

John Watson School

Teaching & Learning Policy

Signed by *Lynn Wong*
Chair of Governors

Date issued: February 2022

Review date: February 2025 (*or sooner if national guidance changes*)

1. Introduction and aims of this policy

At John Watson School we strive to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. Through this policy, we aim to promote best practices and to establish consistency across the whole school. For those in our early years, we also have a separate document outlining how we deliver the Early Years Foundation Stage ([EYFS Policy JWS January 2022](#)). Our core values and curriculum underpin all teaching and learning and seek to prepare our pupils for life. *Our core values are*

Safety	Learning	Independence	Communication	Engagement
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2. Pedagogy

John Watson School serves a diverse range of pupils with differing strengths, needs and abilities. We take great care in focusing on *how we teach* (the pedagogy). Our curriculum has a Pathway Approach, where pupils follow either the Fundamental, Enhanced or Generalised Pathways or a combination of these according to their individual needs. Please see [6.3 Plan and Teach - Curriculum](#) for more information.

Learners with profound and multiple learning difficulties (PMLD) may have complex learning needs and other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition.

These learners require a high level of adult support for their learning needs and a pedagogy that:

- takes account of preferred sensory and learning channels and ways of processing information
- focuses on early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life
- supports emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.

Learners with moderate learning difficulties (MLD) and severe learning difficulties (SLD) require many of the same teaching principles and strategies relevant to all learners, although more intensive and explicit teaching is required.

Careful consideration and expansion of a range of teaching adaptations may be required including:

- more examples and modelling to learn concepts
- more explicit teaching of learning strategies and reinforcement of them, such as a kinaesthetic approach
- adequate take-up time, to support processing needs
- more checking for preparedness for the next stage of learning
- more practice to achieve mastery
- more opportunities to generalise knowledge in a range of contexts.

Learners on the autism spectrum can present with differences in learning needs, due to their social and communication development and sensory differences, which may create high levels of anxiety that may cause behaviour that challenges.

The components of effective pedagogy for autistic pupils include:

- introduction of unfamiliar tasks in a familiar environment whenever possible
- curriculum access supported through the use of visual, experiential and concrete learning approaches
- use of concrete examples and hands-on activities when teaching abstract ideas and conceptual thinking
- use of organisation aids and visual supports - a Total Communication approach, such as the use of a class visual timetable and Now / Next prompts

- programmes based on individualised assessment, built around the functional level of each pupil with intervention drawing on existing skills and interests
- appropriate expectations with an emphasis on the development of skills independent of direct adult cueing and prompting

3. The supportive learning environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued.

The Physical Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an safe, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe
- flexible learning environment
- wall display, themed book corner or role play area (where and when relevant)
- Making sure the equipment is labelled and accessible to promote independent learning in line with a total communication environment
- Creating a space for each student; organised to ensure easy access that supports the pedagogy most suited to the pupils' needs (*See above point 2 Pedagogy*)
- Using music to 'set the scene'
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are inviting and all areas are clear and clutter free
- Clearing up at the end of sessions, with materials and equipment returned to their correct locations

Classroom organisation

We recognise that the classroom ethos has an impact on the quality of teaching, pupils' behaviour and ability to self-regulate. All teachers are expected to:

- maintain a safe working environment which supports and encourages positive behaviour for learning and promotes communication and social skills
- establish clear routines that are followed consistently
- value all pupils, irrespective of ability, race, gender, age or achievement
- encourage pupils' self-esteem by recognising, praising and rewarding positive achievements.

Timetables

Each class has an individual timetable, that is in line with their Key Stage. These are shared with pupils, parents and carers in a pupil friendly format, using symbols. Class timetables may also include the use of photographs and/or objects of reference. Timetables refer to all learning areas, according to EHCPs and our Individual Learning Plans

Communication and Interaction	Cognition and Learning	Social-Emotional Mental Health & Independence	Physical and Sensory	Health
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Displays

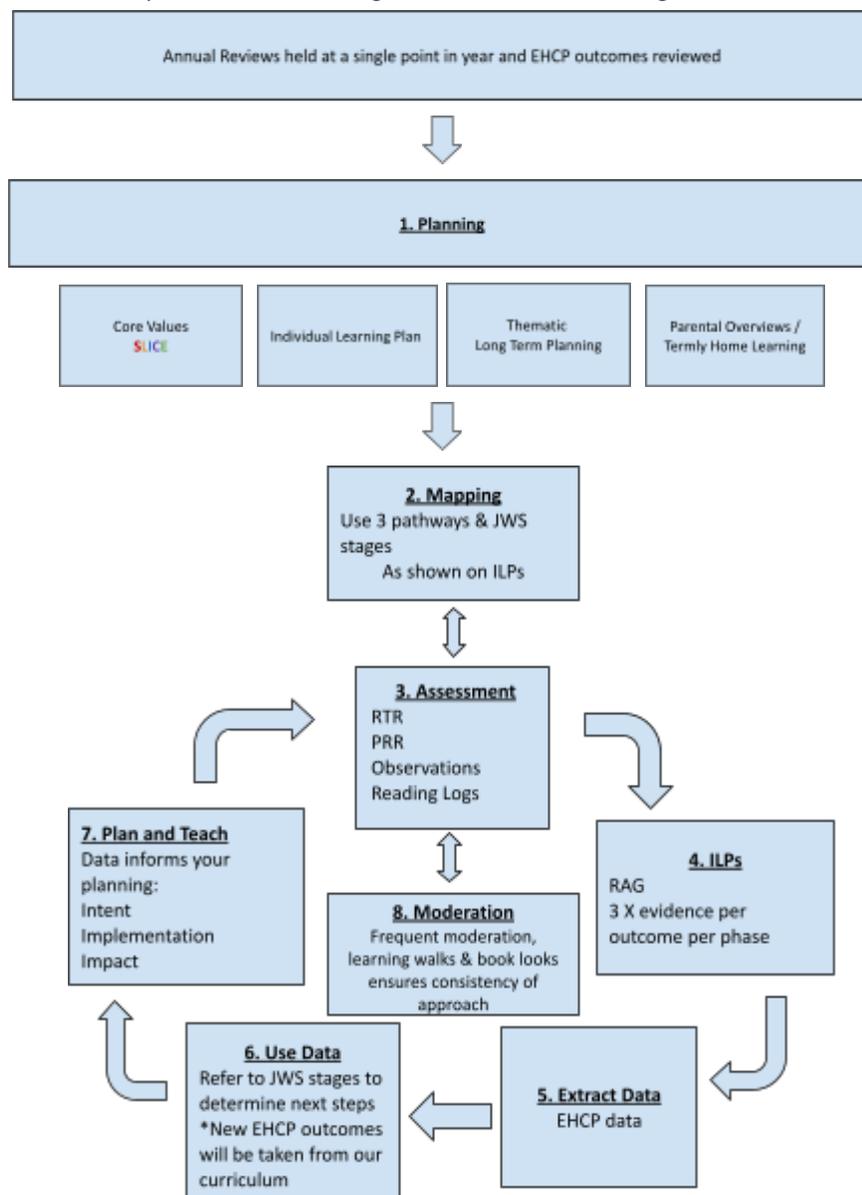
We use class displays in order to:

- create a calm but stimulating and purposeful environment using pastel colours that do not over stimulate pupils' sensory sensitivities
- help pupils learn
- set high standards for pupil achievement, celebrated through the use of a SLICE display and photographs to create a climate where pupils' work, achievement and practice is valued
- Each class also has easy access to whole school systems: Planning, Phase Running Records, Timetables, Risk Assessments, Known Risks, Pupil Emergency Evacuation Plans (PEEPs), Positive Handling Plans (PHPs) and Behaviour Risk Assessments (BRAs)
- In addition, displays include there is safeguarding and fire evacuation information.

4. Planning and the John Watson School Curriculum

Plan - Do - Review Model

We follow a Plan - Do - Review Model as set out below. Our bespoke curriculum ensures that each pupil is learning skills and knowledge relevant to them. All Education, Health and Care Plan (EHCP) targets are agreed upon by parents/carers, teachers and professionals during Annual Review meetings.



Planning

We have the following in place to enhance engagement and support Individual Education Plan / EHCP targets:

- A 2-year Key Stage rolling long term plan [Suggested KS Long Term Plan](#)
- Thematic Medium-term plan [Suggested KS Long Term Thematic Planning](#)
- Weekly plan (STP) (optional) - dependent on Key Stage
- Home learning - sent out at either the beginning or end of term/half term - dependent on Key Stage (Sixth form weekly home learning)
- Class information document with all relevant pupil documents linked [Class Documents Template for teachers](#).
- Individual Learning Plan (ILP) with a baseline starting point (see below) [JWS ILP Template Oct 2021](#)

Mapping

Individual Learning Plan (ILP) with a baseline starting point (see below) [JWS ILP Template Oct 2021](#). Teachers moderate and map pupils on our Curriculum Pathways to show where they are, and their next steps. This process is internally moderated by ELT (Extended Leadership Team) and SLT (Senior Leadership Team).

The example below is at the top of pupil Individual Learning Plans and is highlighted by teachers to show their current Pathways.

Communication and Interaction	Cognition and Learning	Social-Emotional Mental Health & Independence	Physical and Sensory	Health
Fundamental Pathway Stage J Stage W Stage S ----- Enhanced Pathway Stage J Stage W Stage S ----- Generalised Pathway Stage J Stage W Stage S	Fundamental Pathway Stage J Stage W Stage S ----- Enhanced Pathway Stage J Stage W Stage S ----- Generalised Pathway Stage J Stage W Stage S	Fundamental Pathway Stage J Stage W Stage S ----- Enhanced Pathway Stage J Stage W Stage S ----- Generalised Pathway Stage J Stage W Stage S	Fundamental Pathway Stage J Stage W Stage S ----- Enhanced Pathway Stage J Stage W Stage S ----- Generalised Pathway Stage J Stage W Stage S	Fundamental Pathway Stage J Stage W Stage S ----- Enhanced Pathway Stage J Stage W Stage S ----- Generalised Pathway Stage J Stage W Stage S

The JWS curriculum

Our curriculum has 3 Pathways:

● Fundamental

The Fundamental Pathway has been developed with reference to the DfE Engagement model.

- All pupils on the Fundamental Pathway are also working on their EHCP outcomes as outlined in their ILPs.
- We have 3 curriculum documents within this Pathway, supported by our vision of SLICE.
- We monitor Fundamental Pathway pupils in line with [The engagement model](#) (DfE).

● Enhanced

The Enhanced Pathway has been developed with reference to the [National Curriculum \(NC\) Pre Key Stage 1 standards](#).

- All pupils on the Enhanced Pathway are also working on their EHCP outcomes as outlined in their ILP.
- We have 7 curriculum documents within this Pathway, supported by our core values of SLICE.

● Generalised

The Generalised Pathway has been developed with reference to [Pre Key Stage 2 standards](#) and the NC Years 1 and 2.

- All pupils on the Generalised Pathway are also working on their EHCP outcomes as outlined in their ILP.
- We have 3 curriculum documents within this Pathway, supported by our core values of SLICE.

Pathway	Link	Curriculum Enrichment Documents
Fundamental	<ul style="list-style-type: none"> ★ JWS Fundamental Pathway Curriculum Document for Communication and Interaction ★ JWS Fundamental Pathway Curriculum Document for Personal, Social and Emotional ★ JWS Fundamental Pathway Curriculum Document for Physical and Sensory 	<ul style="list-style-type: none"> ★ JWS Curriculum document with Intent, Implementation and Impact for Music and Signing (MFL) ★ JWS Curriculum document with Intent, Implementation and Impact for Computing
Enhanced	<ul style="list-style-type: none"> ★ JWS Enhanced Pathway Curriculum Document for Communication and Interaction ★ JWS Enhanced Pathway Curriculum Document for Reading and Writing ★ JWS Enhanced Pathway Curriculum Document for Mathematics ★ JWS Enhanced Pathway Curriculum Document for Careers ★ JWS Enhanced Pathway Curriculum Document for Physical and Sensory ★ JWS Enhanced Pathway Curriculum Document for Science 	<ul style="list-style-type: none"> ★ JWS Curriculum document with Intent, Implementation and Impact for Relationship and Sex Education ★ JWS Curriculum document with Intent, Implementation and Impact for PSHE & Citizenship ★ JWS Curriculum document with Intent, Implementation and Impact for Drama ★ JWS Curriculum document with Intent, Implementation and Impact for Science
Generalised	<ul style="list-style-type: none"> ★ JWS Generalised Pathway Curriculum Document for English Language Comprehension, Reading and Writing Generalised Phase ★ JWS Generalised Pathway Curriculum Document for Mathematics ★ JWS Generalised Pathway Curriculum Document for Careers 	<ul style="list-style-type: none"> ★ JWS Curriculum document with Intent, Implementation and Impact for Humanities (Geography, History and RE) ★ JWS Curriculum Document with Intent, Implementation and Impact for Physical and Sensory

5. Assessment

Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives may be set and pupils' progress expressed and monitored. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability. We use a range of assessment tools to measure the impact of teaching on children's learning and progress. *Please see our separate Assessment Policy.*

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes class
- comply with statutory requirements

Please refer to our Assessment Recording and Reporting Policy for more information **on Nationally Standardised Summative Assessments.**

JWS complies with all national standardised assessments. Given the nature of pupils' starting points, these assessments does not give leaders a clear and accurate picture as the **In-School Summative Assessments**. JWS reports and respond to national deadlines for assessments such as the Reception baseline assessment and reporting arrangements. Pupils in our Sixth Form take part in Asdan Accreditation courses. These courses are picked to support individual EHCP outcomes as well as pull in pupil interest.

Nationally Standardised Summative Assessments includes:

- [Reception baseline assessment and reporting arrangements](#) (May 2021)
- EYFS profile at the end of reception
- Phonics Screening (NCY1)
- Multiplication Tables Check (NCY4)
- National Curriculum test and teacher assessments at the end of KS1 (NCY2) and KS2 (NCY6)
- At JWS all pupils are working below the level of the test and therefore these Assessments are not undertaken.

6. Effective teaching and learning

Equal opportunities:

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take into account pupils' starting points, Education Health and Care Plan outcomes, personal interests, and language need when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

Teachers are responsible for:

- Have high expectations of themselves, their class teams and the pupils they work with
- Know the pupils well and understand any factors that may affect their learning
- Have sound knowledge and understanding of the subject being taught and the curriculum
- Set appropriate tasks and challenges, in line with Individual Learning Plan targets and pupil interests
- Ensure that all learning is differentiated and following a pupil centred approach following our curriculum Pathways

- Use assessment (Plan - Teach - Review Model) to inform their planning and target-setting to meet the needs of individual pupils and groups
- Plan thoroughly, carefully selecting from resources and material
- Use a range of teaching approaches and resources
- Use appropriate communication strategies to meet individual need
- Create a stimulating environment and convey a sense of enthusiasm for learning
- Utilise effective assessment strategies to check pupil understanding and adapt strategies to maximise pupil learning
- Value pupils' contributions and feedback constructively to pupils and celebrate their achievements
- Manage the classroom in a manner that promotes positive behaviour and a safe and healthy environment
- Support pupils to develop appropriate behaviours for learning
- Demonstrate a willingness to implement change, as appropriate
- Work productively with colleagues, parents and other agencies
- Work in line with equal opportunities policies and ensure the entitlement of all pupils

Higher Level Teaching Assistants and Teaching Assistants are responsible for:

- ensuring clarity of intentions with precise and clear lesson objectives
- individual learning outcomes for pupils
- ensuring that expectations are made clear to pupils
- identifying the most appropriate and effective activities in response to planned learning objectives
- providing differentiated resources that take into consideration the needs of individual pupils
- providing activities that extend pupil learning and promote independence
- maintaining pace throughout lessons and ensuring that the majority of time with pupils is spent teaching
- encouraging pupils to develop and practice new learning in order to achieve their learning objective
- planning effective use of their class team

At JWS we believe that pupils learn best when:

- they feel safe
- they feel free to have a go and make mistakes
- they have a good relationship with staff who treat them with respect
- they have appropriate resources, equipment and activities to meet their needs
- they are interested, happy, enthusiastic and motivated
- the pedagogy is tailored to their learning needs
- the curriculum is relevant, challenging and achievable
- they know what is expected of them
- they show interest in how well they are doing and how they can improve
- individual learning outcomes are clear
- they feel secure, and encouraged and their success is celebrated through precision feedback

In order to enable pupils to achieve their full potential, the learning experiences offered should provide the opportunity for them to:

- engage with adult led activities
- gain perseverance
- communicate in a variety of ways and have their own voice
- work with and alongside other people
- become increasingly independent, self-motivated learners
- receive feedback on how they are doing and how they can improve
- build upon their own successes

- acquire essential skills for life and practice them in a variety of situations
- become engaged, apply themselves and concentrate
- use technology as an aid to learning
- value themselves and others as learners
- learn from the community and environment beyond school

7. Techniques to support effective learning

Music is used for a variety of purposes:

- To influence mood and atmosphere e.g. to energise or relax a class or to create a calm start or end to the day
- To demarcate time on a task e.g. using a timed piece of music for tidy up time, changing for PE
- To carry content e.g. through learning songs which carry subject content; as evidence shows that learning with music enhances the ability to store and retrieve related information

Mindfulness moments can be used before, during or after formal learning as a means to ensure pupils are ready and actively engaged in their learning.

Sensory strategies are used skillfully throughout the school to support individual learning, enhance attention, support anxiety and support an holistic approach to support learning.

Trips and visitors

We are fortunate to be located within easy reach of a variety of interesting and educational places and access to the local village amenities which we use to enhance the curriculum and stimulate learning.

JWS offers a range of experiences being provided across the year including Music for Autism, Pets as Therapy, Integrated clubs with mainstream peers and Lord Taverners' Cricket. We also arrange experiences such as petting zoos and forest school experiences.

8. Monitoring teaching and learning

Teaching is monitored through observation, shared practice and documented evidence. Regular learning walks and appraisals are carried out by leaders, and governors (post covid). Books are scrutinised and examples of good practice are shared. Whole school and county moderation takes place to ensure that students' work is in line with our John Watson School Curriculum and Individual Learning Plan (ILP) / Education, Health and Care Plan (EHCP) outcomes. PDMs and Inset days are used to ensure that systems become embedded and accessible to all.

The headteacher is responsible for setting expectations, the quality of day to day teaching, and the school's teaching and learning practises, ensuring everybody follows school policies. Senior leaders give feedback to teaching staff and discuss strategies to enhance pupils' learning and engagement in lessons. Leaders have set out the intent for teaching and learning in our curriculum and linked documents in line with the school values as stated above. These are reviewed at least annually with strategic priorities set out in a school improvement plan (ScIP) shared widely within the school community. The ScIP is displayed in each classroom and reviewed and revised during Professional Development Meetings (PDM). Leaders and governors check that the curriculum is implemented through regular learning walks (subject to any health and safety considerations).

9. Working with others

Parents/Carers

Parents/carers are the pupil's first and most enduring educators. When parents/carers and practitioners work together in school, the results have a positive impact on the pupil's development and progress. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by using

daily Google Classroom logs, termly phone calls and the use of [home learning documentation](#)/Parental Overviews in line with Key Stage planning. Discussing learning, communication and behaviour strategies with parents and carers can help to reach consistency both at home and at school so they can be more effective for the children. Leaders often commission parental questionnaires to collect parental views in order to inform and improve school practises. This information is shared with governors and the school community.

Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Head teacher and other key staff.

Pupil voice

We encourage and respect Pupil Voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use Circle Time to make sure children have opportunities to raise concerns and voice opinions. Pupils' opinions are regularly sought through questionnaires and discussions.

Specialist support

Additional support is provided to identified pupils so all children can access the curriculum and fulfil their potential. Support may be given to assist pupils with bespoke interventions and or therapies (Physiotherapy / Occupational Therapy / Speech and Language Therapy).

Teaching assistants

Teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers hold regular planning and feedback meetings with TAs and are responsible for ensuring learning outcomes and activities are clear.

10. Extended provision

Home learning and homework

Home learning and homework is sent home at the beginning of each term, however, as with remote learning, no pressure is placed on parents/carers to ensure work is completed as staff understand the multiple pressures on families. Supportive "keep in touch" phone calls, or emails are offered to parents.

Remote learning

Remote learning is provided for all pupils who have to stay at home/isolate but are well enough to engage in work. Should a pupil have to isolate or spend a large period of time out of school for medical reasons then we provide accessible home learning documentation appropriate to their curriculum pathway, covering all areas of learning and SLICE. Parents do not have to do this if it causes unnecessary disruption or distress.

Policies linked to this document:

- [JWS curriculum and assessment document](#)
- [Anti-bullying, harassment & discrimination policy](#) (formally Dignity at work)
- [Assessment policy](#)
- [EYFS Policy JWS January 2022](#)
- [JWS Children with Health Needs Who Cannot Attend School Jan 2022](#)

- [Reception baseline assessment and reporting arrangements May 2021](#)

This policy was updated in January 2022 to reflect the revisions to the school's curriculum, planning and assessment framework.