Brays School

Teaching & Learning Policy

Date of Approval	Spring 2025
Approved by:	LAC
Review date:	Spring 2026

1. Introduction

At Brays Special School, our Teaching and Learning Policy is designed to ensure that every child can flourish. Our approach is rooted in our key values of **#belonging, #teamwork, #respect, #equality, #kindness, and #safety**, which guide our interactions and educational practises.

2. Aims and Objectives

· To provide a safe and stimulating environment where children can explore their interests and reach their potential.

· To deliver an enriched curriculum that promotes independence and creative thinking.

· To ensure all teaching practises are inclusive and responsive to the diverse needs of our children.

· To foster a love of learning and encourage children to find their voice in shaping their own educational journey.

3. Teaching Principles

3.1. **High-Quality Teaching**

· Lessons will be well-structured, engaging, and tailored to meet the individual needs of each child.

· Teachers will employ a range of strategies to promote active learning and curiosity.

3.2. **Adaptation**

· Teaching will be adapted to respond to the strengths and needs of all children,

· Adaptation strategies will include varied learning opportunities, resources, and support mechanisms to ensure effective learning.

3.3. **Assessment for Learning**

· Formative and summative assessments will be used to monitor progress and inform future teaching.

· Feedback will be purposeful to the children.

4**. Communication**

- We adopt a Total Communication approach to support the diverse communication needs of our children. This includes the use of Makaton, Widgit symbols, photographs, objects of reference, Aided Language Displays (ALDs), Communication Books, and Augmentative and Alternative Communication (AAC) devices.

- We ensure that each child's provision, as identified in Section F of their Education, Health and Care Plan (EHCP), is fully incorporated into our teaching and learning practises.

-We are committed to consulting with Speech and Language Therapists (SALT) and implementing their targeted programmes to enhance our children's communication skills and overall learning experience.

5. Learning Environment

· Classrooms will be organised to promote a positive and safe learning atmosphere rooted in a biophilic design.

· Resources will be accessible and relevant to the curriculum, enabling children to engage fully in their learning experiences.

5. **Professional Development**

· Continuous Professional Development (CPD) will be prioritised to enhance staff expertise, purposeful to their role and reduce workload.

· Staff will be encouraged to collaborate, share best practises, and engage in reflective practice to improve teaching outcomes.

6. **Parental Engagement**

· We will actively work with families to support children's learning and reduce absenteeism.

· Regular communication with parents will be maintained to discuss children's achievements and well-being.

7. **Monitoring and Evaluation**

· The effectiveness of teaching and learning practises will be regularly reviewed through quality assurance processes.

· Adjustments to the policy will be made based on ongoing evaluations to ensure it meets the needs of our school community.

8**. Conclusion**

This Teaching and Learning Policy is a living document that reflects our commitment to providing an inclusive, engaging, and high-quality education for all children at Brays Special School. We believe that through collaboration, respect, and a focus on individual needs, we can empower every child to thrive.

Implementation and Review

· This policy will be reviewed annually to ensure it remains relevant and effective in meeting the needs of our school community.