

DOVE HOUSE SCHOOL ACADEMY TRUST

Teaching and Learning Policy

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Trustee Committee		Headteacher			
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Introduction

Dove House School - *Making a Difference*

Dove House is a secondary special school serving Basingstoke and the surrounding area. It specialises in helping those children whose learning difficulties are such that they cannot achieve in a mainstream school. As such it offers a high-quality individual provision for children who have difficulties in all the main curriculum areas. This includes:

- A high level of resourcing
- Appropriate teaching styles
- Appropriate learning situation
- An environment which is both calm and caring but has easily defined boundaries
- Pupil achievements are recognised

The school is well equipped with two science laboratories, art studio, design and technology room, hall/ drama studio, fitness suite, textiles room, library, life skills room, dance studio, English room, literacy and language resource, information communication suites, vocational education room, drama studio, Learning Support Base (autism resource). It also has extensive sports facilities, which includes a sports field and a hard-court ball cage, all, sports hall and an adventure playground. There are several computer suites available for curriculum areas to use. Most classrooms have a class set of computers and interactive whiteboard or touch screen monitor. There are also sets of iPads and laptops for pupils use.

Community Links

The school has very strong links with other organisations and schools. As part of their Life Skills programme, most Key Stage 4 pupils undertake community projects. The school also runs a very extensive work experience programme.

In Year 10 and 11 pupils will follow a Pathways Programme most appropriate for their need.

Dove House was also one of the founder members of the Basingstoke Consortium, an organisation for all the secondary schools in the Basingstoke area. The school also has partnership links with a variety of different schools both within Basingstoke and beyond both through the consortium and through the Basingstoke School Centred Initial Teacher Training facility for which the school is the lead school.

The school has a dedicated resource for parents which provides help and advice for anything connected their child's special needs in the form of the Parent Partnership Manager

Teaching and Learning at Dove House

The mission statement is to make a difference to the lives of the children in the school so they can make a difference to the community in which they live. This statement transfers into the following general aims.

All pupils follow courses which lead to accreditation at an appropriate level. We don't 'chase' GCSE grades but believe that pupils should receive public recognition for the progress they have made whilst at Dove House.

Aims for the Pupils

To develop their knowledge, skills, experience and imagination to their maximum and to be able, by the end of their school careers, to take a full and active part in society as independently as possible.

Aims for Teaching and Learning

To provide educational experiences which are more effective than offered in a mainstream school for children with learning difficulties to allow them to reach their potential.

To provide a personalised approach to learning as there is a recognition that we all have different needs and abilities.

To provide learning situations and tasks which are stimulating, informative, personalised, planned and relevant

To minimise the effect of, or compensate for, any disabilities

To provide the best in teaching and resources

To provide a curriculum, which goes beyond the classroom and prepares the pupil for the adult world of work leisure and potential parenthood.

The Pupils

All of the pupils have an Educational Health and Care Plans (EHCP), which cover a wide range of difficulties within the moderate learning spectrum. These difficulties are addressed through the broad curriculum of the school, which includes most aspects of the National Curriculum.

All of the pupils have learning difficulties, which exclude them from accessing the curriculum at a mainstream school.

As well as cognitive and learning difficulties many also have difficulties with communication and interaction, which seriously affect their progress.

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

Every pupil in the school has personalised targets which is designed to help them to 'access' the school's curriculum and build their social communication skills to allow them to lead independent lives in the future. For certain children additional targets are supplied if they have specific difficulties i.e. literacy, language, autism, occupational therapy.

The School

Collectively the school aims to be a place, which is: -

Calm – has a noticeably quiet atmosphere where the emphasis is on learning

Caring – where people care for and respect each other and the environment in which we all work.

Positive – a place where the pupils want to be

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 independent (as much as possible) 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 resourcing and a high expectation of behaviour for learning 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
- pupils understand what they are going to learn
- there is an established code of behaviour
- inappropriate behaviour is not tolerated
- every child is on task and engaged
- pupils' names are known and used
- the classroom is attractive
- teachers know and are confident about their subject
- teachers are enthusiastic about their subject
- 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 personalised to meet the needs of all the pupils in the class

- 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 inside and outside of school
- all pupils' learning needs are considered on an individual basis and praise is more common than criticism
- No pupil will interrupt the learning of others

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 contact the school with any concerns or are welcome to make an appointment to speak to staff.

At Year 9 a Transition Plan is also prepared for each child. This acts as a guide for the child's preparation for leaving school. This process is guided by the school's Parent Pupil Service.

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 regularly through the year. This gives details of school activities, 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.

Before a child starts at Dove House, they will be visited by the school's Parent Partnership Officer and a report will be drawn up in liaison with the parents to guide the child's transition to secondary education.

Annual Reporting Timetable

Every child has an Annual Review of their Health and Care Plan which is reviewed at least once during the year. This Review is initiated by the Head Teacher and coordinated by the child's tutor. Parents are invited into school to discuss their child's progress against the identified criteria. As well as reviewing progress the EHCP review also provides an opportunity to set objectives for the coming year and make any changes necessary to the child's plan.

The reporting timetable also includes an Annual Report with comments from the various subject specialists. Full annual reporting schedule can be accessed on Teachers Resources and is on the school calendar.

Reviews of Educational Health and Care Plans are held:

- KS4 November

- KS3 February

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

Parents Evenings are held throughout the year as follows: -

September	New pupils parents evening (Y7 pupils) – Open Evening for parents, prospective parents, friends and visitors
October	Certificate evening
November	KS4 EHCP Reviews and target setting
January	Y11 Parents Evenings
February	KS3 EHCP Reviews and target setting
March	Y10 Parents Evening
May	Y8 & 9 Parents Evening
June	Y7 Parents Evening

Parents are advised of the exact time and date of all Parents Evenings by letter and on the website.

The Link Centre Club

As part of the follow up on children who have left, the school runs the Link Club each week. This club is for all post 16 pupils who have left and enables us to monitor each pupils' progress through life.