



Arbour House
Teaching and Learning Policy

Policy Review Date: **November 2017**

Policy Statement

The following Teaching and Learning Policy should be read and used to assist in identifying and reviewing specific arrangements and responsibilities for Teaching and Learning at Dove House School and adapted as necessary.

Introduction

Arbour House School is an Independent Special school offering an alternative and bespoke education for children with very complex social and communication learning needs. Education takes account of the individual strengths and interests to develop love of learning and enable children and young people to become well rounded adults who contribute as valued members of their local community.

When the environment is right children flourish. We aim to provide an environment which is conducive to the specific learning needs of this group of children. We provide a nurturing environment where a child feels safe and valued for who they are as an individual so they can learn free from the additional stresses of a more conventional educational environment.

Early intervention in a specialist setting gives young children a better chance of excelling and transitioning into a mainstream, less structured environment or community as they grow older. Assessment and targeted interventions allows everyone to understand individual strengths and areas for development which enables children to develop the skills needed to reach their full potential and aspirations.

Children learn best when their intellectual and emotional needs are understood and supported through high quality teaching and relevant learning opportunities

The school has particular specialist provision in literacy, numeracy and life-education.

Community Links

The school aims to build very strong links with other organisations and schools. As part of their Life-Centred Education programme all pupils will use the community as an integral part of the curriculum and will also have links with local early years, primary, secondary and colleges to take part in appropriate lessons and courses.

Teaching and Learning

Pupils are carefully assessed on entry into Arbour House School and are placed on pathways relevant to their learning needs.

Aims for the Pupils

- to develop their knowledge, skills and experience to their maximum and to be able to take a full and active part in society as independently as possible.

Aims for Teaching and Learning

- To provide educational experiences which are bespoke and more effective than a wide educational environment;
- To provide a bespoke approach to learning that recognises individual strengths and interests in recognition that we all have different needs and abilities; To provide learning situations and tasks which are stimulating, informative, planned and relevant; To provide the best in teaching To provide a curriculum, which goes beyond the classroom and prepares the pupil for the adult world of work and leisure.

The Pupils

All of the pupils will have or be in the process of obtaining Educational Health Care plans (EHCP), which cover a wide range of difficulties within the moderate to severe learning spectrum.

These difficulties are addressed through a bespoke curriculum, which includes the National Curriculum, P Scales and MRI.

As well as academic difficulties the pupils also have behavioural, social, communication and attention difficulties, which seriously affect their progress.

Learning must therefore be planned on an individual basis with reference to their EHCP.

The School

The school aims to be a place, which is: -

- **Structured** – where everyone knows what is expected of them in terms of learning and it will be supported;
- **Calm** – has a quiet atmosphere where the emphasis is on learning;
- **Nurturing** – where people care for each other and the environment in which we all work;
- **Positive** – a place where the children want to learn;
- **Successful** – where all children achieve and recognise the success of others;
- **Confident** – where the children feel confident to try things, to be able to make mistakes and learn from them and, ultimately, to leave school and be confident members of the community.

These conditions should be evident to anyone who comes into the school. It is also recognised that successful learning depends on a high-quality teaching, a high level of resources and a high level of behaviour both in the classroom, around the school and in the community.

The Teaching & Learning Standard

It is agreed that the following teaching and learning attributes are essential: -

- pupils feel safe and secure and know what is expected of them;

- learning is structured so that pupils understand what they are going to learn;
- there is a established 'golden rules';
- every child is on task and engaged;
- the classroom is attractive and set up to meet individual needs;
- teachers are enthusiastic and confident about what they are teaching;
- lessons are well prepared;
- teachers welcome children into the room;
- lessons start on time;
- resources are ready and of a high quality;
- the work is bespoke to meet the needs of individual pupils;
- all pupils are challenged and all tasks offered to the pupils are challenging;
- teachers use both open ended and closed questions;
- all pupils are encouraged to be independent learners, wrong answers are valued as part of the learning process;
- teachers listen to what children say;
- mutual respect is evident in teacher / pupils interactions;
- pupils' work is marked and commented on in the lesson whenever possible;
- pupils are rewarded for good work;
- pupils are offered a wide variety of experiences both at Arbour House and within the community.

Our School Day

Our school day is 9.30 – 3.45

9.00 – 9.30	School open to pupils
9.30 – 9.45	Registration and group activity
9.45 – 10.30	Lesson 1
10.30 – 10.45	Play Leisure time
10.45 – 11.30	Lesson 2
11.30 – 12.15	Lesson 3
12.15 – 1.00	Lunch
1.00 – 1.45	Lesson 4
1.45 – 2.30	Lesson 5
2.30 – 2.45	Play / Leisure time
2.45 – 3.30	Lesson 6
3.30 – 3.45	Class group activity / assembly

Parental Involvement

Education is a partnership between parents and the school. It is important that children know that their parents and teachers are working together. Parents are welcome to visit the school at any time, although a telephone call beforehand is helpful and much appreciated.

A detailed Education, Health and Care Plan is written each year and parents are invited into school to discuss their child's progress. As well as reviewing progress

the Person Centred Annual Review also provides an opportunity to set objectives for the coming year and make any changes necessary to the pupil's plan.

At Year 9 a Transition Plan is also prepared for each pupil. This acts as a guide for the child's preparation for adulthood.

Various Parents' and Open Evenings are held during the year so that parents can discuss their children's progress with individual teachers.

A school newsletter is published every half term. This gives details of school activities during the half term, together with future events and dates. We will always contact parents if we are concerned about any aspect of their child's welfare; progress or behaviour and we hope that parents will let us know of any problems or anxieties, which might affect their child.

Annual Reporting Timetable

Every child has an Person Centred Annual Review of their EHCP at least once during the year. This Review is initiated by the Head Teacher and coordinated by the child's class teacher.

As well as the Annual Report, Progress Reports are issued at the end of other terms when an Annual Report is not issued.

Parents Evening's are held throughout the year as follows:-

- September - New pupils parents evening
- October - target setting evening
- December - Open Evening for parents, prospective parents, friends and visitors
- February - Annual review closure day
- April - Parents Evening
- July - Parents Evening

Parents are advised of the exact time and date of all Parents Evenings by text, email or letter.