

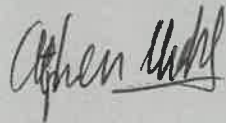
Teaching and Learning Policy

Approved by:

* Steve Hubbs
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Signed:



Next review due:
by:

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* March 2023

Contents

1. Needs Based Curriculum
2. Every Moment is a Learning Moment
3. Teaching & Learning Team
4. Reflective Practice
5. Outdoor Learning
6. The Parkside Curriculum
7. Sensory/SLD/ASC Department Year 3 -Year 11
8. Junior Department Year 3- Year 8 Complex MLD
9. Senior Department Year 8 - Year 13 Complex MLD
10. Nurturing & Therapeutic Curriculum
11. Pedagogy at Parkside

Curriculum Vision

'The curriculum is geared towards the ultimate goal that as adults Parkside pupils will have developed and achieved the skills and values that will enable them to have the greatest level of independence and most enjoyable & fulfilling lives possible.'

This policy outlines the approaches to learning at The Parkside School and what is in place to ensure all pupils experience high quality teaching and learning and a diverse, rich and personalised curriculum which will ensure that all pupils make progress and are well prepared for the next steps in their lives after Parkside.

Teaching & Learning Ethos at Parkside

1. Needs Based Curriculum

All pupils have an EHC plan and therefore require a highly personalised approach that involves thorough planning and strong teamwork. The approaches used must match the needs of the pupils in terms of learning, physical, emotional development and sensory and behavioural needs. For example, each Sensory/SLD classroom has a sensory room to meet these specific needs.

2. Every Moment is a Learning Moment

Learning can take place at all times of the day in formal settings such as lessons or more informal times such as breaks and lunchtimes.

3. Teaching & Learning Team

We acknowledge that all staff members contribute to teaching and learning and so need to be informed of the objectives and methods planned to achieve learning so that they can fully support.

4. Reflective Practice

Teachers, at Parkside, are skilled reflective practitioners who continually reflect, evaluate and develop their practice. They are creative, willing to try different pedagogical approaches and are happy to take risks which are fully supported by the leadership team.

5. Outdoor Learning

Outdoor learning takes place in different areas throughout the school to enhance the curriculum opportunities and to enable as many rich concrete learning opportunities as possible. Each primary classroom has an outdoor learning area to facilitate this goal.

The Environmental Area has been developed as a forest schools area where our pupils can have the opportunity to experience child led forest schools lessons with a qualified practitioner. Parkside has a sensory garden and other outdoor learning areas such as the polytunnel and raised beds for growing so they can learn the skill of gardening and growing.

6. The Parkside Curriculum

The whole school follows a topic based approach where every class in the school plan their curriculum according to the whole school half termly topic. Teachers are encouraged to teach the curriculum in an integrated and cross-curricular way in order to create an engaging and meaningful curriculum for pupils.

7. Sensory/SLD/ASC Department Year 3 -Year 11

- Learners in this department follow a needs based curriculum which focuses on their sensory needs and developmental needs where independence, communication & self-regulation are key.
- The sensory needs of the pupils are assessed regularly, then sensory diets and sensory integration plans are developed for each pupil from these assessments.
- In the secondary ASC classroom the TEACH approach is used across the curriculum. This approach is also used for specific children across the department.
- Each class has a higher staff ratio and smaller class size to enable personalised learning.
- Each classroom has a sensory room which is used in a specific and planned way to meet the needs of the pupils.

8. Junior Department Year 3- Year 8 Complex MLD

- The junior department is organised in key stage classes; primary phase key stage 2 and secondary phase class is key stage 3 year 7 and 8. These classes follow the EYFS/National Curriculum where appropriate and according to need.
- The primary classes have sensory rooms to enable engaging environments for a range of learners.
- There is a range of personalised pedagogical approaches employed in the junior department to ensure all needs are being met.
- In the junior department we are beginning to prepare our pupils for adult life. Our curriculum develops pupils' social skills and independence to enable them to access the world around them.

10. Senior Department Year 8 - Year 13 Complex MLD

- The Senior department curriculum is organised into KS4 Year 9 & 10 classes and Year 11 transition specific classes. In these classes there is a focus on enabling our pupils to develop functional skills qualifications and accreditations in other areas of the curriculum.
- The senior department curriculum has a keen focus on developing key life skills in order to prepare them for adult life.
- The Senior department also includes our 1 year sixth form provision Pathways; its overall curriculum aim is to prepare our year 12 pupils for the next step to college by developing their independence life skills.

10. Nurturing & Therapeutic Curriculum

At Parkside we have pupils with SEMH needs who require a more bespoke curriculum associated with their SEMH needs. We have a nurture provision run by our Nurture Lead and nurture supporting staff. Pupils access the main curriculum through their home class and have therapeutic interventions around their needs in the nurture provision.

The nurturing approach offers a range of opportunities for children and young people to engage with interventions and sessions giving them the social and emotional skills to feel success at school and with peers, develop their resilience and vital social skills, build and develop their confidence and self-respect, and to take pride in self-regulating and taking ownership and responsibility for their choices.

Parkside's Nurture sessions and groups are based on and guided by the 6 Principles of Nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transitions in children's lives

In nurture groups, there's a special emphasis on language development and communication: nothing is taken for granted and everything is clearly explained by the staff and if necessary role modelled. Pupils are given the time they need both to listen and be listened to. The other importance focus in the nurture provision is the significance of relationship building, forming trusted and safe connections and a sense of being a team whether a pupil or an adult.

11. Pedagogy at Parkside

All teaching and learning is underpinned by evidence based practice informed by the latest pedagogical research. At Parkside, as professionals, we aim to improve and develop our practise to meet the ever evolving needs of the pupils. As a professional body we actively encourage risk taking and innovation to develop new ways of working. All staff have access to online CPD platforms such as National College, National Online Safety and Hirstwood Sensory training so they can take full responsibility for their professional development by tailoring their CPD to their specific training needs.