




## Baytree School

# Teaching and Learning Policy

Mandatory/Non-Mandatory	Mandatory
Model Policy	-
Annual/Bi-Annual	Annual
Date Ratified by FGB	12 <sup>th</sup> March 2025
Signed: R Collard (Chair of Governing Board)	
Next Review Due	March 2026

### **Aims of this Policy for Teaching and Learning**

At Baytree School we strive to provide a carefully structured curriculum which promotes our Golden Threads: Independence and communication through tailored personalised learning and therapeutic opportunities.

We aim to ensure all learners have the opportunities to develop their readiness to learn, communication and key independence skills to equip them for the next stage in their lives. We strive to make Baytree School a caring and nurturing environment which supports learners to be self-determining by promoting their ability to express preferences, communicate needs and make decisions. We aim to challenge and enable all learners to achieve their full potential.

## **Learning entitlement**

All learners have the right to access an appropriate and challenging curriculum which is bespoke and tailored to the individual needs. At Baytree School the contents of the learning entitlement afforded to learners include:

- Opportunities to learn alongside learners from other schools; intra sport events and visits from and to other schools.
- Programme of joint events to work alongside learners from Herons' Moor and in addition primary classes have a link class for developing closer relationships.
- Early Years Foundation Stage
- Subjects of the National Curriculum which have been defined as being appropriate for each Key Stage
- Subjects of the school's specialist curriculum
- 14-19 AQA accreditation
- The teaching of Religious Education (guidelines provided by North Somerset SACRE)
- Independent living skills, employability and work-related skills, following Baytree Careers programme.
- Themed weeks and special events such as enrichment days, International Week, sports tournaments etc. to enable learners to gain a wider understanding of the world around them
- Extra-curricular learning opportunities and the provision of residential educational experiences
- One day events organised to help learners develop a sense of Citizenship which are likely to include World Book Day, Children in Need, Red Nose Day, Macmillan Coffee Morning and Food Bank.
- One-day enrichment days to support learners in developing an awareness of other cultures e.g. see SMSC enrichment day timetable
- Music workshops purchased by N-Somerset to celebrate different cultures and festivals.

We are a community of highly skilled professionals for whom a curriculum needs to provide ideas rather than instruction.

We do not need a curriculum to dictate to teachers the what, when and how of teaching. We support existing staff and appoint new staff who are skilled facilitators and evaluators of learning, adapting their own communication, scaffolding learning for individual learners, adjusting the environment and using visuals and other cues to engage learning where required. It is the responsibility of teachers as the leaders in the classroom to draw from the relevant curriculum those aspects that ensure breadth, balance and relevance, which address individual needs and promote learning and progress.

We see the purpose of the curriculum as being about providing a broad and wide ranging educational experience which promotes the development of the young person in the widest possible sense and helps them develop the skills and knowledge necessary to operate within our wider society. We do not subscribe to the use of one specific approach to teaching as we recognise that all our learners are very different and what works for one young person will not necessarily work for another, given the individual differences in experiences and predispositions that will impact upon learning. Furthermore, we believe that a singular approach cannot serve the learning needs of any individual.

A multi-faceted approach could be perceived as a more difficult path to follow as this requires ensuring all of our staff are conversant with a wide range of teaching approaches and are able to match and evaluate appropriate approaches to and for individual children,

making teaching and learning truly person centred. We are, however, committed to this approach from a values informed standpoint and have developed and continue to develop the in-house training and support mechanisms to assist our staff in working this way.

Some of the approaches we use are listed below:

- PECS
- Makaton
- Intensive Interaction
- Sensory diets
- Sensory integration circuits
- TEACCH
- Using tablets
- Interactive music e.g. Tacpac
- Multi-sensory approaches
- Sensory stories
- Colourful Semantics

### **The Organisation of Curriculum Planning**

Schemes of work are devised by EHCP/subject leaders and are differentiated and adapted by class teachers. Class teachers follow the scheme of work to support their planning which may include;

- The intended curriculum coverage over a set period of time e.g. a term
- A session by session lesson plan that sets out the principal teaching activities that will need to be organised each session
- The intended learning outcomes from each session, linked to the learning needs of each learner.
- An indication of how the teaching matter can be differentiated by task/outcome
- Notes about the facilities and resources required for each session
- Opportunity for an evaluation of each session where next steps in pupils learning can be identified.

EHCP/Subject leaders develop, monitor and give advice on their subject across the school by lesson observations, discussion with other staff and data analysis.

### **Planning for Progression**

Information about each learner's existing performance will be used in a formative way to inform future teaching. Once the existing level of knowledge, skill and understanding within each subject has been fully appraised on behalf of individual learners, teachers will be required to set termly curriculum targets and attainment targets for end of year and end of following year for each learner.

### **Role of EHCP/subject leader**

The intent of the curriculum at Baytree School is to enable all children to be active learners, moving towards independence, autonomy, control and choice, and that they learn to effectively communicate needs, wants, and opinions. The EHCP/Subject leaders support this by outlining, moderating and reviewing how the school provides teaching and learning opportunities that are essential for the learning and development of all children at Baytree School.

### **EHCP leads:**

Learning - reading, writing and numeracy,  
Communication - speaking and listening,  
SEMH – Relationships, health and well-being,

Independence – PSHE, safety and living in the wider world  
Physical – PE

**Subject leads:**

SMSC/RE,  
ICT and e-safety,  
topic (arts and music, Science, Geography, History)

EHCP/subject leads work in Curriculum Teams as part of a collaborative approach to ensure there is a clear progressive route for learners from EYFS – POST 16 whether they are following a sensory or subject specific curriculum. EHCP/Subject leaders will assess the impact that their subject(s) has on the learning of the learners and contribute to the reporting of the curriculum leader to the Governors. They also report to the Governors directly on a rolling basis.

There is a variety of ways in which the school’s teaching and learning will be monitored and evaluated:

- EHCP/Subject leaders will share best practice and provide class teachers support in personalisation and delivery of the subject.
- All EHCP/subject leaders make termly lesson observations and identify areas of strengths and developments. Each academic year subject leaders will have observed lessons across the whole school.
- EHCP/Subject leaders will monitor learners with reference to their subject. Targets and findings are analysed in order to indicate areas of strengths and development in curriculum performance over a year
- EHCP/subject leaders will monitor planning to ensure breadth and curriculum coverage to provide a stimulating and engaging curriculum for learners.

**Review of the Policy**

This policy will be reviewed in line with the schedule available from the Clerk to the Governors.

<u>Reviewed by FGB:</u> 24 <sup>th</sup> March 2021	<u>Reviewed by FGB:</u> 30 <sup>th</sup> March 2022	<u>Reviewed by FGB:</u> 15 <sup>th</sup> March 2023	<u>Reviewed by FGB:</u> 13 <sup>th</sup> March 2024	<u>Reviewed by FGB:</u> 12 <sup>th</sup> March 2025
<u>Next Review due:</u> March 2022	<u>Next Review due:</u> March 2023	<u>Next Review due:</u> March 2024	<u>Next Review due:</u> March 2025	<u>Next Review due:</u> March 2026

Related documents:

Baytree Intent, Implementation, Impact Curriculum document  
Baytree Curriculum Continuums  
Curriculum Policy  
Behaviour Teaching and Learning Policy  
Assessment, Reporting and Recording Policy  
Inclusion Policy

**QCA & DfE Publications:**

- Planning, teaching and assessing the curriculum for pupils with learning difficulties (2009)
- Supporting the Target Setting Process (2001)