


School / Department	
Policy Name	<u>NASAT: Teaching & Learning Policy</u>
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Policy Lead	Managing Director, NAS Education and Children's Services and NAS Academies Trust
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Responsible governor	Quality of Teaching, Learning & Assessment

Purpose / Aims

- To raise student achievement
- Ensure all lessons are at least 'good'

Scope

- This policy applies to all NAS Academies Trust Schools

Roles & Responsibilities

The NAS Academies Trust Directors responsibilities

- Ratify and regularly review this policy to ensure it conforms to relevant law and guidance
- The NAS Academies Trust Directors are responsible for this policy while Local Governing Bodies (LGBs) will monitor its implementation in each school.

The Local Governing Body responsibilities

- Ensure local procedures are in place to effectively implement this policy within the school
- To keep themselves informed through regular meetings with staff and visits to the school
- Monitor the effectiveness of the policy and advise of NAS Academies Trust board of any necessary amendments
- Appointing a governor who will review the effectiveness of implementation and report back to the LGB on a regular basis
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of the NAS Academies Trust is referred to the board or NASAT.

Principal

- Ensure all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed
- The principal and deputy are responsible for implementing this policy and monitoring and evaluating the effectiveness of the curriculum

Teachers

- Plan and deliver engaging lessons tailored to individual student need.
- Ensure continuity and progression across key stages

- Purchase appropriate resources
- Provide guidance to teachers
- Facilitate appropriate INSET training
- Develop appropriate schemes of work (based on tried and tested curriculum from our established outstanding schools)
- Identify appropriate qualifications
- Effective monitoring and evaluating of students progress
- Are responsible for ensuring pedagogy is in line with this policy

Ethos

- We have high ambitions for all students to fulfil their potential and have a clear ethos of respecting each young person, recognising their strengths as well as providing effective strategies to help minimise any barriers to learning
- We seek to excite students about learning through delivery of a flexible and challenging curriculum that provides a sense of discovery
- We believe learning should be fun and all lessons should involve a sense of discovery
- Our aim is to increase the opportunities available to young people and nurture their talents so they experience success, develop confidence and thrive.
- Across all our schools the expectations is that students are provided with high quality learning experiences that lead to consistently high levels of achievement.
- We place significant emphasis on developing young people's talents and preparing for adulthood
- NAS-AT schools aim to develop independent learning and have therefore developed a learning to learn curriculum

Key principles of teaching and learning in NAS Academies Trust schools

- All lessons have clear learning objectives
- All lessons have clear success criteria (eg within weekly plan)
- All lessons are clearly differentiated (by process and/or content) to enable all students to access learning
- All lessons should include opportunities to learn through different learning styles
- All students are actively engaged in learning activities
- All students are stimulated and challenged
- All students receive regular feedback on their learning
- Learning is enhanced through positive feedback that recognises student achievements
- Learning is enhanced by effective use of technology
- Learning is enhanced by rich and varied learning activities
- Learning is enhanced through effective use of Learning Mentors
- Learning is enhanced through effective use of displays and learning walls
- Learning is enhanced through a welcoming, safe and well organised and purposeful learning environment
- Learning is enhanced by identifying appropriate opportunities for extended writing
- Learning is enhanced through effective use of baseline assessment to inform lesson planning
- Learning is enhanced by use of *even better if*
- Learning is enhanced by effective collaborative working with other agencies
- Learning is enhanced through effective use of computer assisted learning
- Students make the most progress when they feel respected and valued
- All lessons include opportunities to develop speaking and listening skills and social communication skills to address areas of deficit associated with autism
- Effective learning involves understanding rather than encountering information
- All schemes of work have clear objectives and progression activities

Monitoring practice and raising standards

- SLT will regularly drop into lessons so teachers receive regular feedback from SLT identifying strengths and areas for development
- Appraisal targets link to School Development Plan, AET competencies and Teacher standards via Blue-Sky
- SLT are responsible for ensuring good quality INSET days that improve the quality of teaching and learning
- SLT are responsible for monitoring the progress of different groups of students (eg LAC, SEN, FSM, EAL)

Pedagogy

- All our schools follow the *MyProgress* methodology

Planning

- All subjects require a clear policy, and detailed scheme of work that include differentiated objectives and learning activities.
- A teacher's planning is their most important tool. Consistently high standards of teaching can only be achieved if teachers are properly planned and prepared. Teachers plan on a weekly basis using agreed curriculums and planning proformas. As lessons are completed, teachers evaluate whether the learning objectives have been achieved, this can be annotated on the planning. To ensure consistency and quality, teachers' planning is carefully monitored. It is the class teacher's responsibility to ensure plans are made available to teachers and teacher assistants covering release.

Feedback and Effective Marking (see Marking and Presentation Procedure)

- Embedded in everyday practice and is used to inform teaching and learning. Children benefit from opportunities for formal feedback through group and plenary sessions. Feedback enables children to understand their strengths and weaknesses demonstrated in their work. Marking or oral feedback explains what the next steps should be and if effective, children will make excellent achievements by building on previous learning.
- Giving feedback involves:
 - Oral- making time to talk to children and teaching them to be reflective about the learning objective and about their work and responses.
 - Self/Peer-marking- children will be encouraged to see for themselves what they need to do to improve and discuss it with an adult/partner or work it out independently.
 - All pupils are clear about how they need to improve. Marking is linked to the learning objective, reflects learning expectations and identifies, next step prompts and/or challenges to develop children's thinking further. Pupils are given regular time to address developmental areas raised in marking.

Using effective questioning

- Challenging children to deepen their thinking.
- Teachers take time to plan effective questions which go beyond straight recall with strategies such as:
 - Giving a range of answers for discussion.
 - Turning the question into a statement.
 - Finding opposites, why does one work/one doesn't?
 - Giving the answer and asking how it was arrived at.
 - Asking the question from an opposing standing.
 - Using questions to find out what children know, understand and can do in order to target teaching more effectively.
 - Analysing children's responses in order to find out what they know, understand and can do.
 - Using children's questions to assess understanding.

Support Staff:

- In all NAS Academies Trust Schools, our support staff are clearly directed to support learning so our children can be effectively targeted and progress maximised. All learning support staff are fully engaged with pupils at all times, quietly engaging them, explaining the task or using other resources to maximise progress, eg: a number line to facilitate learning.
- Our teachers and teaching assistants work as a team and the onus is on the teacher to prepare activities for the teaching assistant to do with the children.
- A teaching assistant's involvement should be communicated before the start of the lesson and/or planning shared. Teachers make it clear in their plans how they would like their Learning Mentors to support during every stage of the lesson and the plan at all times should be shared.
- Learning Mentors should be clear about who they are supporting and why and are involved in assessing pupil's understanding, recording observations (annotate on their planning) and feeding back assessments to the teacher, when appropriate.

Intervention groups

- The school will provide reading and writing intervention groups for any student who is not making expected progress in literacy (as defined by National Progression Guidance)

Assessment on monitoring progress

- Teachers are expected to monitor student understanding during lessons
- Teachers are expected to update an appropriate school data tracking system which may include B Squared, Classroom Monitor or other appropriate system.

Educational Visits

- We believe community based learning is a useful means of developing functional skills in natural settings
- All educational visits must have a clear educational objective.

Monitoring / Success Criteria

- Student progress and achievement is outstanding according to national progression guidance

References and Links to other policies

- Curriculum Policy
- SEN policy
- Assessment Policy

Appendix One – MyProgress Flowchart

MyProgress™

MyProgress™ is The National Autistic Society's overall strategy for working with your child. With **MyProgress™**, your child will have the best start in life because every aspect of their care and education is tailor-made for them. **MyProgress™** guarantees that your child will use approaches that The National Autistic Society has tried and tested over many years: we know that they make a difference.

MyProgress™

My teacher works with speech therapists, psychologists and, of course, my parents to assess all areas of my development. This helps everyone understand my strengths and needs.

Every term

My ability profile demonstrates the unique way autism impacts on me and my learning style.

MyProgress™ meeting identifies what my school and my family can do to build on my strengths and interests and support me in the things I find difficult.

MyProgress™ plans sets out my academic, social and independence targets and says how the curriculum and timetable are going to be tailored to meet my needs.

MyProgress™ curriculum puts significant emphasis on social communication skills, community based learning and enterprise. The curriculum is delivered using the NAS SPELL philosophy that includes a blend of autism specific interventions.

MyProgress™ file provides evidence of my achievements across academic (eg literacy), social (e.g. turn taking), emotional (e.g. managing my emotions), and independence (e.g. caring for myself) aspects of learning.

MyProgress™ report measures how I am doing against my targets by rating progress red, amber or green. My achievements in green are celebrated and my teacher develops an action plan to help me improve in those areas rated red.

An important outcome of **MyProgress™** is ensuring that your child is ready to move on to the next stage in their life. We work closely with you and your child and our transition coordinator to create a **My Transitions Passport**. This documents describes your child's skills, interests and aspirations and other key information to provide a clear plan for his or her future and life long learning.

Appendix Two

When teaching students with autism teachers should be mindful of

- Visual timetables
- Visual instructions
- Well organised classrooms
- Clear simple language
- Concrete language not metaphors
- Allow processing time
- Comic strips to explain social situations
- Social skills included in PSD curriculum
- Low arousal approach
- Use of sunglasses or headphones for sensory sensitivities
- Provision for time out
- Alternatives to group work
- Provide structured activities at break times
- Use buddy systems
- Use traffic lights or thermometers to support emotional regulation
- Minimise stress and anxiety
- Clear and consistent rules
- Provide warning of any change
- Address students individually
- Use special interests as motivator
- Behaviour may be a coping strategy so be cautious about trying to change it