



Tribe: Always Stay Curious

Teaching and Learning Policy

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Article 6 (life, survival and development):

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Purpose

Staff aim to offer a safe, supportive, and inclusive learning environment that encourages personal, academic, and social growth for all students, regardless of their abilities.

Core Principles

- Inclusivity: Commitment to providing all students with equitable access to learning opportunities.
- Individualisation: Recognising and adapting to the varied abilities, needs, and interests of each student.
- Collaboration: Ensuring effective teamwork among teachers, support staff, therapists, and families.
- Respect and Dignity: Supporting students' self-worth and fostering a culture of mutual respect.
- Consistency: Establishing clear routines, expectations, and structures that help students feel safe and focused.
- Teaching and Learning Aim: Developing Independence and equipping students with skills to be as independent as possible.
- Functional Life Skills: Emphasising practical skills for life
- Academic Progress: Promoting progress across areas of learning with the learning pathways model to ensure the appropriate teaching methods are applied (See Learning Pathways Policy)
- Social and Emotional Development: Building social skills, resilience, and emotional regulation with support from the pastoral pathways team as required
- Engagement and Motivation: Using diverse and engaging teaching methods to encourage student engagement in learning (See universal codes for teaching methods used within learning pathways on teaching timetable within teaching folder)

Curriculum Approach

Ardnashee School and College designed the learning pathways curriculum in response to the diverse learning needs of students. When planning for teaching and learning staff will consider:

- CCEA curriculum progression maps and assessment frameworks for MLD, SLD, PMLD and complex needs learners: staff will access learning intentions and adapt learning experiences to suit the learning level and styles of all students.

- **Functional Skills:** Staff will prioritise the teaching of skills in communication, literacy, numeracy, social skills, and life skills.
- **Therapeutic Integration:** Staff will coordinate with speech therapists, occupational therapists, physios and other specialists to promote the holistic development of learners in ASC.
- **Personal learning programmes:** Staff will regularly review and adjust Personal Learning Plans (PLPs) based on students' progress and in response to the changing needs of individuals.

Teaching and Learning Strategies

- **Timetabling:** Staff will share the class timetable with ASC codes for teaching methods as well as a visual timetable for learners.
- **Differentiation:** Staff will consider the learning profile during baseline period of assessment and plan to adapt lessons to accommodate different learning styles, sensory needs, and ability levels. All students will be listed within the learning pathway section of the teacher planner to ensure differentiation is considering at the planning stage of learning activities.
- **Small Group and 1:1 Teaching:** Provide opportunities for focused, individualised instruction where needed to promote and support learners with progression
- **Visual Supports and Assistive Technology:** Staff will provide a communication friendly environment and use visuals, schedules, sensory tools, and assistive devices to support communication and learning.
- **Positive Reinforcement:** Staff will Implement reward systems, praise, and other positive behaviour interventions to motivate student to engage in learning.
- **Clear and Consistent Communication:** Use simple, clear language and maintain predictable routines ensuring low arousal and total vigilance in lessons.

Assessment and Monitoring

- **Baseline Assessments:** Staff will conduct initial assessments to understand student's current abilities and set learning goals.(See baseline testing and frameworks within the Assessment policy.)
- **Continuous Monitoring and Feedback:** Regularly assess progress against PLPs and adjust strategies accordingly.
- **Formative Assessment and Summative Assessment:** The Assessment Coordinator and Curriculum Vice Principal will share a schedule for observations and assessment tasks annually (see assessment policy)
- **Individualised Targets:** Set realistic, measurable goals that focus on each student's strengths and areas for improvement.

- Parental Involvement in Assessment: Share assessment results and insights with parents and caregivers during PLP and Annual Review meetings and in the annual report

Behaviour Management

Positive Behaviour Support: Staff will follow whole school strategies for positive behaviour management and work with the ASC Pathways Support team where further support is required.

Clear Expectations and Routines: Staff will set clear boundaries and routines that provide structure and help manage challenging behaviours.

De-escalation Techniques: Staff will apply de-escalation strategies from level 1 Team Teach training aiming to prevent and respond to challenging behaviours in a calm, safe way.

Positive Behaviour Plans: Staff will work with the Pathways support team if a PBP is required for students who need additional support.

Professional Development

Continuous Training: Staff will engage with regular training on special education strategies, behaviour management, sensory needs, and communication techniques. Staff will access the Best practice library, curriculum champions meetings, best practice clinics and resources from the weekly newsletter to reflect on and improve teaching practice.

Team Collaboration: The leadership team will foster an environment where teachers, aides, and therapists can share insights and learn from each other.

Reflective Practice: The leadership team will encourage teachers to reflect on their practice and identify areas for improvement. This is part of the PRSD programme (see section 5 of the Learning Pathways Folder).

Family and Community Involvement in Teaching and Learning

Open Communication: Staff will maintain regular communication with parents, updating them on progress and involving them in learning plans through the daily Seesaw communication and plp and annual review meetings.

Family Workshops and Training: Staff will offer workshops and resources for families to support their children's learning and behaviour at home. Parent-Carer training events are provided throughout the year from nursery to post 19 as part of the induction and transition programmes (See Induction-Transition Policy)

Community Integration: The leadership team will plan activities that involve students in the local and wider community to enhance social learning and life skills and make valuable connections with the world around us/

Marking policy within key stages

Marking matters as a tool for formative assessment and providing individual targets. At present the marking policy is under review within key stage teams to provide an appropriate tool for learners on all three pathways. The initial consultation and sample is included in appendix 1. As part of the school development plan targets from September 2025 staff will prioritise the development of the marking policy with support from the senior leadership team in response to the curriculum review and learning pathways model which is now embedded across the school.

Evaluation of the Policy

As the marking policy area of the teaching and learning policy is under review the overall policy will be revised during the SDP year 1 (September 2025 – June 2026). This will be lead by Directors of phase, key stage leaders and teaching teams. The curriculum Vice Principal will monitor progress of the review and provide an updated policy as an outcome of the development work.