



# Teaching and Learning Strategy 2020 - 2021

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# Teaching and Learning Strategy

## **School Context**

Fairfield is a large special school which provides for pupils with a diverse range of profound, severe and complex learning difficulties. Many pupils also have additional SENs including neurological impairments, autistic spectrum related conditions, sensory and physical disabilities; in addition to profound and multiple learning and medical needs that have an impact on their development.

## **Classes and Staff Teams**

There are four pathways in school; Early Years and KS1 (2 classes), Pre-Formal pathway (5 classes), Semi-Formal pathway (6 classes) and Post 16 (4 classes). Pathways are managed by members of SLT, and each class is led by a teacher / HLTAs with the support of Education Support Assistants, Activity Support Officers and Interveners. There are between 6 and 8 pupils in a class.

## **Our Philosophy of Teaching and Learning**

At Fairfield we strive to encourage and develop a strong sense of achievement within all our pupils that will stay with them throughout their lives. Through our nurturing environments we build each individual's potential to succeed in learning as valued members of our school community. We believe in having a positive approach towards school life; and our pupils are supported to become motivated and confident individuals.

It is vital all pupils have opportunities to access the best education, through an outstanding curriculum, with an array of personalised learning to meet their individual needs. We aim to ensure that the highest standards of teaching across school and the use of a variety of appropriate teaching and learning strategies are used to meet the needs of students.

Our bespoke and creative curriculum pathways enable all pupils to achieve at their own level. We ensure that the skills, expertise and strengths of all our staff are fully used to support the pupils learning opportunities. Fairfield prioritises each individual pupil to generate optimum conditions for their learning. Pupils begin Fairfield with a variety of experiences and needs. It is the role of all staff to encompass a holistic approach to learning; encouraging the pupils to develop a sense of pride, care and sensitivity towards themselves, their peers and the school through exciting, engaging and challenging tasks.

Fairfield School is committed to achieving excellence where:

- students people come first
- students develop as confident and successful learners
- students people have a voice and make choices
- students are challenged and enjoy learning
- students achieve and progress

Fairfield School are a team who:

- celebrate and promote achievement and progress
- have learning and development at our core
- are reflective practitioners

- strive to be excellent practitioners and recognised as innovators
- maintain positive partnerships with parents and carers, professionals and the wider community

Fairfield School is an environment that:

- welcomes parent, carers, partners, other professionals and visitors
- is well resourced
- is engaging and promotes learning and achievement
- promotes social, moral, spiritual and cultural development
- is safe, happy, healthy and purposeful

We aim to ensure that learning at Fairfield broadens the aspirations, values and opportunities for each individual as they grow and develop. Fairfield fosters close working relationships between other schools, parents and professionals to provide and enhance life opportunities.

### **Fairfield Curriculum**

The curriculum at Fairfield is personalised to reflect the needs of our pupils. Our aim is to engage pupils in personalised learning opportunities.

We value the essential areas as:

- developing our pupils' abilities to communicate and interact with others
- improving pupils' physical abilities and sensory development
- enhance personal, social, health and emotional well-being skills
- developing cognitive skills
- developing independence

Our pupils' learning experiences are enriched through an active, personalised and enriched curriculum. This is designed to have a creative approach to stimulate our pupils to acquire a continuum of learning opportunities and life experiences. Our curriculum takes into account our pupils' interests, abilities, previous experiences, their health and personal care. Through whole class sessions, small and 1:1 groups, enrichment days and medical interventions, we use time flexibly and creatively to maximise learning opportunities.

Personalised learning intentions are set for each pupil and are shared with parents/carers to extend opportunities. Our creative and termly theme-based approach inspires a broad range of motivating and fun experiences. This enables pupils' learning to progress by offering breadth and flexibility; supporting a balance of learning experiences and opportunities to meet individual needs. Therapeutic and medical needs are integrated into the day to ensure that learning focuses on the needs of each individual. We aim to meet the unique needs of the pupils by building positive and secure relationships and providing a platform for each individual to learn and develop.

### **Fairfield Pathway Organisation**

Pathways are flexible allowing each pupil to make a 'journey' through school. Within each curriculum pathway each pupil follows the most appropriate learning opportunities for their needs. The structure of pathways enables learning to be progressive, with each pathway coherently planned and sequenced at each stage to prepare pupils for future progress.

### **Early Years Foundation Stage Pathway**

Learning through play and recognition that each child is unique; learning at their own pace, in their own way lie at the heart of the Early Years curriculum. Children's earliest experiences help to build a secure foundation for future learning. Children enjoy a wide variety of activities, which are designed to support new skills, gain confidence and form effective relationships with staff and peers.

The curriculum is organised into seven areas:

- Personal, Social and Emotional Development
- Communication and Language
- Mathematics
- Understanding the World
- Physical Development
- Expressive Arts and Design
- Literacy

### **Pre-Formal Pathway (students working around the former P1-P4 Level)**

Our Pre-Formal Curriculum is planned for our pupils with profound and complex learning needs who are at a very early and emerging stage of learning. Pupils focus on key personalised learning through non-subject specific teaching where they are able to develop positive relationships with others and a sense of belonging and trust in the school environment. Opportunities are planned which are personalised and meaningful; celebrating the different abilities and achievements of every individual. The initial areas of learning focus on communication, social and emotional and cognitive skills. It values and recognises the importance of movement and play and the need for multi-sensory approaches to support learning, involving the proactive exploration of the world around them. All pupils will be encouraged to achieve the highest level of personal mobility and independence which will be planned into their learning opportunities.

### **Semi-Formal Pathway (students working around the former P4-P7 Level)**

The Semi-Formal curriculum at Fairfield recognises that many of our pupils have a range of complex learning difficulties and additional needs. The curriculum is tailored to meet individual needs and much of the learning opportunities are related to pupils' experiences and interests. Some may learn through structured play however and others will learn more effectively through functional activities.

- Communication, Language and Literacy
- Mathematical Thinking and Problem Solving
- Personal, Social, Health and Emotional
- Arts and Creativity (Art and Design, Music, Dance and Drama)
- Understanding the World (Science, History, Geography, ICT, RE)
- Physical Development (Swimming, Hydrotherapy, Rebound, PE, outdoor play, Physiotherapy and Occupational therapy)

### **Formal Pathway (Students working at former P7-Foundation Stage Expectations)**

The Formal curriculum is for pupils at Fairfield who are working at the former P7 to NC levels. Pupils will continue to develop their independence and conceptualised theme learning through subject teaching and learning. These pupils are mainly taught through individual subjects:

- English
- Maths
- Personal, Social, Health Education (including RSE and Citizenship, Transitions and Careers
- Science
- Humanities (History, Geography, Technology, RE)
- Arts (Art and Design, Music, Dance and Drama)
- PE (Swimming, Hydrotherapy, Rebound, PE, outdoor play, Physiotherapy and Occupational therapy)

The pupils benefit from a structure that enables personalised learning. The Formal curriculum recognises that many of the pupils have a range of needs and may still access specialist provision as part of their personalised provision.

### **Post 16 Vocational Pathway**

In Post 16, students all have a personalised curriculum which enables them to develop key life skills whilst studying accredited AQA Unit awards and ASDAN Personal Progress. Some students undertake work-related learning, either in school and the local community. These opportunities focus on preparing our young people for adult life by developing skills for the workplace, social skills and community participation.

Work experience gives our students the opportunity to explore an area of work in which they may have an interest and enables them to make informed choices. These experiences ensure our students have opportunities to practise and gain work-related skills. There is a strong emphasis on developing life skills and ensuring students are able to become as independent and self-reliant as possible in preparation for moving on to adulthood.

### **Transitions**

All our pupils, families and carers at Fairfield are supported with their transitions through visits into school, home visits, nursery settings and school visits, 'stay and play sessions' and a welcome event. Staff ensure pathway and class transitions are planned and facilitated throughout school. Organisation of possible changes of classes for the new academic school year are discussed throughout the later spring, and summer term. Two weeks prior to the end of the summer pupils' transition to their new classes / pathways to support transition organisation for the start of the new term in September.

Post 16 students and their families are prepared for their journey after Fairfield through meetings with careers advice and adult support services and Kirklees events.

Organised events that support the transition of Post 16 students consist of:

- Preparing for Adulthood Local Offer Live event that is held in partnership with other special schools and providers in the Local Authority
- Careers Week in school

- Parents / carer visits to service providers to support families in understanding the options available and making the appropriate choices
- Destination visits by students which is supported through work related pathways

### **Breadth and Balance**

At Fairfield we like to be responsive to what is happening in the world, through our curriculum and the implementation of enrichment days; enabling creativity and flexibility in our teaching and learning opportunities. Where possible pupils' interests are developed, and this is planned into their work. In addition to focusing on the development and application of skills, we aim to teach exciting and stimulating activities. Continual assessment activities are matched to the ability of each learner via differentiated levels of support, these provide a level of challenge that is stimulating. We have high expectations and thrive to achieve excellence for all our pupils.

The amount of time allocated to subject areas varies over time and across the different pathways. In planning for breadth and balance we take account of:

- statutory requirements
- changing needs of our pupils
- views of parents / carers
- views of professionals and level of support available

Some areas in school are equipped to deliver specialist subject areas. A media suite facility allows pupils to engage in multimedia experiences in addition to a sound and lighting system in the main hall; food technology facility; rebound facilities; physiotherapy room; medical room with nurses on site; separate dining room and sports hall; and also powered wheelchair tracking to internal and external areas. Fairfield has extensive outdoor facilities including a wildlife pond, green house, wildlife pathway and adjoining outdoor spaces with classroom access. We also have the facility of two mini buses, enabling students to access visits out of school to enrich their learning. Visits include swimming, gym, bowling and Streetbikes sessions, café visits, shopping and further enrichment opportunities.

In Post 16, students undertake work-related learning, independent living skills and preparation for external accreditation with the ASDAN Award which focus on the key areas of life skills and personal development in preparation for adult life. A programme of study is enhanced and accredited in Year 14. Personalised opportunities continue to be used to support students with more complex and profound needs.

### **Timetables**

All classes are allocated the use of various rooms and resources throughout school and these have been implemented into class and pupil personalised time tables. All class and room timetables are displayed on relevant room doors.

### **Planning**

The starting point for planning is the pupil and their needs. All teachers /HLTA's plan lessons and activities which focuses on pupil intentions, implementation and reflecting on the impact opportunities and pupil progress. Planning is based on the principal that pupils are more engaged when opportunities are relevant and the pupils are motivated. Learning

opportunities are carefully planned to ensure they are challenging and allow time to practise new skills. Observations are used to plan, support and offer appropriate challenge and development.

At Fairfield we use:

- personalised and weekly timetables
- medium term plans which highlight the learning intentions over a term
- lesson plans
- PEP's (Pupil Educational Profile) which are derived from pupils' ongoing and termly assessments
- therapist advice is integrated into routines and any focus targets

Teachers/HLTA's formulate medium term coverage over each term. Teachers/HLTA's are required to maintain their planning making it available on the school server. Planning is monitored by the leadership team. Planning needs to be regularly shared with support staff, and resources prepared in advanced. Teachers/HLTA's review and evaluate the impact on teaching, learning opportunities and pupil progress which informs future opportunities. Planning also forms part of lesson observations, learning walks and drop-in sessions. Feedback from these visits are shared with teachers/ HLTA's or teams of staff as appropriate; whole school developments/issues are discussed in leadership, staff and Governor meetings. New teachers, trainees and NQT's are supported by a mentor.

### The School Day

Post 16 Pathway	Pre-formal Pathway	Semi-formal Pathway	EY/KS1 Pathway
8.45am Arrival, Personalised Learning, Positioning			
9 – 9.30 Registration / Welcome / Positioning		9 – 9.30 Registration / Welcome ABC sessions	
9.30 – 10.30 Lesson Session 1 ABC sessions / Welcome		9.30 – 10.45 Lesson 1 ABC sessions	
10.30 – 11.00 Break / Independence Skills		10.35 – 11.00 Break / Independence Skills	
11.00 – 11.50 Lesson 2	11.00 – 11.45 Session 2	11.00 – 11.45 Lesson 2	11.00 – 11.35 Lesson 2
11.50 – 12.45 Lesson 3	11.45 – 12.00 Session 3 PHSCE	11.45 – 12.45 Lunch / Playtime	11.40 – 12.45 Lunch / Playtime
12.40 – 12.45 Registration	12.00 – 1.30 Lunch time / Leisure Time	12.45 – 1.00 Registration / Welcome	12.45 – 12.55 Registration / Welcome
12.45 – 13.45 Lunch Time / Leisure Time	1.30 – 1.45 Welcome	1.00 – 1.45 Lesson 3	12.55 – 1.25 Lesson 3
1.45 – 2.30 Lesson 4	1.45 – 2.30 Session 4	1.45 – 2.00 Break / Independence Skills	1.25 – 2.15 Lesson 4
2.30 – 2.45 Reflection	2.30 – 2.45 Reflection	2.00 – 2.30 Lesson 4 2.30 – 2.45 Reflection	2.15 – 2.45 Break / Independence Skills
<b>2.45 Home Time</b>			

### Assessment and Target Setting

Precise assessment and personalisation of provision are at the heart of effective learning. At Fairfield target setting, assessment and record keeping are a fundamental part of our personalised curriculum. Assessment is used successfully; each pupil is set personalised learning intentions that are functional and challenging to promote progress that has a

genuine impact on their personal development. Ongoing formative assessment is used effectively to check a pupil's development of skills and their application, maintenance and generalisations of knowledge and understanding. Staff are then able to use this information to plan appropriate teaching and learning opportunities to meet the needs of all the pupils.

A fit for purpose assessment for learners at the early stages of development must take a holistic view of learners and focus on how they learn. Many linear or hierarchical assessments are unable to detect the very subtle changes in behaviour shown by our learners, regardless of how many 'small steps' are provided. In real life, development and learning is not compartmentalised. Each pupil has different learning needs therefore each personalised learning timetable / plan will differ in terms of content and emphasis.

Evidence for Learning supports the summative assessment frameworks we use at Fairfield to track progress with our pathways. The relevant frameworks enable teachers/HLTAs to assess the learning of all the children and is broken down into four sections:

- **Footsteps** is based on the Welsh Government's highly regarded 'Routes for Learning', a tool for exploring the learning of children with complex needs. It covers the earliest process and skills on which all future learning is built
- **Stepping Out** was developed by Willow Dene School (an outstanding special school in London), for assessing children working between P3ii and P4, when a huge amount of learning takes place
- **Pacers and Pacing Out** assesses the progress of children who are developing emergent concepts between P5 and P8
- **Strides** captures the progress of the small amount of our children who are achieving National Curriculum levels

Footsteps and Stepping Out exist as one system, focusing on early learning of communication, cognitive and social interactions processes and skills, while Pacers, Pacing Out and Strides form a separate system which measures progress in each of the strands of English and Mathematics. Each system assesses progress against clear statements which define aspects of learning at the appropriate level.

Learning journeys lend themselves well to the spikey learning profiles that some of our pupils have, or where they may have significant areas of strength, such as in number, particular activities associated with a physical disability or communication disorder which impacts on their learning. The statements are written in such a way that they are not limiting to children because of a particular mod of communication, physical difficulty of sensory impairment. Learning journeys place greater weighting on being able to generalise or use and apply a skill than achieving it within a fixed context, which acknowledges how difficult this is for some of our learners.

Learning Journeys also take account of many indicators of well-being which can inhibit or support learning. These include factors such as pain, sleep, significant medical events, attendance (often linked to the previous factors) and behaviour, which can considerably affect the learning of children with SEN. Assessment made within learning journeys are robust as all progress is evident through videos. This enables the staff to monitor progress more effectively. Evidence of pupil progress is collected through the use of an application called Evidence for Learning.

Pupils records are documented through their EHCP. Observations, photographs, video evidence and detailed individual achievements are collated as part of their assessment records. In addition to our curriculum-based records staff also implement (where required) behaviour, feeding, moving and handling plans and home / school information books which illustrate and inform part of each pupil's assessment process.

### **Moderation**

Moderation is central to our assessment system. This enables staff to review and confirm assessment judgements. It plays a key purpose to help ensure that assessments are accurate and consistent. Some pupils may experience barriers to learning associated with their area of special need which may lead to gaps in their attainment. A best fit judgement should be awarded based on the teacher's knowledge and experience and as a result of collaborative moderation. In considering the evidence, it should be documented on the moderation pro-forma the level the pupil has achieved and not the level above or below. Internal moderation sessions involve professional discussions; enabling staff to share their expectations and understandings in order to improve the consistency of their decisions about pupils' learning. Staff are able to clarify current skills, knowledge and understanding, improvement and future learning intentions.

Effective moderation takes place at different levels which include in classes, pathway teams, across school, within the Trust and other schools.

### **Achievements, Feedback and Marking**

Feedback and marking are an essential element in the assessment of performance, progress, levels of attainment and raising standards throughout school. Fairfield is committed to ensuring that pupils are supported and guided with their learning, through high quality feedback and marking (where appropriate). The key functions of marking are to acknowledge effort and attainment, to assess performance against learning intentions, to provide clear feedback to pupils and to enable staff to apply a consistent marking criteria. It is important pupils feel their work is valued, and give them clear next steps (where appropriate). Pupils work is dated, annotated and identifies progress towards the learning intention. Verbal and written comments are an important factor in ensuring individual progress.

Success, effort, improvement and achievements are rewarded by:

- annotated verbal comments
- discussions with a pupil/group of pupils
- stickers/stamps/Dojos
- certificates

Pupil achievements are celebrated as they occur, weekly assemblies, around school, or at the end of the day in reflection time. We aim to enhance independent skills in all our pupils to develop their social skills, and feel confident and proud in their achievements.

### **Responsibilities and Guidance**

In aiming for 'outstanding' teaching, we recognise that teaching and learning are at the heart of the school's improvement strategy. All pupils have individual skills, abilities and aptitudes and are entitled to a broad, challenging and relevant curriculum. Every pupil is entitled to experience teaching which enables them to achieve their full potential. At Fairfield School

through successful teaching and learning we aim to develop independent and life-long learners.

All staff have a responsibility to contribute to the delivery of the curriculum. In addition, they have accountability to strive to deliver lessons where the teaching and learning is of the highest quality and the needs of all pupils are met.

When evaluating the achievement of pupils, the school will consider how well:

- pupils make progress relative to their starting points
- pupils learn, the quality of their work, and the progress they have made since joining the school
- pupils develop a range of personal and relevant skills

Pupil attainment will take into account:

- the personal achievements they attain throughout their journey at Fairfield
- how well individuals who are eligible for Pupil Premium make progress

### **Quality of teaching in the school**

The most important purpose of teaching is to raise pupils' achievement. The school considers the planning and implementation of learning activities across the curriculum, together with teachers' assessment and feedback to pupils to be key elements of 'outstanding' practice. Continuous evaluation of activities, adult support and intervention strategies, and the impact of personalised learning are further essential elements that all staff have the professional responsibility to maintain.

When evaluating the quality of teaching in the school all teachers should ensure:

- that teaching promotes pupils' learning and progress across the curriculum
- that they consistently maintain high expectations of pupils
- that they improve the quality of learning by systematically and effectively checking pupils' knowledge, understanding and skills
- that all staff create a positive climate for learning in which pupils are interested, engaged and challenged
- that marking and constructive feedback (where appropriate) contributes to pupils' learning
- that teaching strategies, together with support and interventions, match individual needs promoting good progress and outcomes for pupils
- demonstrate good subject / curriculum knowledge
- personalise teaching and learning to respond to the strengths and needs of the pupils

Learning will most effectively take place when:

- the environment is secure, stable and stimulating
- pupil's self-esteem is high

learning builds on prior knowledge, understanding and skills

- learning is engaging and collaborative
- pupil questioning, reflection and discussion are encouraged (where possible)
- pupils can self-assess, know what they need to do to improve and are able to set appropriate targets (where possible)
- pupils have opportunities to transfer concepts to other contexts

### **Assessing the Quality of Teaching**

In line with the school's Appraisal Policy, teachers should expect to be observed up to three times in an academic year. These observations/ learning walks /drop-in sessions are identified for the purpose of monitoring the effectiveness of teaching and learning across school and supporting Performance Management.

All lesson observations will be carried out in pairs for the purpose of quality assurance, wherever possible, and written records will be maintained by the SLT. All staff will have the opportunity for verbal feedback after any observation and written documentation given to staff.

If a lesson is judged to be not meeting expected standards or requiring levels of improvement, the staff member will be observed again within a four-week period. (This will be considered the second of the three observations). If the second observation is judged to be meeting expected standards, then the member of staff will have one more observation within the normal planned cycle in that academic year. If two lesson observations are judged to be not meeting the expected standard and requiring improvement, the member of staff will be offered a supportive process. This process is developmental with intention of the member of staff achieving a consistently good standard of teaching within lessons. This process remains within the school's appraisal policy and procedures. If lesson observations continue to demonstrate a level below the expected standard within Teacher Professional Standards and requiring further improvement the member of staff will be invited to a meeting with the Head teacher and formal proceedings may commence. This process falls outside of the appraisal policy/process and is part of the Local Authority's Capability Process. (Members of staff may wish to bring a representative from their professional organisation to this meeting)

### **This section reflects the school's expectations regarding planning, preparation and professional responsibilities**

#### **Key Elements of Successful Lessons**

- Lesson planning/activity structure
- Repetition, reinforcement of prior learning
- SMART learning intentions shared with pupils and staff and parents
- Consideration of pupil groups and position plan
- Personalised learning opportunities
- Purposeful interventions
- Quality, engaging resources
- Relationships and connections
- Breaking down learning into smaller steps
- Scaffolding learning opportunities
- Building upon knowledge, skills and understanding
- Providing challenge

#### **Lesson Planning and Preparation**

- Lessons / activities are planned with clear learning intentions
- Learning intentions are linked to medium and long term plans and evaluated regularly

- Teachers/HLTAs set personalised learning opportunities
- Lessons are planned to build on previous learning and ensure continuity and progression
- Lessons show breath of coverage (specific concepts and making connections)
- Opportunities for developing communication, literacy, numeracy, ICT skills/cross-curricular elements are integrated into lesson
- Opportunities to revisit, practice and deepen skills and understanding
- Effective use of support staff
- Appropriate and stimulating resources are organised prior to the lesson

## **Teaching and Learning Policy: Roles and Responsibilities**

### **Senior Leadership Team/ Leaders**

- To monitor and evaluate the delivery and impact of teaching and learning through pupil progress meetings, lesson observations/learning walks/ drop-on, annual reviews etc.
- To provide appropriate support, training and resources for pathways and individuals including coaching opportunities (professional partnerships)
- To monitor and co-ordinate of long, medium and short term planning through schemes of work (specific areas as relevant)

### **Teaching staff**

- To maintain good and outstanding practice by ensuring a consistent delivery of high-quality learning experiences for all pupils
- To be responsible for planning in conjunction with pathway colleagues

The Professional Standards for Teachers outline the expectations placed on teachers in regard to teaching learning, along with expectations of teachers' professional conduct. At Fairfield School we recognise the need for continued professional support as a whole school, pathway and individual level. This is essential to allow staff to deliver effective learning opportunities for all of our pupils.

### **Pupil Progress Meetings**

Pupil progress meeting between teachers and SLT are:

- an opportunity to review the progress and provision for individual pupils
- an opportunity to celebrate achievements and contributed to class / school data
- to track progress of individuals and cohorts of pupils
- a key part of school improvement; identifying expected progress and areas of intervention and to ensure continuity between classes and pathway transitions

When evaluating the achievement of pupils, the school will consider how well:

- they make progress relative to their baseline assessment
- pupils learn, the quality of their work, and the progress they make
- opportunities are personalised to meet individual needs
- the personal achievements they attain by the time they leave school
- how well pupils who are eligible for Pupil Premium make progress

## **Learning Environments**

The ethos and organisation of our learning environments play an important part role on the teaching and learning opportunities of the pupils. At Fairfield our learning spaces are organised so that personalised learning opportunities can be achieved. Stimulating learning environments are enhanced which are attractive and aesthetically pleasing, and where independence, confidence and self-esteem are nurtured.

At Fairfield staff are expected to:

- ensure that learning environments are well organised and maintained to promote independence and effective learning opportunities
- establish effective routines
- promote calm working environments
- value and respect all pupils' needs and abilities

Fairfield provides learning environments where:

- pupils, parents and visitors are welcomed
- pupils feel secure and confident to learn both indoors and outdoors
- pupils work and contributions are valued and displayed attractively
- pupils can work and play individually, in small groups or whole class activities
- appropriate personal care and sanitary facilities are available
- safety of our pupils is paramount

Displays have an impact on learning. They arouse the curiosity about a topic and pose questions for stimulation and enquiry.

Well-planned, purposeful displays are used throughout school as:

- learning resources
- to create a visually stimulating environment
- to value pupils' contributions
- to enhance pupils' understanding
- to communicate aspects of the curriculum to parents/carers and visitors

## **School Clubs**

After-school Sports Clubs take place on Mondays, Tuesday and Thursdays and led by school staff and in partnership with Huddersfield Town AFC as part of the Primary Stars programme. These sessions are planned to increase the opportunities for a variety of activities for pupils to access supporting their personalised targets and interests.

## **Homework**

At Fairfield all pupils have personalised objectives which are linked to their termly targets. Parent/carers are encouraged to support their child at home with these targets which provides a valuable link between home and school. Parents/carers are provided, where appropriate, with resources and relevant laminated communication symbols to encourage at home. Ideas of resources to use at home are regularly shared at parent's/carers consultations and reviews e.g. communication aids, feeding/drinking equipment etc.

### **Medical Needs**

In school we have a medical team on site including on-site and visiting physiotherapist and occupational therapists. Pupils' individual personal continence and other health and medical needs are integrated into the daily timetable. There are fully equipped toilets and showering and changing facilities in each pathway corridor. There are overhead hoists in most rooms. School and Locala staff are trained to support a variety of medical interventions e.g. Gastrostomy, suction, oxygen, paediatric first aid, epilepsy, medication administration etc.

### **Parent Partnerships and Reporting to Parents/Carers**

The importance of parents/carers in the education of their children cannot be overestimated, and visits both prior to, and following the placement of their child are highly encouraged. Parents/carers are involved at all times; starting with the initial induction meeting where important information is shared.

Staff report progress to parents/carers informally through daily/home school diaries, emails, phone calls and face to face conversations. We formally report on progress through termly parent/carer consultations, annual reviews and additional planned meetings relating to pupil's individual needs. Within school visiting professionals report progress and developments through formal and informal methods with parent e.g. planned meetings and clinics. It is through these discussions that parents/carers, school staff, and other involved professionals can work together to ensure future intentions are relevant and meaningful.

Annual Educational Health Care reviews are a statutory process (6 monthly if the pupil is under 5 years).

Annual review meetings are a valuable part of our school monitoring and evaluation. They are led by a member of the SLT and individual class teachers/HLTAs. Education and Health Care Plans have personalised high quality outcomes carefully linked to aspirations. Progress evidence for each outcome is shared with parents at least three times a year through planned review meetings and consultations,

### **Behaviour Management**

All classroom teachers establish a class code of conduct and high standards of behaviour are expected. Behaviour is well-managed and staff are encouraged to use consistent approaches so pupils develop and understand expectations. Pupils are encouraged to build positive attitudes to school and learning through opportunities and strategies that meet their individual needs supported by the use of positive reinforcement, praise and rewards.

For pupils who find it difficult to adhere to class expectations, a personalised behaviour plan is written by the class teacher to enable consistent strategies of support to be implemented. A behaviour plan will indicate any time out strategies, and the possible implementation of Safer Handling interventions. For pupils who need physical interventions any approved holds will be stated in their behaviour plan and will follow Safer Handling techniques by trained members of staff.

### **Pupil Voice**

At Fairfield we have a student council which consists of various representatives. They meet regularly to offer suggestions and ideas and support discussions regarding the running of the

school. It is important that our pupils have an active voice regarding school issues. It is also important that pupils keenly participate in their learning with the support of staff, and are encouraged to show enthusiasm and commitment to their learning and achieving.

### **Lesson / Activity / Session Expectations**

During the lesson, the teacher and support staff will aim to:

- share the learning intentions and how these relate to previous and future learning
- act as a role model, scaffold and support learning intentions
- convey passion and enthusiasm about the lesson content
- ensure that the pupils know what is expected of them, both in terms of expectations and behaviour
- give appropriate opportunities for pupils to extend their learning and develop their skills
- share information about progress in a lesson
- personalise work to challenge all pupils
- support pupils' communication systems
- recognise and celebrate successes
- regular use of encouragement and authentic praise to engage and motivate pupils
- to create stimulating, well organised and challenging learning environments
- to ensure consistency and shared understanding of learning to personalise opportunities
- to act as advocates for the pupils and to promote pupil voice
- to develop a thorough knowledge and understanding of the needs of all pupils in their class, and to use this to highlight strengths and plan areas for development

### **High Quality Learning**

The main factors that contribute to effective learning include:

- relevant knowledge of how to personalise learning to meet individual needs
- ensuring the best use of positioning, equipment, technology and communication aids
- relevant resources to engage the pupils
- routines and systems for cues are in place
- having identified the aims and intended learning outcomes
- having carefully considered groupings and planned use of support staff
- learning that builds on prior knowledge and understanding
- pupils having opportunities to transfer skills, knowledge and understanding to other contexts
- the environment is secure, stable and stimulating
- pupils are supported by knowledgeable, and experienced staff

Effective and appropriate curriculum pathways provide:

- a balance of planned adult-initiated lessons and self-chosen activities which ensures personalised learning opportunities
- clearly organised and labelled resources to encourage pupils to make choices
- regular monitoring and evaluating the provision and opportunities being offered

- effective systems for planning, assessing and recording progress
- attention to individual pupils learning and developmental needs

Following/during the lesson/activity, the teacher/HLTA will:

- assess and review the lesson – make any necessary changes to future planning that may be relevant
- give verbal feedback and praise
- maintain continued professional dialogue with colleagues, parents/carers etc.

### **Responsibilities of Leadership Team**

- All staff understand and adhere to this policy and are given clear information and guidance on the high expectations at Fairfield School
- All staff have job descriptions that outline their roles and responsibilities, and that the teaching and learning expectations are embedded
- Any staff who are identified as experiencing difficulties are informed, and a supportive plan is devised
- To provide appropriate support to teachers through training or ‘coaching’
- To regularly quality assure teaching and learning through formal and informal lesson observations, learning walks/ drop -ins including organisation for internal and external staff to moderate
- All staff are actively participating in their own personal development and the performance management process, outlined in the appraisal policy
- New staff to school receive an induction programme which includes informing of policies and practice within school
- To lead on Safeguarding throughout school
- Regularly discuss teaching and learning, progress and attainment in leadership meetings
- Lead annual review meetings
- Review and develop the Teaching and Learning Strategy in line with new legislation and best practice
- All staff have opportunities to share good practice with colleagues
- To monitor and evaluate the delivery and impact of teaching and learning through pupil progress meetings, lesson observations and learning walks etc.
- To monitor, evaluate and moderate consistent of learning opportunities
- Evaluate the impact on government grants e.g. Pupil Premium, ensuring all the information is up to date on the school website

### **Responsibilities of Teaching Staff**

- That teaching and learning expectations are met within the pathway they are teaching
- All pupils are registered and accounted for during school hours
- Lesson planning uses the school formats and personalised for the pupils
- Attainment data is inputted within specified deadlines
- Intervention plans and personalised planning is written and implemented
- In regular contact with parents including parent consultations, annual reviews/reports to discuss pupil progress and attainment
- They attend weekly School Development Meetings and staff training as required

- They take ownership of their own professional development, and take every opportunity to further develop their subject knowledge and pedagogy
- They will record evidence of their own professional standards against the teaching standards and their own performance management targets
- Monitor any safeguarding issues, report to DSL as appropriate
- To maintain good and outstanding practice by ensuring a consistent delivery of high-quality learning experiences for all pupils
- To meet planned deadlines
- To check emails on a daily basis
- To work supportively with colleagues / professional partnerships

### **Responsibilities of Educational Teaching Assistants**

- Assess the need of pupils using detailed knowledge and skills to support learning and establishing productive relationships with pupils, acting as a role model and setting expectations
- Promoting the inclusion and acceptance of all pupils, recognising and responding to individual needs
- Support with planning for groups of pupils and individual needs
- Promote independence and employ strategies to recognise and reward achievements
- Organise and manage appropriate learning environments and resources, to include teaching and learning objectives as planned
- Provide objective and accurate feedback to the teacher as required
- Support the management of behaviour promoting pupils' self-control and independence
- Deliver activities to pupils within agreed supervision, adjusting activities according to pupil responses/needs
- Support with the maintenance of resources and pupil equipment
- Maintain a record of evidence of their own professional development and achievement of their personal performance management targets
- Prepare resources, taking into account pupils' needs and interests
- Recognise own strengths and areas of expertise and use these skills to support others
- Monitor any safeguarding issues, report to DSL as appropriate
- Carry out pupil personal care needs, hygiene needs
- Assistant in the movement of pupils around school
- Support pupils with feeding requirements
- Attend and participate in staff training
- Check emails and other lines of communication regularly

### **Responsibilities of Activity Support Assistants**

- Prepare and support with the organisation of learning areas
- Foster growth, self-esteem and independence of pupils
- Assist with visits out of school
- Support with the maintenance of resources and pupil equipment
- Support in meeting with parents
- Assess identified pupils around school
- Prepare resources, taking into account pupils' needs and interests

- Recognise own strengths and areas of expertise and use these skills to support others
- Monitor any safeguarding issues, report to DSL as appropriate
- Maintain a record of evidence of their own professional development and achievement of their personal performance management targets
- Carry out pupil personal care needs, hygiene needs
- Assistant in the movement of pupils around school
- Support pupils with feeding requirements
- Attend and participate in staff training
- Check emails and other lines of communication regularly

### **Responsibilities of Lunchtime Supervisors**

- Foster growth, self-esteem and independence of pupils
- Participate in the preparation of areas used by the pupils e.g. dining room, classrooms, outdoor spaces
- Engage and support pupils in activities
- Recognise own strengths and areas of expertise and use these skills to support others
- Monitor any safeguarding issues, report to DSL as appropriate
- Maintain a record of evidence of their own professional development and achievement of their personal performance management targets
- Carry out pupil personal care needs, hygiene needs
- Assistant in the movement of pupils around school
- Support pupils with feeding requirements
- Attend and participate in staff training
- Check emails and other lines of communication regularly

### **Responsibility of Governors**

- Responsible for overseeing the management side of a Fairfield School: strategy, policy, budgeting and staffing etc.
- Enable the school to run as effectively as possible, working alongside senior leaders and supporting teachers to provide excellent education to children
- Assured in the quality of teaching and learning and that any under performance is supported and challenged effectively
- Assured that finances are effectively used to promote high quality teaching, learning and professional development
- Assured that any pupils performance is analysed and evaluated with effective interventions in place where necessary
- Participate in the life of the school through informal classroom and out of classroom activities
- Keep up to date with local and national developments regarding teaching and learning and take an active interest in the school's development plan
- Ensure an appropriate representation of governors at Governors Standards and Effectiveness meetings, and they develop sufficient knowledge to be able to effectively support and challenge leaders in school
- Ensure all relevant policies are approved and up to date

**November 2021**