



**Federation of
Westminster
Special Schools**
Training & Outreach

PARENT TEACHING AND LEARNING POLICY

What does the school do and what can I do to help my child

We have developed a new Teaching and Learning policy that guides us as part of the Federation of Westminster Schools in all that we teach your child.

This information is a summary of that policy and we've tried to give you an easy to read and useful guide. We hope you find it helpful in supporting your child's education both at home and at school. If you would like to read the full policy please visit the Federation website or ask for a printed copy.

Our Aims and Objectives (Our goals)

We believe that learning should be enjoyable, enabling children and young people to thrive and develop and to lead happy, rewarding and, as far as possible, independent lives. This is our aim for all of our students regardless of ability, gender, ethnicity, religion or culture.

What this means for your child:

They have fun while learning

They explore all their talents in a safe and supportive place

They are able to do more and more for themselves

To achieve our goals we:

Create a positive Learning Ethos

- Committed to helping every student achieve the very best they can
- Supporting and celebrating all their achievements

Students are involved in the Learning Process where possible

- Students' individualised and adapted communication systems ensure they are able to express their views
- Students are supported by staff to understand what we want them to learn in each lesson

The Use of a Variety of Learning Approaches and Strategies

- We use lots of different approaches and activities to ensure students have the best opportunities to learn new skills and activities. We aim to develop social and emotional areas of learning as well as skills.
- There are opportunities for individual, small group and whole class activities
- Learning opportunities extends beyond the classroom and school environment and we make excellent use of our local community to practise skills.
- **Assessment:**
- We are constantly assessing how well our students are doing as part of the learning process and always aiming to improve their self- esteem.
- We recognise progress from a student's previous best and plan carefully for the next steps of learning

- We use a wide range of evidence to be certain students have learnt the skill in many situations

Curriculum:

- The Federation curriculum model is comprised of three broad learning pathways: formal, semi-formal and informal. Students are matched to the curriculum pathway which is better suited to meet their needs. However students can access a 'fluid' curriculum which means that they may benefit from aspects of two of the three possible pathways, all based on individual need and which may vary over time.

A Whole School Approach:

- We work together at both school and federation level so that we can be sure we share the very best practice across the schools and federation
- The five INSET days each year are dedicated to upskilling, sharing and developing staff's understanding and learning from experts skilled in teaching children with special needs

Learning Resources

- The learning environment within the schools reflects the needs of the students i.e. classrooms for students with profound and multiple needs will look very different from classrooms for students with Autism. We are constantly developing these areas and make sure they are great places in which to learn.
- Other resources include the hydrotherapy pool at QE2, sensory room, physio and occupational therapy rooms, soft play, dance and drama sessions, Art room, Outdoor play areas and sensory library which give our students the chance to learn in many different ways. We use technology throughout learning experiences.

Role of Teachers and Teaching Assistants.

- Provide opportunities for students to learn through practical, first-hand experience and promote self-help and independence skills at all times
- Teachers make sure support staff understand what students are working on and that they know the best way to support that learning.

Role of Governors:

- Governors support the work of the school and federation by making sure money is allocated to the ways of teaching that best support students.
- Governors check that students are making good progress by looking at the progress they make and receiving reports from the Heads of School They make sure the school buildings and premises are effective in supporting successful teaching and learning
- They monitor how effective this policy is by joining senior leaders in each school on learning walks in the school.

Role of Parents

- We believe that you as parents have a vital role to play in the education of your children and we always aim to work with you in the following ways and encourage you to be as involved as you are able:
- holding regular class group coffee mornings with teachers and speech and language therapists focusing on communication strategies
- Holding the annual review and other parents' meetings
- Using the home school diary every day
- sending home relevant information on timetables and events, themes and details of teaching and learning on a termly basis
- Keeping the school website up to date with useful information
- using the text message service to help keep you up to date with important information
- sharing and agreeing any behaviour support that your child may need
- Sharing information about how your child is doing using Evisense
- Encouraging you to contact us if you have any concerns and we will arrange meetings or discuss matters over the phone as appropriate.

Assessment

The Federation uses lots of different ways of assessment to make sure that we can monitor and evidence your child's progress. The focus is on assessment based on a student's previous learning. Children work towards an individual personal best rather than always being compared against other students.