to individual needs.

- Work is differentiated to both support and extend pupils whilst ensuring pupils experience success and challenge.
- Pupils' misunderstandings are addressed as they arise.
- Teachers identify and use appropriate resources including staffing i.e. PECS, Signalong, PEIC-D etc.
- Teachers and TAs use observation skills to inform their planning and assessment of pupils' learning.
- Additional interventions are in place where needed.

The Learning Environment:

We believe the learning environment makes a significant contribution to the quality of education provided.

We ensure that:

- Space is effectively used.
- Resources are clearly labelled/symbolised and accessible.
- Displays reflect current learning, celebrates success, and are changed regularly.
- The needs of the children are catered for.
- Children are encouraged to be creative independent learners and thinkers in line with their ability.

We ensure that the learning environment is:

- Interesting
- Stimulating
- Interactive
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At Beaucroft we ensure that our teaching is effective, and learning is taking place.

We aim to ensure that we are effective classroom practitioners through access to continued professional development.

Teaching and learning is a process of co-operative teamwork involving everyone in the school community including parents, teachers, children, support staff and governors.