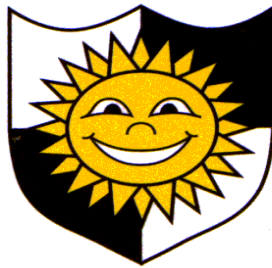


# CAMPSIE VIEW SCHOOL

## Learning and Teaching Policy (Policy 4)



**This policy was reviewed and updated in September 2016**

**Please Read in conjunction with the School Autism Policy**

## RATIONALE

*“The essence of effective teaching lies in the ability of the teacher to set up a learning experience which brings about the desired educational outcomes.”*  
(Effective Teaching in Schools, Chris Kyriacou)

*“Learning should be coherent, progressive and meaningful, and should be planned for and taught in ways that encourage learners to recognise that the knowledge, skills and attitudes identified are inextricably linked. These aspirations can only be achieved through high quality teaching and learning and the establishment of a supportive climate for learning. All teachers have an important role in modelling and promoting an ethos of inclusion and respect for individuals.”*(A Curriculum for Excellence, Scottish Government 2009)

At Campsie View, the quality of the teaching is a crucial factor in promoting effective learning to bring about the educational experiences and outcomes for the eight curricular areas of A Curriculum for Excellence (ACfE).

Teachers should be clear about the beliefs and purposes of their actions, their ways of doing things, and the theories on which they are based. We believe it is important to reflect on our current practice, and to have an honest and realistic view of that practice. When this exists, teachers are better able to make decisions about their own personal and professional development, and to change their practice in ways which are right for them.

*“In a perfect school, change is constant”*  
(Teaching Children to Learn, R. Fisher)

Although teachers have different personalities and beliefs, they need to value and respect the children and each other. The following quotation about teachers underpins this:

*“The essential quality was expressed by some as ‘being there for you.’ Their highest praise was reserved for teachers who ‘have faith in you’, ‘make you feel clever’, and ‘really care for your opinion’ ”* (NUT)

All teachers need to be aware of the entitlements model for children and young people as set out in A Curriculum for Excellence:

*“All children and young people are entitled to experience:*

- *a coherent curriculum from 3-18*
- *a broad general education, including well planned experiences and outcomes across all the curriculum areas*
- *a senior phase which provides opportunities for study for qualifications*
- *opportunities for developing skills for learning, skills for life and skills for work*
- *opportunities to achieve to the highest levels they can through appropriate personal support and challenge*

- *opportunities to move into positive and sustained destinations beyond school*

Teachers need also to be aware of the key drivers of improvements as described in the Scottish Government's 2017 National Improvement Framework:

- *School Leadership*
- *Teacher Professionalism*
- *Parental Engagement*
- *Assessment of Children's Progress*
- *School Improvement*
- *Performance Information*

Staff in the nursery should also take account of Building the Ambition (Scottish Government, 2014) and HGIOELC? (How Good is Our Early Learning and Childcare Centre?), 2016.

## **LEARNING AND TEACHING**

*“Although the content of the curriculum is important, our aspirations can only be achieved through high quality learning and teaching. The .....experiences and outcomes will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children and young people. They allow flexibility and choice for both teachers and learners which can sustain interest and enthusiasm.”(A Curriculum for Excellence LTS 2009)*

A Curriculum for Excellence stipulates that learning and teaching should

- be engaging and active
- set challenging goals
- share expectations and standards
- give timely accurate feedback
- establish learning intentions, success criteria, personal learning planning
- be collaborative
- reflect the way different learners progress

## **Effective Learning**

The Scottish Government's publication “Building the Curriculum 3, A Framework for Learning and Teaching 2008 (BTC3)” provides detailed guidance on meeting the needs of all learners 3-18. This should be read in conjunction with the Curriculum for Excellence outcomes and experiences published in 2009:

*“The experiences and outcomes have been written in ways which will help staff to adopt engaging, enterprising and active learning approaches in a variety of contexts to promote effective learning and enable personalisation and choice..... developing interdisciplinary learning can encourage more relevant, more engaging and more enterprising learning and teaching”*  
(Building The Curriculum 3, pg.26 2008)

Journey to Excellence (HMIe2006) states that a school is excellent to the extent that:  
*“Learners experience a wide range of learning and teaching approaches. Contexts for learning are challenging and enjoyable and include creative and investigative activities. Young people engage confidently in such activities, and are prepared to risk making mistakes because they understand that they can learn from them.”*

Because of the very particular needs of the learners at Campsie View, teachers will also need to give special consideration to the following:

### **Potential**

*“All children are born with potential, and we cannot be sure of the learning limits of any child.”* (Teaching Children to Learn, Robert Fisher)

The staff at Campsie View focus on success and potential. Each pupil has an Individualised Educational Programme (IEP) which is written by the previous year’s teacher. This ensures IEP targets provide progression relevant to the individual. IEP targets cover all curricular areas, however may be weighted from year to year where necessary to achieve a greater potential and meet individual needs.

### **Self Esteem**

Staff will create conditions in which young people feel good about themselves, valued as people, not simply as learners. Young people, who feel good about themselves, feel motivated and involved, which is necessary for effective learning to take place.

*“We all like praise when it is honestly given and deserved”*  
(Teaching Children to Learn, R Fisher)

### **Learning to Learn**

*“The best kind of teacher is the one who helps you to do what you couldn’t do yourself, but doesn’t do it for you”* (Teaching Children to Think, R Fisher)

Teachers will involve the pupils in an active process of learning and will ensure that pupils are given the opportunity to practise and apply their learning through a range of meaningful and relevant contexts.

New learning should be based on existing knowledge and experience, and teachers must be prepared to adapt content, structures and contexts:

*“Planning should encourage participation by, as well as being responsive to, the learner who can and should influence and contribute to the process. This is particularly important for those children and young people who need additional support for their learning.”* (Building the Curriculum 3 pg.26 2008)

### **Learning Together**

Working together has been shown to have a positive effect on pupil achievement. At Campsie View there are plenty of opportunities for pupils to communicate together and share experiences. It is important also that pupils work co-operatively as a group and not simply in a group, to achieve a joint outcome. This may not look the same for all children.

### **Learning Differences**

Teachers will recognise that there are differences in the ways that pupils prefer to learn, and that all are equally valid. They must provide different options and inputs.

### **Emotions and Feelings**

Effective learning involves emotions and feelings as well as thinking. At Campsie View, staff will create a happy, stimulating and emotionally secure environment, built on positive relationships, which are the basis for effective learning and teaching. Pupils will develop a range of skills which help them to be creative and personal qualities such as honesty and self esteem. Educating the whole person is an important goal in itself.

Educating and developing the whole person may, at Campsie View, incorporate approaches like Intensive Interaction.

*“Intensive Interaction is an approach designed to help people at early levels of development to learn how to enjoy being with other people, to relate, interact, (and) know communication routines. (Dave Hewitt, Intensive Interaction training course, 2015).*

See also ‘Teaching Approaches, Styles and Methods’ in this policy.

### **Effective Teaching**

JtE (HMIE2006) states that a school is excellent to the extent that:

*“Teachers take full account of the understanding and learning needs of all learners. Lessons and episodes of learning are well structured, with challenging goals.....New knowledge is linked to prior learning. Ideas are linked and contextualised. Materials are presented in stages. Structured curriculum areas are taught in structured ways. Learners master basic concepts before moving on to the next steps so that they develop confidence in their abilities. Teachers interact sensitively with young people, as appropriate to their stage of development.”*

### **The Teacher’s Role**

At Campsie View a crucial role is to motivate learners to be ready to learn, and to create interesting and enjoyable learning situations. In these situations the teacher will need to ensure that the meanings are clear and understandable to pupils.

*“Learning experiences are imaginative, creative, stimulating and challenging. Young people enjoy them and are fully involved.*

*Staff understand and develop young people's motivation and emotions. They build on them and are successful in achieving their sustained attention and commitment to successful learning."*

(The Journey to Excellence [JTE] HMIe 2006 pg.32)

Caring as a teacher is about teaching well and being committed to continuous self-improvement. "How Good Is Our School? 4" (HGIOS? 4 Education Scotland, 2015) [HMIe 2007] provides quality indicators against which schools and teachers can monitor and evaluate learning and teaching. (See particularly QIs 1.1 (Self Evaluation for Self Improvement), and 2.3 (Learning, Teaching and Assessment.))

### **Effective Communication**

Campsie View School provides a total communication environment for all pupils. Staff are required to draw on a wide range of alternative and augmentative forms of communication to enable learners to understand and interact e.g. Makaton, Boardmaker Symbols, gestures etc. The school recognises that good teaching requires having empathy with our learners, and teachers must balance telling and asking with listening, observing and understanding. The school adopts creative approaches to develop communication:

*When working with those who have little or no speech, or limited comprehension of language, one of the ways forward is to use music. Engaging people both physically and emotionally, music impacts on mind, body and spirit.*

*Within the Interactive Music process other components, namely fun, and visual, tactile and essentially person-centred approaches, combine with music to form the basis of a therapeutic approach devised to teach fundamental communication and social interaction. (Margaret Corke, Approaches to Communication Through Music, 2003).*

Staff must also be able to communicate effectively with parents as well as the multi-disciplinary team who have legitimate interests and concerns about the education of the pupils in Campsie View.

### **Teachers as Managers**

Effective teaching involves effective management and organisation. Teachers will manage the curriculum through careful forward planning, and organise their classrooms to support effective learning. In managing the curriculum the teacher must also manage the class team.

Teachers must be flexible, able to change plans, actions or goals to respond to unforeseen events, or changing needs and the behaviours of individual pupils. (See Positive Behaviour Policy for information on behaviour management.)

*"We are what we repeatedly do. Excellence, then, is not an act but a habit."*  
(Aristotle, quoted in Stephen Covey, The Seven Habits of Highly Effective People, 1989)

### **Beyond Subject Expertise**

Teachers should be aware of how to contribute to the kind of skills and qualities that the school aims to develop in pupils through:

- interest and concern for the individual pupil; promoting opportunities for personal achievement
- promotion of cross curricular and inter disciplinary learning
- awareness of school policy, practice, ethos and life of the school as a community.

### **Working Together**

Teachers need to be able to identify the learning preferences of their pupils and the different teaching styles of their colleagues. In doing so, they should demonstrate an awareness of the need to employ a variety of approaches.

The School will make effective use of the strengths of its staff through collaborative working, whereby colleagues:

- share feelings, ideas and problems
- feel free to offer their expertise, support to each other and participate in peer mentoring
- highlight each others' successes
- observe one another working and develop peer coaching
- trust and respect each other as professionals
- are invited to contribute to working parties and the school improvement planning process

### **Monitoring and Evaluation**

*Engagement is the single best predictor of successful learning for children with learning disabilities (Iovannone et al., 2003). Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress (Carpenter, 2010).*

The school as a whole has various quality assurance mechanisms through which its work is monitored and evaluated. These include team and staff meetings, monitoring of learning and teaching by the Head Teacher and Depute Head Teachers, the Standards and Quality Report, the School Improvement Plan and the Customer Service Excellence process.

*The most important thing is being able to demonstrate impact in relation to improved outcomes for your learners. To achieve this you must continuously track and monitor children and young people's successes and achievements and use your self-evaluation to identify where your school is performing well and where it could do better. (HGIOS?, 2015)*

On an individual level, through evaluation procedures, teachers will collect evidence about their practice from learners, and use this to reflect on their current practice. They will also, through team teaching or classroom observation, obtain other perspectives on their practice. They must be prepared to identify development needs to improve their practice.

### **Career-Long Professional Learning**

Campsie View will make the best use of all the resources at their disposal to support teachers in their personal and professional development.

*All staff routinely engage in career-long professional learning and develop enquiring and coherent approaches which build and sustain our practise.*  
(HGIOS? 4, 1.2 Leadership of Learning, 2015)

## **TEACHING APPROACHES, STYLES AND METHODS**

In Campsie View we use a variety of teaching approaches, styles and methods. This is to meet the needs of each individual pupil.

When implementing these approaches it is advisable to refer to school policy 22 Positive Behaviour, Pupil Care and Welfare. The philosophy underpinning this policy is respect for the individual and promotes a positive, non-confrontational approach which builds coping strategies and self esteem.

We are **NOT** teaching subjects, we are teaching **children**

Art, Drama, Music, Home Economics etc. are all methods of presenting experiences which allow children to learn something appropriate to their current educational needs.

### **Adaptive Communication also known as Intensive Interaction**

Adaptive Communication is based on the Mother-Infant social interaction model. The infant learns his actions and reactions have significance because the adult gives meaning to them. Communication is thus developed.

Purpose:           to develop self awareness  
                      to develop awareness of the environment  
                      to develop attending skills  
                      to develop understanding of cause and effect  
                      to develop communication  
                      to build a relationship between child and adult  
                      lets the adult learn about a new child.

### **Play**

Play is a method through which children can teach themselves. Many of the pupils in Campsie View need to be taught how to play.

Purposes of play:     practise skills  
                              exploration  
                              symbolism  
                              organisation of the body  
                              emotional development.



### **Teaching a Group or Whole Class**

Differentiation must be such that each child is working within a group to his/her own targets.

Benefits: awareness of peers  
social interaction  
less threatening (adult focus moves quickly from one individual to the next)  
exposure to appropriate responses  
allows child thinking time  
more efficient way of delivering curriculum.

### **One to One Teaching**

Most of the 1:1 teaching occurs within the context of daily routines but also may be planned for to meet specific individual learning needs.

1:1 teaching sessions should be:

brief  
structured  
regular  
focused  
regularly reviewed.

While using any or all of the above techniques it is essential that one is mindful of **the ways in which children learn.**

- Children learn through all their senses.
- Children learn primarily through practical and first hand experiences.
- Children make sense of new experiences by relating them to previous learning.
- Children develop their understanding through talking.
- Children have different preferred learning styles and learn at different rates.
- Children can move across curricular areas as they learn.
- Children's progress is not always linear.
- Children learn best when they can make sense of what they do through involvement in planning and reflection.
- Children learn through purposeful repetition, practice and reinforcement.
- Children learn best when there is care, tolerance, security, praise and high expectations associated with clear learning targets.

### **SENSORY IMPAIRMENTS**

Many of the pupils in Campsie View have a degree of sensory impairment. This is either the result of:

- a physical condition e.g. nystagmus, cerebral palsy **or**
- developmental delay i.e. information received is not being processed.

To allow the pupils to use and develop their senses to the maximum teachers need to

- assess the pupil's sensory understanding
- use a multi-sensory approach
- give the child time to assimilate information and respond
- respond to the pupil's reactions or interactions
- use real materials
- prompt the pupil appropriately (verbal, physical)
- liaise with visiting specialists
- use various means of communication

For the above to be successful it is important to consider the following in conjunction with the pupil's sensory profile where s/he has one:

### **Health**

Is the pupil well?

Is there a condition which affects the pupil's ability to carry out the task?

Is the pupil's attention span affected by medication?

### **Position**

Is the child comfortable?

Can he/she access the materials?

Can he/she be seen by the teacher?

### **Light Source or Type**

Is the main light source behind the pupil?

Is there sufficient light?

Is the type of light appropriate to the pupil?

Is there a sufficient contrast between materials and/or background?

### **Distractions**

What is the noise level?

What are the other pupils doing?

Are there too many materials?

Is there too much clutter around?

Are other adults attracting attention?

### **Equipment**

Does the pupil need aids? (e.g. glasses, hearing aid, head rest)

Does the pupil need special equipment for the activity? (e.g. big handle, Big Mack, sloping desk, large print)

Does the equipment work?

Does the equipment fulfil its intended function?

# **CLASSROOM MANAGEMENT**

## **1 Classroom Information**

Teachers should ensure that wall displays include:

- time table
- short term targets
- weekly planner
- current teaching block plan
- dates and times of therapists/other regular activities
- other relevant information (e.g. seizure charts, sensory profiles, eating and drinking profiles)
- pupil pen pics (to include brief child descriptor and behaviour management programme)
- pupil risk assessments
- attendance register
- MAPA information sheets

## **2 Resources**

Teachers should ensure that:

- adults (including students and volunteers) know what they are required to do and staff strengths are capitalised on
- full use is made of the school's facilities and grounds
- there is enough appropriate furniture
- regularly used materials are labelled and stored so they can be easily found
- materials to be used during the day are at hand
- materials are adapted / appropriate to suit pupils.

## **3 Arrangement of the Room**

Teachers should:

- be aware of possible hazards and make the room safe
- position furniture with regard to accessibility (clear fire exits, easy access to pupils)
- arrange furniture, if any, taking pupil need into account
- consider type of furniture required (if frequently moved, does it need wheels or should it be there?).

## **4 Pupil Friendliness of Room**

Teachers should ensure that:

- pupils can move easily from one activity to another
- pupils have appropriate furniture/aids to allow access to materials
- moveable items do not constitute a hazard
- décor / displays are appropriate to the pupil group.

## **5 Time Management**

Teachers should:

- plan appropriate timing and number of adults for each activity in advance
- ensure a day has an appropriate number and balance of activities

- ask support staff to supervise a group or individual activity when appropriate.
- arrange a time, if necessary to consult with professional partners (e.g. physio, SLT etc.)

### **TEAM WORKING SYSTEM**

The team system works best when, prior to the activity, the adults involved know who is leading the activity and what the learning outcomes for pupils should be. The other supporting adults should facilitate the lesson and deal with interruptions. In general, facilitators should be as unobtrusive as possible and take their lead from the member of staff leading the activity.

#### **The advantages of this system:**

- stops duplication of role
- enables pupils to focus on adult doing the teaching
- allows facilitation of pupils
- decreases lesson interruptions
- allows closer observation of pupils
- increases time on task
- develops attending skills
- decreases inappropriate behaviours
- increases appropriate responses
- allows pupil time to assimilate the activity
- reduces people dependency
- improves outcomes for pupils.

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