



# Arvalee School Learning Through Teaching Policy Overview

## For the full Policy please contact Arvalee School

### The Vision Statement for our quality learning (developed from our Mission see SDP 2014-18)

We strive to support the individual young person with learning difficulties in the Omagh district to overcome challenges and difficulties in learning in order to grow, learn and achieve so that each can be the best that he/she can be.

### Quality Learning Focus Statement (written and agreed by staff in 2008, reviewed in 2010)

All pupils are entitled to be engaged in quality learning experiences. To achieve this, the members of staff in Arvalee School have agreed this statement of quality learning through teaching and organise to actualize this throughout the school.

### Our Values to ensure pupil learning

We believe that children learn best when they:

- Are happy;
- Are interested and motivated
- Are given tasks which match their ability;
- Clearly understand the task;
- Are confident, feel secure and are aware of boundaries;
- Are challenged and stimulated.

### Our Mission for Quality Learning through Teaching

- To provide quality-learning experiences for each child through appropriate teaching strategies, care, organisation and resources to ensure that each child is the best that he or she can be.
- To provide learning opportunities for the whole community including parents
- To ensure that each member of staff have the development opportunities to engage pupils in learning.

This should be to ensure that children have the opportunity to:

- Work individually, in groups and as a class (as is appropriate);
- Make decisions and solve problems;
- Work cooperatively;
- Be creative and discuss their ideas;
- Develop social skills;
- Develop independence;
- Use initiative;
- Receive support; and
- Achieve.

### Classroom evidence (reviewed 2010):

In Arvalee School we organise to provide a child centred education through providing quality-learning experiences in the classroom through teaching. We believe this is accomplished through providing quality practice in the following six areas;

1. Curriculum
2. Staff practice
3. Pupil centred
4. Environment
5. Leadership
6. Home links

### Ethos and Environment

Learning takes place in an ethos and environment which:

- Is challenging and stimulating
- Is peaceful and calm;
- Is happy and caring;
- Is organised;
- Is well resourced;
- Makes learning accessible;
- Is encouraging and appreciative
- Is welcoming;
- Provides equal opportunities;
- Provides a working atmosphere.

### Priority areas for Quality Teaching

The staff highlighted the following six areas as most important in providing quality learning;

- Care for pupils – child centred holistic education
- Ensure each pupil learns – focus is in the individual child
- Ensure planning, assessment and organisation – care and learning reflected in preparation
- Meet together as a class / staff team/s – work together
- Celebrate work which includes wall displays – build self esteem, confidence
- Providing a range of social learning experiences – build independence and life skills



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Curriculum	Staff practice	Pupil centred
<ul style="list-style-type: none"> <li>• A fun engaging, interesting, enjoyable curriculum which is differentiated, organised and well planned with a focus on pupil progress and is inclusive of all pupils</li> <li>• A curriculum based on the individual needs of the pupils</li> <li>• A curriculum which is rich in language and communication, promoting two way communication and social skills</li> <li>• Use child's strengths to promote learning, ensure meaningful experiences and set goals and targets for each pupil that promote independence</li> <li>• The curriculum that provides repetition, schedules and routines based on the needs of each pupil that has measurable learning outcomes which encourages Assessment for Learning</li> <li>• The curriculum that celebrates and awards measured success and new skills that develops social, independent and happy pupils with lifelong learning skills</li> <li>• As appropriate curriculum with appropriate tasks which provides suitable opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated, enthusiastic, valued, engaged and positive staff who facilitate learning and promote positive behaviour</li> <li>• Staff who know their roles who are pupil centred and work to address pupil needs, different learning styles and in being aware of learning intentions</li> <li>• Good planning, classroom practice which includes Classroom management, evaluation and well organised practice</li> <li>• Staff who are welcoming, respond with a smile and foster good relationships and positive interactions and who communicate, listen and encourage learning</li> <li>• Staff who praise and reward pupil achievement ensuring that everyone engaged in independent learning (according to their ability)</li> <li>• Staff who monitor and evaluate classroom practice who measure pupil success and build on it</li> <li>• Staff who learn together as part of a team, who are adaptable and focus on the pupils</li> <li>• Staff who set a good example, in both behaviour and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Happy, absorbed, enthusiastic learners with good attendance</li> <li>• Pupils motivated and eager to learn asking questions, answering questions, willingness to find out more, engaged in their own learning and responding to the experiences they have</li> <li>• Pupils with increased self esteem, confidence and feeling valued</li> <li>• Pupils trying new things with increased knowledge, skill and independence</li> <li>• Pupils who are communicating effectively and interacting with each other and clear about rules and appropriate behaviour</li> <li>• Have appropriate responsibilities which will develop organisational skills and independence appropriate to their needs</li> </ul>
Home links	Leadership	Environment
<ul style="list-style-type: none"> <li>• Parents who are supported and supportive, informed and engaged with the learning of their child</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership that is motivated, enthusiastic engaged in monitoring and evaluating the curriculum (including observation), supporting staff and encouraging pupil learning</li> <li>• Leadership that is child centred values the work of staff and focused on improving the resources to raise achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulating, organised, structured, well resourced environment which is welcoming, safe and secure</li> <li>• Environments which have resources utilized effectively, displays of pupils work, language rich and positive atmosphere and 'buzz'</li> <li>• Learning environments which are prepared to meet the learning needs of individual pupils</li> <li>• Appropriate to the needs of the pupil</li> </ul>



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Evidence that can be observed in the Classroom (reviewed in SELF EVALUATION Policy 2014)

Planning eg. Planners, IEPs, Targets, WALTs, Assessments, Differentiation etc	Learning and Teaching eg. Thematic Learning, resources, individual pupil learning, inclusion, participation etc
<p>Evidence of careful planning and preparation including</p> <ul style="list-style-type: none"> <li>• Continual monitoring and evaluating to inform progress and future target setting / Monitor and report achievements when at college</li> <li>• Take account of learning styles / WALT board – clear learning intentions / clear outcomes – what and how clear</li> <li>• Set IEP – target setting / targets specific to needs of the child / shared goals / working knowledge of pupil targets, routines relevant testing / assessment etc / individual work at appropriate levels / show child his/her progress</li> <li>• Establish where child is – diagnostic testing – talk with previous teacher – parent meetings / communication with parents / background information on all children – confidential files – pupil profiles – pupil progress files / multi-disciplinary approach</li> <li>• Create structure in class – schedules for those who need them – organise resources – identify areas of the room, label clearly</li> <li>• Good classroom Management / setting up the right environment / set up classroom for daily learning / safe environment outside school ie. College</li> <li>• Plan with the class team</li> <li>• Work up to date / effective questioning / work prepared in advance / setting realistic and achievable learning objectives / assessing individual needs / involve pupils in setting learning tasks / diagnostic testing</li> <li>• Teacher being self evaluative / being open to change/modification / be adaptable open to other ideas, points of view – with the child's best interests at heart</li> <li>• Keep yourself in good health / problems at home stay at home / positive interaction with colleagues / look after own well being and happiness / support amongst and for staff / developing teachers and learning assistant knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practical activities / team building activities / activities suitable to individual needs / promote independence / develop social activities / empowering children to learn / provide visuals to develop understanding / focus pupils on what they can do and achieve</li> <li>• Positive learning experiences / versatile; open to using different strategies / provide 'processing time' for information / encourage questioning and discussion / provide channel of communication / children being encouraged to self evaluate</li> <li>• Work with parents – parents as partners / good background knowledge of each child / consistency in delivery with each child</li> <li>• Provide pupils with opportunities to ask questions and provide means to do so / teacher and Classroom Assistant working as a team</li> <li>• Respecting confidentiality / caring duties / provide help with personal hygiene</li> <li>• Multi sensory approach / ensure sensory needs are met to promote learning readiness</li> <li>• Engage children in learning / making learning fun</li> <li>• Encourage children to listen to them / transferable skills / improve communication/literacy skills to better access learning</li> <li>• Engaging all pupils / differentiation / independent learning / encourage self evaluation of learning / motivating lessons / helping children to take responsibility for their learning – setting targets – self evaluation</li> </ul>
Classroom Organisation eg. Classroom layout, Structures, Staff roles, Differentiation etc	Promotion of Positive Behaviour eg ethos, relationships, reward/award systems, displays, celebration, boundaries
<ul style="list-style-type: none"> <li>• Team involved in planning and preparation of the classroom / child centred approach / challenging, achievable and meaningful tasks</li> <li>• Appropriate strategies/resources to promote understanding / provide schedules to order day and cope with change if necessary / set up activities that are of interest to individual children / clear meaningful outcomes / establish routines and organisation / provide opportunities where pupils can work both independently and in small groups</li> <li>• Open lines of communication</li> <li>• Good use of resources / provide a safe environment for needs of pupils / creating a comfortable environment for all children and their needs / tidy and organised classroom / create a positive learning environment / stimulating environment eg Wall displays / lots of variety of resources / create calmness in the classroom – reduce unnecessary stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to feel happy, confident and secure / high level of respect in the class / create environment where child feels valued and relaxed</li> <li>• Encourage the pupils to reach their full potential / help pupils be confident in themselves...raise self esteem, encourage / make the child feel valued</li> <li>• Inform pupils of their progress/success / celebrate success / use praise, stickers, clap for good work, certificates, work on display / consistency on behaviour management ETC /use of positive reinforcement rewards / encourage and reward good behaviour</li> <li>• Good rapport between staff and pupils / encourage confidence and independence / help the pupil feel relaxed, safe and happy</li> <li>• Develop trusting relationships / promote child's self confidence and self esteem</li> <li>• Give pupils Jobs with responsibility / good relationships</li> <li>• Use pupils' strengths and likes and be aware of dislikes</li> </ul>