

Orbis Schools Wales: Teaching and Learning Policy

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1. Introduction

At Orbis Education and Care the purpose of education is to promote positive change and development in the lives of our pupils. This is achieved by creating an inclusive, positive, person centred environment which provides stimulating, focused and empowering opportunities for each learner. We believe our pupils have an entitlement to a broad and relevant curriculum, which builds on what they have learnt and experienced during their school life. The core subjects of literacy and numeracy with incidental ICT provide the foundation of the curriculum with creative, life skills, leisure and vocational sessions completing the structure which is tailored to the pupils' individual needs and ability. This is supported by a creative and flexible staff team who endeavour to provide our pupils with the appropriate skills and tools to communicate effectively, understand the world around them, and develop holistically.

2. Rationale

2.1 Welsh Assembly Government: The Welsh Assembly's Skills and Employment Strategy Plan highlights the importance of basic skills/essential skills (literacy and numeracy) in relation to social inclusion. These skills underpin many of the skills required in daily living. The strategy states that "people who lack these skills are at serious risk of being marginalised in a changing economy". In addition to basic skills other priorities for lifelong learning are also identified. This includes the key skills: communication, ICT, working with others, improving own learning, problem solving, training and vocation.

2.2 Inclusion and Equal Opportunities: In 2001, the Government's White Paper: A New Strategy for Learning Disability for the 21st Century identified four key principles for valuing people: legal and civil rights, independence, choice and inclusion. It also highlights the importance of supporting individuals with learning disabilities in the lifelong learning sector, with a person centred approach. The Educational Needs and Disability Act 2001 (SENDA) banned local educational authorities, schools, colleges, universities, providers of adult education and the statutory youth service from treating those with a disability less favourably than others. These bodies must make reasonable adjustments to ensure disabled people in education do not suffer a substantial disadvantage in comparison to people who are not disabled. Reasonable adjustments can include: changes to practice or procedures, physical features, extra support or resources (such as specialist teachers or equipment).

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3. Aims and Strategy for implementation (procedures)

3.1 The implementation of the Teaching and Learning policy aims to improve the quality of teaching and learning with the consideration of essential skills, life skills (including health and wellbeing), creativity, vocation, individual choice, equal opportunities, Education for Sustainable Development / Global Citizenship and person centred learning.

3.2 This includes:

- Fostering our pupil's self-esteem and helping them build positive relationships with other people.
- Developing our pupil's self-respect and encouraging them to respect the ideas, attitudes, values and feelings of others.
- Enabling our pupils to understand their community and help them feel valued as part of this community.
- Developing skills to help our pupils increase their contribution to wider society as reliable, independent and positive citizens.
- Raising standards by tailoring teaching and learning to transferable skills.
- Raising standards by facilitating the development of independent learning.
- Completion of baseline assessments in literacy and numeracy for all pupils.
- Development of the whole college approach to the implementation of essential and skills for life.
- Outlining and supporting the development of relevant personal targets within individual learning plans.
- Tailoring planning according to the needs of young people with ASC.
- Providing clear progression routes for pupils to follow.
- Providing opportunities which are meaningful in everyday living.
- Providing opportunities for staff development.

3.3 What is effective teaching and learning?

Effective teaching and learning is the process we adopt by which we deliver our modified curriculum, which is broad, balanced, relevant and differentiated to meet the needs of the pupils whilst having regard of the National Curriculum, Religious Education, Collective Worship and the Code of Practice for SEN. The curriculum aims to provide a natural progression from early skills towards full participation within the National Curriculum framework, whilst preparing pupils for transition to an adult placement through programmes which promote independence, including extensive use of the local community.

4. Principles of Teaching and Learning

The responsibility for pupils' education rests with the whole staff. All staff are required to facilitate pupils access to the curriculum and mediate to ensure their effective learning irrespective of their specific role. We use principles and practices that are designed to create a structured and ordered daily schedule within an environment that supports learning and understanding. Our staff consider a wide range of teaching and support strategies and utilise those methods which are most productive and in keeping with the aims and ethos of the school.

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4.1 All members of the school community (teachers, support staff, therapists, parents etc) work towards the school's aims by:

- Sharing responsibility for facilitating access to the curriculum and mediating pupils' learning so they make progress.
- Valuing pupils as individuals and respecting their rights, beliefs and values
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations and where self-discipline is actively encouraged
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Working as a team, supporting and encouraging one another

4.2 All staff in classrooms work towards the school's aims by:

- Working collaboratively within the shared philosophy and commonality of practice
- Having a positive attitude to change and to the development of their own expertise
- Encouraging good relationships with parents and establishing links with the wider community, to prepare pupils for the opportunities, responsibilities and experiences of adult life
- Having a positive attitude to the structure and organisation of the school
- Take an active part in the performance management and the monitoring and evaluation programmes in order to further their professional development

4.3 Parents work towards the schools' aims by:

- Demonstrating their commitment to the school rules and expectations
- Sharing their knowledge of their children's abilities and difficulties
- Take a full and active part in setting targets for their children and assist in implementing programmes at home
- Ensuring that pupils attend school regularly
- Being realistic about their child's abilities and offering encouragement and praise
- Participating in discussions concerning their child's progress and attainments
- Ensuring early contact with school to discuss matters that affect a child's happiness, progress and behaviour
- Giving due importance to allowing their children to take increasing responsibility as they progress through the school

4.4 Pupils work towards the school's aims by:

- Being organised

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- Showing respect for themselves and others
- Showing respect for equipment and resources
- Taking pride in their work and a growing responsibility for their own learning
- Working well with their peers and being tolerant of others

5. Quality Teaching and Learning

5.1 Our aim is to create an environment in which quality teaching and learning can take place so that all pupils have the opportunity to realise their potential. It is our belief that. Quality Learning Occurs When Pupils:

- Are encouraged to see themselves as being able to succeed
- Experience success and feel a sense of achievement
- Feel happy and secure and have a feeling of self worth
- Feel accepted and have a sense of pride in belonging to their school/class
- Feel a sense of ownership towards their work and increasingly take control of their own learning
- Are supported by their parents and feel their work is valued both in school and at home
- Are encouraged to think, learn, listen, concentrate and persevere
- Are challenged and motivated and see work as having a purpose
- Are actively involved in the learning process
- Are given the opportunity to communicate their ideas
- Are given opportunities to present their work to differing audiences
- Are given the opportunity to work collaboratively
- Can make informed choices in their own learning (eg choosing a book)
- Are given opportunities to transfer new skills and knowledge to different situations

5.2 Quality Teaching Occurs When Teachers, Therapists and Support Staff:

- Undertake regular training to maintain high standards of teaching and learning
- Set a good example by being enthusiastic, committed, flexible and punctual
- Create an atmosphere of trust and establish clear classroom routines/systems that encourage good behaviour
- Establish a calm working atmosphere and have a firm but sympathetic approach
- Create a stimulating, well organised and challenging environment in which to work
- Take account of pupil's interests and experience
- Have high but realistic expectations that are made explicit to the pupils
- Respond consistently and fairly to pupil's behaviour, accentuating the positive and giving praise where due
- Ensure that work is rigorously planned, with clear learning outcomes that are understood by the pupils
- Are aware of and sympathetic to, all the facts that affect pupil learning
- Are concerned with all aspects of a pupil's development not simply their academic achievement and are sympathetic to individual needs
- Provide activities which ensure equal opportunities for all

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- Provide activities which are differentiated to match the abilities of pupils, and are quick to recognise specific learning needs of individual pupils
- Take time and care to assess and record pupils' achievement in order to plan future work – either reinforcement or extension
- Plan work that ensures continuity and progression, having an awareness of what went before and what comes next
- Employ a variety and balance of teaching styles and grouping strategies as appropriate to the needs of the pupils and the subject taught
- Have respect for the pupils and value their comments and views
- Encourage curiosity and a positive attitude to learning
- Have good knowledge of the subject matter
- Give regular feedback about their progress
- Encourage pupils to assess their own progress and strive for improvement
- Encourage pupils to question, make decisions, investigate and solve problems
- Provide opportunities to consolidate and generalise their learning
- Have a sense of humour

6. Monitoring and Evaluation Through The Quality and Planning Cycle

6.1 To ensure that quality teaching and learning is taking place the management team will:

- Monitor and review performance data and target setting (accreditations and IEPs).
- Monitor and review teaching and learning methods (observation and supervision).
- Monitor and review available resources (curriculum review).
- Internally verify externally accredited programmes of study (as per quality cycle).
- Monitor and review the Teaching and Learning Policy and strategy for delivery (as per quality cycle).

6.2 Whole team meetings will also be held once each half-term to discuss areas of staff development. These meetings may include:

- Sharing good practice
- Sharing evaluations
- Sharing data (including formative assessment)
- Outlining areas of development
- Feedback from recent observations of teaching and learning

6.3 Key staff (Individual Teachers, Head of Education) will also develop and monitor:

- Integration of key skills into vocational programmes
- Identify opportunities development of essential skills across the curriculum
- Develop internal assessment methods including self assessment
- Develop pupil portfolios across all areas
- Schedule dates for internal moderation of work (staggered dates for all departments)

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- Review accreditations

7.Ensuring Progression and Continuity

Planning is a rigorous and highly organised process in which all teachers and support staff are involved, with input from therapists where appropriate. Subject schemes of work have been drawn up which can then be adapted to the needs of individual pupils. Schemes of work include long term and medium term planning. Staff weekly plans are used to ensure differentiation for individual pupils or groups as necessary. IEP targets are addressed at this level. Subject coordinators monitor planning and teaching so that they can provide support and guidance as applicable and generally disseminate good practice. On entry at Orbis Education and Care all pupils undertake a baseline assessment in essential skills to inform further teaching and learning. Formative assessment is mostly carried out by staff in the course of their teaching.

8.Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry.

This policy is owned by: Quality Department

Date: 24/02/2021

Signed:

A. E. Morgan-Taylor.

Company Confidential

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