



# Heathfield School

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## **POLICY OR DOCUMENT**

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## **TEACHING AND LEARNING POLICY**

Policy By: Hazel Soffe  
Date: October 2016

Signed:  
Chair of Governors

To be reviewed: October 2017

# Teaching & Learning Policy

*“Pupils at Heathfield are confident and enjoy learning. Each child is an individual and we strive to overcome all barriers to their learning. We are aspirational and aim for all the children at Heathfield to learn, achieve and succeed in different ways to reach their full potential”.*

(Visions & Values, Heathfield School)

Our Aims are for pupils to Heathfield;

- Know who they are as individuals
- Having achieved their best in their learning
- Being able to make their own choices
- Being able to communicate
- With skills for life
- With a level of independence
- Showing respect and care for others and able to make trusting relationships

How we do this:

- We focus on the 'whole child', their educational and non-educational needs. These include: learning difficulties, sensory impairments, medical, personal, emotional and behavioural needs. These additional needs are an integral part of the learning and are at the core of the personalised provision.
- The Heathfield Curriculum is in line with the National Curriculum statutory entitlement for all children. The National Curriculum underpins our learning, yet it is adapted to meet the individual learning needs of our young people. A personalised, differentiated and purposeful broad and balanced curriculum is at the heart of the teaching and learning at Heathfield.
- By identifying individual's needs and matching learning opportunities appropriately.
- Promote positive behaviours for learning and maintain high expectations.
- By ensuring our pupils are active learners who are encouraged to investigate and experience, including sensory.
- By providing opportunities for play both inside and outdoors.
- By providing a stimulating, safe, motivating and challenging learning environment.
- By ensuring the emotional and physical needs of individuals are met prior to learning opportunities.
- By expecting every child to communicate in their preferred mode.
- By meeting the Special Educational Needs of each individual with specialist teaching approaches, i.e. TEACCH, PECS and Makaton.
- By using technologies and quality resources to motivate and encourage learning.
- By celebrating and valuing achievement and success of all individuals.
- By providing homework opportunities through the home/school book that focus on social skills and life skills. Further homework may be provided in consultation with parents.

Teachers should ensure that:

- We always start from where the child is at.
- The child's learning priorities.
- What motivates them to learn.
- Which teaching and learning style most suits the child.
- Teaching and learning styles are organised and change as the children progress through the school. The Early Years and Key Stage 1 classes are learning through clear structure and a play based approach, where children are given opportunities to practice and apply new and existing skills through their play. The Key Stage 2 classes apply a more formal approach, especially in Year 6 when the children prepare for the transition to secondary school.
- Throughout the school, differentiated teaching and learning expectations, approaches and outcomes are implemented. These vary according to the level of learning difficulty and complexity of needs. Curriculum planning ensures progression and coverage from EYFS to Yr 6.
- Learning opportunities are personalised and meet the needs of all pupils and are suitably challenging and motivating.
- The Special Educational Needs of all individuals are catered for and allow for the greatest access to the curriculum.
- Curriculum coverage is tracked by Areas of Learning Coordinators.. Weekly/daily plans are uniform and available in class files and on the server
- Class teams reflect on the practice in their classrooms and modify it as appropriate.
- Classroom teams are suitably equipped to question and probe learners to support their progress.
- Classroom teams are suitably deployed to the advantage of the children in their class and direction is given as appropriate.
- Assessment evidence is added to each child's individual work books and this information informs teachers' planning.
- Assessment tools are kept up to date and this evidence informs planning for next steps.
- Classes are managed effectively and teachers lead the learning effectively.

Learning and teaching will be monitored against:

- Heathfield Teaching and Learning criteria
- Progress made by individuals and classes, evidenced in a range of data
- Observations of children learning
- Discussions with the children about their learning
- The aims of the School Improvement Plan.
- Performance Management of Staff.
- The Ofsted Criteria.
- The Teachers Standards

Monitoring will be implemented by:

- Monitoring by the Leadership Team.
- Monitoring by external Educationalists to verify judgements made by the Leadership Team
- The Area of Learning coordinators will monitor coverage of their subjects
- The Curriculum Coordinator will monitor coverage of the Curriculum across the school and highlight areas for development

Support by the Curriculum Coordinator will be implemented by:

- Joint planning
- Coaching
- Modelling
- Mentoring
- 'Buddying Up' of individual teachers
- Supporting visits to other settings where good and outstanding practice has been identified
- Personalised support to extend skills in subjects and approaches identified for development through Performance Management and Skills Audits.
- Meetings with the Data Manager
- HIAS teacher advisers
- LLP advice

- Text in green is taken from Heathfield's Vision & Values document