



Tuke School Policy for Teaching and Learning

All teaching and learning at Tuke School is rooted in a culture of high expectation and inclusion. Our Mission statement is 'Learning everywhere, inspiring everyone.' We use teaching methods that are relevant to individual learning styles and encourage a creative delivery of the curriculum in our unique learning spaces across the school.

Student targets are challenging and meaningful. Our educational journey with each student from Key stage 3 to Key stage 5 is focused on equipping the individual with the skills necessary to make their transition from Tuke. We aim for them to be independent, confident, happy and healthy members of the community, college or other adult educational provision in the future.

We endeavour to empower our students with a suitable method of communication. This will enable them to make initiations, decisions and problem solve. We will ensure that students are communicated to in ways that support understanding. This may be using the spoken word, signs, symbols or objects of reference. We understand that our students respond best to structure and routine and will support them using clear individual or class timetables, symbols, signing, objects of reference, simple language, now and next cards or Eye Gaze. Our staff are trained to be able to aid all communication needs and are advised and supported by our Speech and language Therapists.

We positively support students who have behaviours that may challenge us. We are committed to do this in a collective and empathic way. Often very challenging behaviour can be a barrier to learning so we try to address this as soon as possible. Initially behaviour assessments are made by gathering knowledge about what is important to the student, the things the student is good at and ways in which the student is best supported. We can make observations to ascertain when and why behaviours may be reoccurring and talk with a member of the senior management team to discuss a consistent approach and result in an agreed series of strategies called a Consistent Handling Plan. The plan may include use of Motivators, 'Lets Make a Deal' or other visual reward systems. We actively promote the use of the SPELL framework. This provides Structure, Positive approaches, Empathy, Links and Low arousal. Often by using this framework we can gain insight into practical and sensory interventions to support a students' behaviour.

Student individual learning intentions

We believe that the Educational Health Care Plan provides Long term outcomes that are important to acknowledge and achieve. We therefore base individual student learning intentions on these long term outcomes and provide teaching opportunities to achieve smaller steps towards them. These intentions are assessed regularly and reviewed and updated termly.

We use the MAPP framework (Measuring and Assessing Personal Progress) as our assessment tool. We believe it gives an accurate picture of progress for individual students who have severe and complex learning needs.

Our curriculum for Key stage 3 and 4

We provide schemes of work across 5 learning Areas:

- Creative and Cultural
- Cognition and learning
- Personal social and emotional
- Communication and interaction
- Sensory and physical

Each scheme provides ideas and activities related to these areas. Student individual learning outcomes are targeted through each session. Activities are suggested in these schemes of work for students working within the pre formal to semi- formal range.

Getting Ready to learn

We allocate a session each morning to 'getting ready to learn' where individual targets are practiced and maintained.

Our curriculum for Keystage 5

The curriculum for KS5 learners is based around 8 learning areas. Students will have opportunities for accreditation in ASDAN and Personal Progress units.

Learning areas:

- Recreation and leisure
- Keeping Healthy
- Community Links
- Communicating
- Work Related Learning
- Daily Living Skills
- Functional Independence
- Expression

Personalised Learning

We allocate a session each morning to 'personalised Learning' where individual targets are practiced and maintained.

Teaching

We strive to deliver consistently good and outstanding lessons to our students. Expectations for planning and preparation is high. Lessons should have a clear that focus with a written purpose which engages all. Lessons are designed to achieve learning outcomes for students.

The planned lesson is well resourced and organised and is relevant to the scheme of work and specific to the students' needs. Students are given positive feedback by staff who are both building on and consolidating previous knowledge and this supports their attainment. Teachers and support staff sustain quality relationships with those that they teach and disseminate knowledge of aims and expectations to other staff. We expect good and outstanding lessons to be well paced and timed appropriately. Teachers make accurate use of assessment, responding to the strengths and needs of individual students. Above all, teaching is focused on high but achievable expectations that motivate and challenge.

Teachers planning is available on the server to support a class when the teacher is absent, to ensure the teaching standards are met and to encourage sharing of ideas

Monitoring Teaching and learning

We provide time for Key stage planning meetings on a termly basis to share ideas and good practice related to the new terms scheme of work. Our assessment coordinator will meet with teachers on a regular basis to review targets make suggestions and ensure consistency across the school. Teachers will decide on learning intentions taken from the Educational Health Care Plan. They will baseline students for each learning intention. Each day we will record student progress related to their learning intentions. We will comment on progress in generalisation, fluency, maintenance and prompting. Teachers will make progress assessments on a weekly basis by monitoring recording and from feedback in team meetings. These will be fed into our assessment tool MAPP at least half termly. Teachers will have 3 classroom observations a year by a senior member of staff. These observations will focus on specific curriculum areas and teaching standards. Learning Intentions are sent home to parents termly. Teachers will provide samples of work in areas of the curriculum termly and these will be sent home annually in the report to parents.

Working with parents and carers

We encourage all parents and carers to support their child's learning in many ways. It is vital that parents ensure their child arrives at school punctually and regularly. We encourage strong dialogue between teachers and parents particularly around any issues that their child may be experiencing, this may be via telephone calls or use of the home school book, individual meetings can also be arranged as necessary. Homework can be offered as is appropriate to the learning needs of the student. For example, Chat books, reading schemes, writing practice. There are a number of annual consultations and meetings that parents will be invited to attend and we feel it is vital to the education of their child for parents to attend as many of these as possible.