

Teaching and Learning Policy

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While this current policy document may be referred to elsewhere in Heathermount School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Heathermount School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Heathermount School.

The policy documents of Heathermount School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Contents

Section	Item	Page
1	Introduction	4
2	Learning and Teaching aims	4
3	What do we mean by learning?	5
4	What is effective teaching?	5
5	READY	5
6	Roles and Responsibilities	7
7	Planning	8
8	Teaching toolbox	10
9	Assessment	11
10	The learning environment	12
11	Teaching literacy – Reading, Writing & Communication	13
12	Managing behaviour	16
13	The teaching and learning folder	16
14	Continual professional development	16
15	Monitoring and evaluation of teaching and learning	17

Appendices

	Appendix 1 - Whole School Curriculum Overview	19
	Appendix 2 - Curriculum Map	20
	Appendix 3 - Planning Template - Secondary	21
	Appendix 4 - Planning Template - Primary	22

1. Introduction

The objectives of this policy are to:

- Explain how we'll create an environment of high expectations at our school where students learn best and love to do so.
- Summarise expectations to ensure all staff have clarity and understanding about what excellent teaching and learning looks like across the school, especially in their own specialist subject area.
- Ensure all members of the school community recognise the importance of excellent Teaching and Learning and that a robust curriculum is our most powerful tool to achieve excellent inclusion and to ensure we build confidence in our students and prepare them for life.
- To help us improve and drive standards of teaching and learning through evidence-based approaches.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.
- To introduce new staff to our practices and ways of educating students at Heathermount School.

2. Learning and Teaching aims

At Heathermount we will always strive to develop our practice and share new teaching techniques, that will further the learning of our students. In essence, we feel that, for this to be embedded, it is important to model good learning. All our staff engage in developing their own practice, whatever level they are at and whatever role they play. We are all growing and will continue to be enthusiastic about developing our professional pedagogy.

Our practice centres on the Heathermount aims which are:

- a) To provide high quality, flexible, person centred and challenging education for the children and young people at Heathermount, which recognises the individual and unique needs of students with autism.
- b) To continually develop and improve the service provision at Heathermount to achieve an outcome focused, holistic service, delivering a special, inclusive, and innovative resource for a wide-ranging student population with autism.

Heathermount works from a dynamic, modern, and engaging curriculum that is suitable for the varied requirements of all our students. We believe in 'holistic development' approach which enables social, emotional, physical, and intellectual growth.

In this environment, we can support learners in becoming independent, confident, and rounded citizens who develop active and creative minds. As a school we understand that learning cannot take place until a child's emotional and sensory needs are met. At Heathermount, we measure success by how well a learner can achieve their best, build relationships, develop their self-belief and be ready to transform their own future.

We are committed to the following guiding principles in order to achieve our aims:

- The students are at the centre of all that we do.
- There is a commitment to the belief that all students can achieve.
- Outcomes are aspirational and challenging, yet realistic.
- Individuality and diversity are valued and celebrated.

- A culture where both students and staff are learners and share and celebrate this together
- Commitment to continuous improvement drives all plans and activities.

3. What do we mean by learning?

Our students develop their understanding of themselves and the world around them through learning, whether academic, behavioural, social or emotional. Our students build on this understanding gradually, step by step, transferring their knowledge and skills into progressing their academic work, behaviours, social skills as well as learning to deal with any emotional barriers that may arise. Underpinning these developments are the students' own awareness of how to work with their conditions and adapt. Learning is an exercise of constructing personal knowledge that requires the learner to be mentally active rather than passive, interpreting information rather than recording it.

Research indicates that the factor which has the biggest impact on student outcomes is high quality teaching & learning. We also recognise the social and emotional aspects of learning; if students enjoy their learning and have positive experience of transferring learning to new situations, they will be more motivated to learn in the future. This includes our students exploring sensory/environmental impacts and being provided with tools to manage.

4. What is effective teaching?

Effective teaching at Heathermount is:

- Having a knowledge of and applying Rosenshines Principles of Instruction.
- Successfully transferring knowledge, skills and understanding to help learners function independently in society.
- Generating a good climate (prioritising regulation) that allows teachers to impart knowledge in an effective, flexible, and inclusive manner that inspires all children to learn.
- Maximising the learning potential of our pupils.
- Enhanced by good communication and the ability to empathise with the pupil.
- Achieved by in-depth and imaginative planning, preparation and subject knowledge.
- Structuring innovative and creative lessons in order to create a positive learning environment that includes and challenges all pupils and builds strong relationships to help them to achieve.

5. READY

At Heathermount we follow a Total Communication Approach. READY is the Autism-specific approach used across the school which underpins how we support children to allow them to access learning as well as holistic non-academic learning outcomes. At our school, the development of READY outcomes is considered as important as academic outcomes.

READY is an acronym for **R**egulating Emotions and Sensory Needs, **E**nvironment, **A**utism: mine and others, **D**eveloping Social Communication Skills and **Y**our Successes and Achievements.

This approach is based on the premise that these factors need to be addressed for an individual with Autistic Spectrum Condition (ASD) to be equipped to learn, be confident, understand themselves and their Autism, develop social skills, and develop independence.

READY is a hierarchical Autism specific approach. It provides consistency while allowing flexibility within the approach as staff recognise that each individual with ASD is unique and has differing

needs. READY underpins the way in which staff work to support students to learn and make progress in all aspects of their development.

5.1 Regulating my Emotions and Sensory needs

Many individuals with ASD have reduced self-awareness. This means that they may not understand/recognise the physiological changes in their body. This could result in students not recognising:

- They are hot or cold
- Their feelings
- Knowing how to respond/regulate etc.

5.2 Environmental Needs

Many individuals with ASD have difficulty with processing information. When an environment is cluttered this reduces their ability to process information. Individuals with ASD need structure, predictability, organisation and routine.

Classroom structure includes:

- TEACCH
This enables the students to see what is required of them in each session. Staff will present the work by answering four questions:
 1. What work?
 2. How much work?
 3. When am I finished?
 4. What is next?

How this information is presented can be differentiated dependent on the student's level. For example, TEACCH drawers, task sheets, Classroom structure book, displayed on interactive smartboard, hanging file, clearly defined areas and flipchart. The environment is also kept clutter free with extraneous items put away.

Classroom information includes:

- Timetables
- Teaching areas
- Labelled drawers and cupboards
- Visual support
- Planners

5.3 Autism: Me and Others

Many individuals with Autism have reduced understanding of the impact of their Autism on themselves and others.

This includes:

- Lack of theory of mind
- How their behaviour affects others
- How to recognise, use, understand and generalise strategies
- Their skills and areas of need

In this area of intervention, staff help students develop insight into their Autism and the Autism of others.

5.4 Developing social Communication Skills:

Social communication is an area that individuals with Autism can find challenging. This area aims to identify the areas of need and strength for our students. This information is then used to develop their skills and confidence in a variety of social situations.

5.5 Your Successes and Independence:

Many individuals with ASD have reduced self-esteem and confidence.

This is supported by:

- Celebrating success
- Promoting self-belief
- Taking pride in work
- Building confidence

It is important to note that Autism impacts on every individual differently resulting in different strengths and needs profile. Approaches need to be individualised.

6. Roles and Responsibilities

6.1 Leadership team

The Deputy Headteacher with responsibility for Quality of Education will monitor and report on overall pupil attainment including academic progress and social, emotional, and softer skill pupil development and progress.

The Assistant Headteachers for Primary and Secondary will also monitor teaching and learning through:

- classroom practice,
- teacher development,
- data recording,
- subject moderation,
- ensuring the curriculum has breadth and balance, provides progression and continuity.

6.2 Classroom teachers

In order to create an effective climate for teaching and learning, all staff should:

- Have high expectations of themselves, support staff and pupils and take responsibility for the engagement and learning of all children in their classes.
- Plan, deliver, monitor, and evaluate the curriculum effectively.
- Be creative (think outside the box), flexible and adaptable using a variety of strategies for differentiation and meeting individual ASD needs.
- Have an awareness of the specific literacy and numeracy needs of each pupil and ensure that activities are accessible yet remain appropriately challenging to individual pupils.
- Set targets for students to help them review and develop their learning and use data as a diagnostic and motivational tool.
- Provide opportunities for teacher, self and peer-assessment.
- Be aware of all student Behaviour and Risk Assessment (BARA) and Support Plan's (SSP's) and use this information to effectively support students within the class.

- Recognise that reading, writing, communication and numeracy are whole-school issues and that students' ability to communicate effectively must be addressed in every subject.
- Create a positive, nurturing atmosphere based on praise rather than criticism, firm but fair, non-threatening but supportive, challenging but not confrontational, where pupils feel comfortable taking risks, meeting new challenges and enjoy learning.
- Value all pupil's contributions, respecting all children as individuals with individual rights and equal regard. Contributions from children will be acknowledged and celebrated accordingly.
- Encourage and support pupils to participate at their own level, ensuring all are engaged in learning.
- Communicate clearly using a range of strategies.
- Employ a multi-sensory approach and interactive learning techniques to appeal to a range of learning needs and interests.
- Meet and greet students at the door and actively and purposely direct student-seating
- Be consistent and clear about expectations
- Set clear structure/learning objectives/outcomes and refer to these throughout the lesson
- Be well prepared yet have the ability to adapt teaching/learning experiences in the light of on-going assessment.
- Ensure all supporting staff members are fully engaged in the learning and assessment process.

6.3 Teaching Assistants

Work with the classroom teacher to ensure the best working environment for each learner. This will include:

- Work with individuals or small groups of pupils in order to help them get the best understanding of the lesson they can.
- Have an awareness of the specific literacy and numeracy needs of each pupil and ensure that activities are accessible yet remain appropriately challenging to individual pupils.
- Be aware of all student Behaviour and Risk Assessment (BARA) and Support Plan's (SSP's) and use this information to effectively support students within the class.
- Support students in remaining calm in order to help them learn.
- Support students to achieve their academic and READY targets.
- Liaise with the classroom teacher to discuss common misconceptions of the pupils about a topic prior to delivery so that learning can be supported fully during lesson-time.
- Prepare and follow the calm plans for the students in conjunction with the teacher and Speech and Language Therapists.
- Giving input to the Annual Review paperwork and end of year reports.
- Help the teacher maintain high standards of presentation within the classroom.
- Reinforce the values of Heathermount School.
- Modelling for the students so they understand what is expected of them. This includes listening to the teacher and using non-verbal communication to support the student's behaviour when the teacher is leading the session.
- Reinforce school rules where necessary and address behaviour issues if they arise.
- Carry out administrative tasks in order to help teachers to prepare for lessons and keep accurate records.
- Put up displays in the classroom and corridors in conjunction with the teacher.

6.4 Students

Will contribute significantly to the functioning of school and are at the heart of any decisions that are made within school. We want to ensure that pupils:

- Are comfortable, safe and feel valued
- Engage with staff who are there to support them
- Have their say and are listened to
- Achieve the best they possibly can
- Are proud of themselves and their achievements
- Communicate well with staff and know that we want the best for them
- Feel like they can ask for help if they need it and discuss any issues that are troubling them
- Work hard and to the best of their ability
- Respect and observe Heathermount rules
- Cooperate with other pupils and treat them with respect, understanding diversity and recognising that everyone is valuable
- Engage with homework in order to support their learning

6.5 Parents/Carers

Heathermount feels that it is important that pupils receive the same moral values and messages from school and home. Therefore, it is important for us to have a positive and open relationship with home. We ask that our student parents/carers:

- Maintain open lines of communication with school following the school's communication protocol
- Support Heathermount rules
- Observe the school's policy on term-time holidays
- Support their child in attending school as much as possible in order to assist them in achieving the best education they can
- Communicate with school any issues that might affect their child in school
- To proactively engage with parents evening events and annual reviews.
- To support and encourage students to engage in home learning where possible.

7. Planning

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives know more and remember more over time

It is acknowledged that different teachers have their own preferred styles of teaching, but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids students to make progress over time.

Planning is the process of preparing and organising teaching so that it meets the learning needs of our students. Following assessment, planning imposes structure by articulating the next steps of learning as specific, measurable and achievable targets. Given this information together with the curriculum structure, that can be found in course specifications for example, teachers plan out a programme of work.

At Heathermount our planning structure is hierarchical and flows from Long Term to Medium Term to Short Term Planning. Firstly, the Heathermount Curriculum Overview (see Appendix 1) demonstrates what our school offers as a general outline.

Secondly, the Heathermount Curriculum Map (Appendix 2) is an outline of what topics will be covered within an academic year for all subjects and all classes. This template (Appendix 2) is the preferred format at Heathermount School. It is expected that the scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment.
- Include reference to what we want students to remember long after finishing the unit, (knowledge and/or skills).
- Identify prior learning to ensure clear progression.
- Include reference, if applicable, to where or how learning will be re-visited to ensure we are developing the long-term retention of our students.
- Identify clearly the subject knowledge to be taught.
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their students.
- Detail literacy, numeracy and communication opportunities.
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout.
- Include READY/SMSC considerations and opportunities.
- Consider links to school values.
- Include links to real life contexts when appropriate.

Thirdly, the Heathermount Weekly Plan (Appendix 3) identifies how a curriculum module will be delivered to a specific group of students so that each student learns fully, meeting his or her potential. Individual READY targets focus on specific aspects of learning for each student and take account of the skills, knowledge and understanding which a student has achieved.

8. Teaching Toolbox

7.1 Explanation

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps:

- Limit the amount of material students receive at one time.
- Give clear and simple instructions and explanations
- Think aloud and model steps
- Use more time to provide explanation and provide many examples
- Re-teach as necessary.

7.2 Modelling (I do)

Teach to the top with expert instruction and modelling.

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

- Demonstrate the worked activity in front of students, e.g., using a visualiser.
- Think aloud to show the thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g., why am I doing this now?
- Provide model answers.

7.3 Guided practice with scaffolding (we do)

Worked examples and scaffolding used to support all students to demonstrate their learning e.g., sentence starters, key word definitions, procedural steps visible etc.

Effective class discussion and questioning can happen at this stage.

7.4 Independent, deliberate practice (you do)

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding should then be reduced or removed for majority of students.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

7.5 Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for students, the lesson should be adapted or retaught differently.

For responsive teaching teachers can use the following:

7.6 Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding. Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons.

The majority of questions should be done through cold calling, with targeted questioning used to support and challenge students. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

7.7 Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner. When used at start of lesson as a "Do now" activity it can help to recap prior knowledge needed for today's lesson and support the teacher in understanding the prior learning of the class. Students will likely need support in engaging with this technique.

9. Assessment

At Heathermount, we believe that formative assessment is the most effective way to help pupils achieve their potential. We ensure that in all classrooms around school, learners are aware of their strengths, areas for improvement and how to improve. In each subject, pupils are set clear, personalised targets and progression towards that target is tracked. A strong research base indicates that this is most effective through 'live-marking' with students receiving verbal feedback as they complete their work (<https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback>). Teachers assess during the lesson and provide constant feedback to learners, assessing as they go along and adapting to the needs of the pupils. This method and its application is key in ensuring mis-conceptions are addressed frequently.

Teachers will develop the use of peer and self-assessment within their lessons in order to involve pupils in their own work, give them ownership and a better understanding of how to move on.

At the beginning of every year, students are set an aspirational target for each of the subjects they take. These targets are set based on a triad of information including CAT4 data, prior subject attainment data and subjective staff opinions.

At the end of each term, teachers utilise the same data sets to review each child's progress towards their individual aspirational target. This data informs the next step actions required to further support students in achieving their aspirational targets.

Reading progress is monitored each year via GL Assessments NGRT each September. This provides a year-on-year benchmark regarding reading progress across the school.

CAT4 assessments are conducted upon student entry to school and at the beginning of year 7 & 9.

8.1 Marking and Feedback

The desired outcomes for this policy are improvements in children's learning and greater clarity for children and parents/carers concerning their children's achievements and progress. To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Our principles for marking and feedback are:

- Marking & Feedback should be manageable for teachers and accessible to students. Excessive teacher marking is counterproductive to the learning process and teacher workload.
- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- Many students with ASD may take time to process verbal information, and therefore this should be supported with some processing time and clarification questions.
- Misconceptions should be addressed directly whenever possible and feedback, both verbal and written, should focus on developing the correct understanding of common misconceptions within subject areas.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should give recognition, praise and rewards for achievement, effort and presentation and look for strengths before identifying weaknesses when marking work.
- Marking should be clearly linked to learning objectives/targets.
- Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children.
- The feedback policy and marking standards should be consistently applied across the key stage/school.
- The marking criteria should be shared where possible with pupils and they should understand the meaning of the marks/markings they receive.
- Ultimately be seen by students as a positive approach to improving their learning. Student books should provide valuable evidence about the organisation of the curriculum to promote student progress and about the pace that pupils are working through schemes of learning.
- See Feedback Policy for specific guidelines on written and verbal feedback at Heathermount School.

10. The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported, valued and are provided with appropriate structure & routines. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their students

- Teach to the top, with necessary scaffolds to support those who need it.
- Promoting active engagement not just compliance.
- Establish a growth mindset culture, mistakes are celebrated, use language of “not there yet”.
- Focus praise on effort, value the “learning challenges”..

Teachers build quality relationships with all students through positive behaviour management

- Welcome all students into your class by greeting them at the door.
- Use positive framing to remind students of expectations and learning routines.
- Use meaningful praise and rewards as much as possible e.g. behaviour points, reward charts, display work.
- Have restorative conversations, when necessary e.g. after a behaviour.

Teachers have clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised

- Meet and greet students at the door.
- Zones of Regulation check in.
- Title, learning objectives and starter activity are shared on board from very start of lesson – learning begins immediately, every minute matters.
- This should be done via big book in Primary and PowerPoint in secondary.
- Students sit in a seating plan.
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them when they enter your classroom.
- Support students in independently collecting and organising their work materials e.g., pens/workbooks/rulers.
- In Primary, student will require individual timetables to be visible and referred to through the day.

11. Teaching literacy – reading, writing & communication

At Heathermount, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work. As such, we recognise that this is a shared responsibility and that all staff are teachers of literacy. Our aims are:

- To ensure that all staff share the responsibility for developing and supporting literacy and feel confident to do so.
- To support the development of literacy through the deployment of a range of resources in the school.
- To foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading for pleasure.
- To ensure we have a shared understanding of the importance of closing the vocabulary gap for all students, including our disadvantaged learners.
- To foster engagement and enjoyment for our students in reading through a variety of media
- To ensure clear procedures for monitoring literacy across the curriculum.

10.1 Strategies for ensuring progress against these aims:

- Teachers across the curriculum contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.
- Discussion within staff groups will lead to the sharing of good practice as well as the identification of training needs and opportunities. Dissemination of successful strategies across departments will help to build the necessary shared sense of purpose and direction.
- The AHT (with responsibility for Literacy), in conjunction with SLT, will lead and support literacy development through:
 - Collation and dissemination of information/data related to literacy development.
 - Planning, organising and leading relevant professional development to ensure literacy supportive classrooms and teaching.
 - Involvement in decision-making processes that will directly affect the development of literacy, e.g., developing Assessment for Learning, whole school marking policy, literacy intervention for appropriate students.
 - Organising and encouraging activities that will foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading for pleasure.
 - A Literacy 'catch-up' programme will be provided to support those students who are low attainers or make limited reading progress.

10.2 Speaking and listening

Talking is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- Clarify and express their ideas and explain their thinking, speaking in full sentences when appropriate.
- Adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience.
- Use varied and specialised vocabulary.
- Speak for a range of purposes e.g., to narrate, to analyse, to explain, to reflect and evaluate.
- Listen with understanding and respond sensitively and appropriately.

In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talking, both formally and informally. In planning for talk we should consider pace and timing so that purposeful talking is maintained. Whilst teacher modelling is essential, we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time. We should give students regular opportunities to speak and listen in the following contexts:

- in pairs;
- in small groups with opportunities to take on the role of chair or scribe;
- with the teacher or another adult;
- in whole class discussions;
- presentations to a wider audience.

In these contexts, some of the following activities should take place:

- exploring and describing events, activities and problems, exploring and developing ideas with others;
- reporting back to a wider audience in order to consolidate ideas and understanding;
- asking questions as well as answering them;
- speculating, hypothesising and imagining;

- planning, organising and reviewing activities;
- investigating and solving problems collaboratively;
- evaluating experiences and reflecting on learning;
- talking at length and adopting the 'expert' role.

10.3 Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

We should use the available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts. Planned opportunities across the curriculum should be provided for students to:

- read and follow written instructions;
- read and engage with narratives of events or activities;
- read out loud;
- follow up their interests and read texts of varying lengths;
- question and challenge printed information and views;
- read with understanding descriptions of processes, structures and mechanisms;
- read and explore ideas and theories;
- learn how to sift and select, and take notes from text and read to locate and relocate information;
- learn how to skim for overall meaning and scan for key points, words and phrases;
- use reading to research and investigate from printed words, moving images, ICT texts.

10.4 Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly, using accurate punctuation, correct spelling and legible handwriting.

Planned opportunities across the curriculum should be provided for students to:

- make notes from a variety of sources - printed word, moving images and ICT texts;
- use writing to plan, organise and record;
- write logs and journals in order to clarify thoughts and develop new understanding;
- plan, draft, discuss and reflect on their writing;

- learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing;
- write collaboratively with other students;
- present some writing for display or publication e.g. display boards/school newsletter

We should:

- expect a high standard of presentation in most students' finished writing;
- remove the burden of writing by providing laptops/computers as an alternative way of recording student work when appropriate.
- provide writing frameworks to support students who find initiating writing challenging
- provide good models of particular kinds of writing;
- provide dictionaries, learning mats, glossaries and lists of appropriate subject specific vocabulary and encourage students to use them;
- encourage students to proof-read and edit their work before peer assessment or marking
- help students to use a range of strategies to learn spellings, including:
 - look – say – cover – write – check;
 - making connections between words with the same visual spelling pattern.

12. Managing behaviour

It is important to keep calm and to stay in control of the situation, remembering the power of de-escalation techniques in line with MAYBO principles. This may require the removal of any learning demand, focusing on student regulation before learning tasks are attempted again. Some inappropriate behaviour may be ignored; if a member of staff is having difficulty with a particular student, they should consider a 'change of face' and letting a colleague take over. Students often respond differently to different adults.

Confrontation is avoided, if at all possible, but inappropriate behaviours are challenged in an appropriate manner; for most students a subtle approach will usually work more effectively. Confrontations, if they occur, are dealt with swiftly and sensitively by removing the other students to another room to continue their learning.

Further details can be found within the school's Behaviour Policy.

13. The teaching and learning folder

The Teaching and Learning Folder is found on the Heathermount's shared drive which all staff can access. It stores important information in one place and combines information on our autism specific curriculum and teaching and learning. The folder includes:

- a. Blank Curriculum Maps
- b. Blank Weekly Plans
- c. Research Folder containing reports and new findings in relation to autism, teaching and learning.
- d. Completed Curriculum Maps for all current subjects being delivered.
- e. Weekly planning sheets for each class (to be completed the week before)

14. Continual professional development

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

CPD at Heathermount is:

- Focused on Quality First Teaching.
- Underpinned by the Teaching Standards.
- Developmental.
- Research Informed e.g. 'Great Teaching' *Cordingly et al 2015*.

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar. Teachers and teaching assistants are expected to:

- To become reflective/analytical practitioners.
- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
- Discuss and peer review teaching and learning in Department Meetings to share good practice, making use of the open-door policy.
- Actively engage with the whole school CPD programme (Walkthru).
- Actively engage with department specific CPD.
- Plan their own CPD programme in conjunction with their Line Manager by reflecting on the Teacher's Standards document and reflecting this through the appraisal system.
- Discover and share research-based studies and findings related to Teaching & Learning and supporting children with ASD.

15. Monitoring and evaluation of teaching and learning

Aims:

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of students during a lesson and over time.
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
- To identify group and individual training needs across the teaching and support staff and drive the CPD programme.
- To enable identification of strengths and aspirations for succession planning.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development. This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives.
- Taking an active part in sourcing and completing relevant CPD opportunities.
- Reflective practice on the quality and effectiveness of their own teaching and classroom management.
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.

Review of teaching and learning is on-going and regular, and will involve a variety of activities, including but not limited to:

- Lesson observations
- Learning walks
- Line manger meetings
- Work scrutiny
- Student voice

- Staff voice
- Department reviews
- External reviews

Protocols

At Heathermount School, we have an agreed format for monitoring and evaluating teaching and learning for the management of performance over time, in line with the Teacher Standards. This will consist of a mixture of regular lesson observations and learning walks to take place over the course of an academic year. Staff should be aware that accepted protocols will include teachers and leaders conducting observations, learning walks, work scrutiny and student voice activities.

Support for Teachers

Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues).
- Coaching groups (teachers working in small groups to enhance their own practice guided by teaching Walkthru's).
- Development time targeted continuing professional development (CPD) sessions (full access to The National College has been provided to all staff).
- Observing good practice at similar schools.
- External courses when necessary.

Teachers who have not made clear progress or failing to consistently meet the teaching standards will move on to a Support Plan. As part of the support plan staff will be able to access:

- Various CPD training (National College, external training etc.).
- Weekly support meetings with Line Manager.
- Weekly learning walks/observations.
- Opportunities to observe colleague's high-quality teaching .


Student and Parent Involvement

The views of students about lessons and their learning will also be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. Liaison with the school is encouraged using direct email or phone conversation. Parent governors will have the opportunity twice a year to come into school and conduct learning walks with members of the Senior Leadership Team.


Appendix 1

Whole School Curriculum Overview 2021-2022			Compiled By	Craig Drummond	Reviewed By	
			Latest Update	13 September 2022	Latest Review	
	Year Group	Key Stage	Discover (Life skills and ASDAN)	Explorer (ASDAN & Entry Level)	Adventure (Levels 1 & 2, GCSE)	
Early Years & Primary	Year R	Early Years		EYFS curriculum Play Based learning Sensory ASDAN		
	Year 1	KS1	ASDAN Stepping Stones ASDAN Transition Challenge (Sensory) ASDAN New Horizons	Emerging NC Literacy /RWI Emerging NC Numeracy Forest school/Outdoor learning READY	NC Literacy /RWI NC Numeracy Adapted National Curriculum (Science/Art/History/Geog/ICT/PSHE/RSE/PE/Drama/ /Horticulture)	
	Year 2		ASDAN Towards Independence (PMLD Section)		PSHE, SRE, READY Forest school/Outdoor learning	
	Year 3	KS2	ASDAN key Steps PSHE, SRE, READY Forest school/Outdoor learning	Sensory ASDAN Emerging NC Literacy /RWI Emerging NC Numeracy Adapted National Curriculum (Science/Art/History/Geog/ICT/PSHE/RSE/PE/Drama)	PSHE, SRE, READY Forest school/Outdoor learning ASDAN Catering Skills for Working life	
	Year 4					
	Year 5					
Year 6			READY Forest school/Outdoor learning			
Secondary	Year 7	KS3	Earth Class ASDAN Short Courses ASDAN Towards Independence ASDAN Work Right ASDA Personal Progression ASDAN Key Steps	NC Literacy NC Numeracy NC Science	NC Literacy NC Numeracy NC Science	
	Year 8		ASDAN Certificate of Personal Effectiveness ASDAN Wider Key Skills PSHE, SRE, READY Forest school/Outdoor learning	Adapted NC (History, Geography, ICT/Computing, PSHE, RSE, PE, Art, Drama) Music 1-1, Skills Builder, Forest school/Outdoor learning, Catering	Adapted NC (History, Geography, ICT/Computing, PSHE, RSE, PE, Art, Drama) Music 1-1, Forest school/Outdoor learning, Skills Builder, Catering	
	Year 9					
	Year 10	KS4+	Earth Class ASDAN Key Steps ASDAN Employability Entry Level 2 to Level 2 ASDAN Personal Development Progress (Bronze, Silver and Gold) ASDAN Short Courses ASDAN Certificate of Personal Effectiveness ASDAN Award of Personal Effectiveness ASDAN Wider Key Skills ASDAN Extended Project Qualification PSHE, SRE, READY Forest school/Outdoor learning Horticulture Skills for Working Life Entry Level 3	City & Guilds Functional Skills Entry Level 1,2 & 3 and Levels 1 & 2 English City & Guilds Functional Skills Entry Level 1,2 & 3 and Levels 1 & 2 Maths AQA GCSE Combined Science (Synergy) Employability, Enterprise, Careers Skills Builder, PSHE, RSE Forest school/Outdoor learning Options: Catering Introduction to Hospitality Entry Level 1,2 & 3, Level 1 (Award, Cert, Diploma) City and Guilds Practical Horticulture Skills Level 1 (Award, Certificate and Diploma) ICT Functional Skills, Computer Science GCSE & A Level AQA GCSE Geography Alternative OCR History BTEC Short course NVQ Business Admin Entry Level 1,2 & 3, Level 1 SATRO BTEC Level 1 in Construction Arts Award Bronze & Silver (Art & Drama) ASDAN Short Courses	City & Guilds Functional Skills Entry Level 3 English City & Guilds Functional Skills Level 1 & 2 English AQA GCSE English Language and English Literature City & Guilds Functional Skills Entry Level 3 Maths City & Guilds Functional Skills Level 1 & 2 Maths AQA GCSE Maths AQA GCSE Combined Science (Synergy) Employability, Enterprise, Careers Skills Builder, PSHE, RSE Forest school/Outdoor learning Options: Introduction to Hospitality and Catering Award Level 1 & 2 (Award, Cert, Diploma) Diploma in Food Production and Cooking Level 2 City and Guilds Practical Horticulture skills Level 1 & 2 (Award, Certificate and Diploma) ICT Functional Skills, Computer Science GCSE & A Level AQA GCSE Geography AQA GCSE History NVQ Business Admin Level 1 & 2 SATRO BTEC Level 1 in Construction Arts Award Bronze & Silver (Art & Drama)	
	Year 11					
Post 16						
Embedded Therapies and READY Curriculum						
Pupil Voice Inc., School Council						
RE, Citizenship & Fundamental British Values						
Healthy Lifestyle and Leisure						
SMSC, Mental Health & Wellbeing						
Community visits & Life Skills						
Internal & External Work Experience						
Enrichment, Challenge Days, Trips, Residential						
Safeguarding Golden Thread						

Appendix 2

Curriculum Map Example 2022-23		Compiled By	Craig Drummond	Reviewed By			
		Latest Update	13 September 2022	Latest Review			
Values		Responsibility	Independence	Courage	Respect	Positivity	Resilience
Wider World Links							
Enrichment Opportunities							
Curriculum		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Explore						
	Adventure						
Year 8	Explore						
	Adventure						
Year 9	Explore						
	Adventure						
Year 10	Explore						
	Adventure						

Appendix 3 – Secondary

Weekly Planning Secondary Template		Compiled By	Craig Drummond	Term	
		Latest Update	13 September 2022	Latest Review	
					
Student Name	Year Group	Individual Needs / Considerations (<i>learning styles, preference, seating, sensory input, BARA</i>)		READY Targets	
Week	Learning Outcomes / I can <u>statements</u>	Teaching Activities, Experiences & Differentiation		Resources (<i>Hyperlinks</i>)	Comments / Evaluation / Progress Checker
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

