

MAVISBANK SCHOOL

POLICY on LEARNING & TEACHING

RATIONALE

It is essential to use carefully structured approaches to Learning & Teaching in order to maximise the potential of our pupils to learn in spite of their disabilities. To achieve this, all programmes of work must be individually tailored to meet the needs of our pupils, ensuring at all times that all barriers to learning are removed whenever possible.

There are various aspects to Learning & Teaching which must be addressed:-

1. Assessment

Assessment by observation or by means of any commercially produced material is an essential pre-requisite to Learning & Teaching since we as staff can structure a programme of learning opportunities for our pupils based on these observations.

Each child's level of functioning is baselined by personal observations by staff which provides a starting point for each child's programme of learning.

2. Additional Support Plans

Each pupil will have :-

- ❖ a Personal Pupil Profile, covering all areas of the curriculum
- ❖ an Additional Support Plan
- ❖ an Individualised Physiotherapy Programme
- ❖ an Individualised Speech & Language Therapy Programme
- ❖ an Individualised Occupational Therapy Plan
- ❖ an Eating & Drinking Profile
- ❖ a V.A. profile
- ❖ an ICT passport

All learning programmes will be drawn up with full consultation taking place as appropriate among the different agencies and with parents. Targets for each pupil's Individualised Learning Programme will be chosen from A Curriculum for Excellence, The Ayrshire Elaborated Curriculum, The Mavisbank Elaborated Curriculum, Equals, St. Margaret's Curriculum., Barr's Court curriculum, SQA National 1 units , or as a result of inter-agency discussion as appropriate.

2. Monitoring & Recording

All recording sheets must contain the individual targets for each curricular area so that observations made will reflect the child's achievement during each teaching session. (Refer to separate document "Recording Guidelines").

3. Evaluation

Each pupil's performance in terms of achieving the targets set will be evaluated and this evaluation will be used as the basis for determining the child's next targets.

3. Self-evaluation

Through self-evaluation of our own practice we can adapt our teaching styles in order to produce a better learning environment for our pupils. This process also includes evaluation of lesson delivery a facility for which exists at the end of each lesson plan. Self-evaluation tools such as HGIOS3, the Child at the Centre, How Good is Our Partnership and team discussions will be used to gain an accurate picture of current practice.

4. Forward Planning

Forward planning is the key to effective Learning & Teaching. The Lesson Plan pro-forma should be used for each lesson and classroom staff should take the opportunity to discuss Lesson Plans in

advance with class teams so that all resources are prepared or assembled in advance of the start of each lesson.

5. Positioning

Correct positioning is essential to enable each pupil to access the curriculum. Class teams will liaise with Physiotherapists, Speech & Language Therapists and Occupational Therapists to draw up a positioning profile for each pupil across the curriculum. Inter-agency team meetings will provide the opportunity for such discussions.

6. Learning & Teaching Environment

The L&T Environmental Audit completed by staff on Vision, Sound & Touch is a Code of Practice to be used by all staff members in order to enhance all learning opportunities for our pupils.

Related documents

Updating Recording & Assessment

Monitoring Learning & Teaching

Lesson Planning Pro-forma

Recording Guidelines

Environmental Audit

Curriculum Policy

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Reviewed : John Lochrie, Eileen McDonnell May 2010, January 2015

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