



Outcomes
First Group



Underley Garden

Teaching & Learning Policy

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Teaching & Learning Policy

Underley Garden School aims, through effective teaching and learning, to develop the whole young person, enabling them to become lifelong learners and achieve their highest level of independence.

We recognise that all young people have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. As well as this, every young person is entitled to experience a variety of teaching and learning approaches, thus enabling them to achieve their full potential.

Teaching and learning is of the highest quality and all young people follow a curriculum that is meaningful, purposeful and relevant to them.

Aims of Teaching & Learning

At Underley Garden School we aim to:

- raise levels of attainment for all young people, enabling them to achieve their personal best
- develop confident and enquiring learners who are able to make informed choices
- focus on individual needs with personalised programmes regularly reviewed
- make learning an enjoyable experience
- build on strengths, abilities and interests of individual learners
- promote confidence and emotional resilience
- involve and stimulate young people through active learning
- set achievable and high expectations for all young people and provide appropriate support
- maintain a positive and nurturing learning environment
- promote each young person's welfare and safeguarding, including online safety

Structure of Learning Opportunities in School

All teaching and learning opportunities are underpinned with specific objectives, based on young people's individual needs. In order to increase motivation, we carefully personalise activities to match interests and abilities.

We have adapted our curriculum to ensure each young person has access to a curriculum that is meaningful, appropriate and individually challenging.

We now outline five pathways in which a young person will be placed on, dependent on their needs (these are outlined in our Curriculum Policy); this gives young people access to a broad curriculum.

The Sunflower pathway is a formal pathway for pupils who are working at age expected or slightly below, but moving through the National Curriculum or Birth to 5 Matters (EYFS) at an expected pace. Pupils may have a range of diagnoses, affecting their academic progress and social presentation. Pupils benefit from smaller class sizes, a therapeutic approach and tailored learning experiences. Pupils will also work on personalised learning intentions derived from their EHCP which are threaded through their curriculum.

The Bluebell pathway is a pre-formal pathway designed to support children and young people with Complex Learning Difficulties and Disabilities (CLDD). These learners have complex learning patterns, challenging behaviours and a range of socio-medical needs, which require highly trained staff to support them in regulating and engaging. This combination of needs requires a multi-faceted approach, involving support from the multidisciplinary team around them. These learners are working below national curriculum within the early learning and conceptual development phase with some subject specific content where accessible at a pre-national curriculum level. Pupils will access a bespoke curriculum focused on personalised learning intentions, developed around their individual EHCP outcomes, with a multi-modal communication approach at the centre of their learning.

The Daisy pathway is a semi-formal pathway which is designed for pupils who may have gaps within their learning, though are able to access a semi-formal learning environment when the learning is broken down into manageable chunks. Pupils within this pathway make academic progress at a slower pace, than age expected, due to their associated learning difficulties. However, with the individualised learning at a level and pace suited to each individual learner to support consolidation and mastery of knowledge, they make effective progress through the National Curriculum frameworks through a thematic approach. Pupils will also work on personalised learning intentions derived from their EHCP which are threaded through their curriculum.

The Buttercup pathway is a semi-formal pathway which is designed to support pupils who have missed considerable amounts of education, present with demand avoidance profile, pupils with emotional based school avoidance or learners who benefit from more flexibility within their learning. The pathway focuses on personalised projects which work on themes and are developed around pupil interest, allowing pupils more autonomy, motivation and connection within their learning. In turn it is hoped this will support with feelings of safety, a sense of self-belief and self-worth as well as progression of individual skills, whilst also working on personalised learning intentions derived from their EHCP to support the whole child holistically. Pupils will also access Functional Maths and English skills to embed and consolidate previous learning, as well as covering any gaps in prior learning. This pathway is designed to support pupils in engaging and enjoying school, building key skills to develop their zest for learning.

The Tulip pathway is designed to focus on the skillset pupils need to maximise their independence and build life long skills to grow into the community. The pathway is designed for post-14 pupils, who need to develop their independence and be exposed to different work sectors through a vocational approach, in preparation for their next steps. Preparing for Adulthood is embedded throughout the pathway and is a key focus alongside personal development, work experience and life skills. Outcomes are closely matched to their Education, Health and Care Plans, this means that learning opportunities for all pupils are individualised and closely matched to their needs. Pupils can work towards other qualifications, alongside the vocational qualifications where applicable. Progression onto Tulip pathway is reviewed on an individual basis within KS4. Pupils will move onto the Tulip pathway when assessed by a multi-disciplinary team that they are ready to progress onto this next stage in learning and have built a foundation of independence skills. Some pupils may remain on the pre/semi-formal pathways

within KS4, if this is more appropriate for them, whilst introducing more independence focused content into their current pathway, preparing them to move onto the Tulip pathway within Post-16.

Each learner will have Personalised learning intentions should have an Educational Profile detailing long term outcomes around Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Physical and Sensory and Preparing for Adulthood. A wide team, made up of professionals including health and therapy, will decide on these outcomes based on annual reviews. Small steps towards these outcomes will be focused on using learning styles and strategies relevant to the learner.

The Learning Experience in School and Post 16

This section of the policy reflects the school's expectations regarding planning, preparation, lesson structure and assessment.

Planning for Learning

Medium Term Planning takes place termly by teachers, with reference to the National Curriculum, Key Learning Outcomes and the Whole School Curriculum Map and Long Term Plans.

Teachers:

- Provide young people with inclusive, meaningful, purposeful tasks, related to the National Curriculum programmes of study and Key Learning Outcomes or their individual personalised learning targets
- Focus on the development of key skills and outcomes for young people described in their Education and Health Care Plans
- Take account of young peoples' interests
- Enable young people to learn in a variety of ways and the way which best suits them
- Take account of prior knowledge and skills and build upon this
- Identify any previous gaps in learning and misconceptions
- Use a range of resources to encourage young people to become independent learners
- Evaluate the impact of teaching and course content on their young people's learning and progress, at regular intervals
- Share all aspects of the teaching and learning process with everyone involved, acknowledging the importance of a team approach
- Maintain purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.

Quality of teaching

All teaching will match or exceed the following:

- Young people make good progress and show good attitudes to their work

- Planning for lessons is derived from longer term planning that demonstrates clearly how young people are expected to progress in their knowledge, skills and understanding
- Teachers demonstrate good subject knowledge which lends confidence to their teaching style and resources used
- Young people are engaged and encouraged to work independently
- Unsatisfactory behaviour is managed effectively
- Challenge is present which stretches without inhibiting
- Work is based on accurate assessment that informs young people how to improve,
- Work is tailored to the range of young people's needs and enables success
- Teaching assistants and other support staff are effectively deployed to support learning
- Young people with additional needs have work well matched to their needs, based on good understanding and identification of needs
- Learners on personalised curriculum will get a highly bespoke programme of study centred around their individual needs

Record-keeping and assessment

Regular assessments are made of young people's work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment and Feedback Policy.

Monitoring and evaluation

- A subject Quality Assurance system in order to enable us to deep dive subject learning across all pathways. See QA information.
- Young people's work will be monitored and moderated termly in each of the pathway areas by the subject teacher. Regular review of this monitoring is held with all members of the teaching staff during supervisions and team meetings.
- All teachers will be observed through the quality assurance process by the senior leadership team, alongside regular learning walks of the school with specific focuses.
- The promotion of partisan political views in the teaching of any subject in the school is strictly prohibited. All staff have a responsibility to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of young people they are offered a balanced presentation of opposing views. OFG work in partnership with the school's leaders and monitor school policies and schemes of work across the curriculum. Rigorous monitoring of lessons will ensure balance in the presentation of all subject matter.
- Planning will be monitored alongside work scrutiny to ensure that planning is reflected in the work being produced in lessons and that there is clear progression in what is being taught and learned.

Classroom Management and Organisation

Management

A range of learning environments are available that facilitate different styles of learning and the personalised timetables of each young person:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- Individualised Learning activities
- Themed and topic work
- Project work
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture and learning environment to suit individuals.

Resources

Each teaching space is equipped with a set of resources appropriate to the subject taught. Young people will be taught how to use appropriate 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 young people have equality of access.

Monitoring and Evaluation

The school sets in place a published timetable for its cycle of monitoring and evaluation, which includes termly reviews of planning and lesson observations, which are both planned and unannounced. These link to young people's progress meetings and to performance management. In addition, the senior leadership team will conduct unannounced learning walks at regular times across the term which measure informal performance indicators.

Review

This policy will be reviewed on an annual basis to ensure it meet the needs of all learners.