



Oaklands School Vision

A place where we support our pupils to dream big, go far and unlock their potential.

Oaklands School Learning and Teaching Policy



Introduction

Oaklands School provides education for children and young people with complex, long term additional support needs where the presumption of mainstream cannot be met and who require a significantly modified learning environment. Needs of learners are primarily associated with learning disability and significant visual / sensory, health and medical needs.

Curriculum

Our teaching and learning is informed by the Scottish Curriculum for Excellence. This is a curriculum for 3- to 18-year-olds. The curriculum contains four contexts for learning which are

- The ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

Our Early Years Curriculum is developed in line with Realising the Curriculum.

We deliver our curriculum under the 4 Foundation Milestone headings

- Communication
- Making Connections
- Functional Movement
- Self and Emotions

Within these headings we cover all curricular subjects (see below) in a cross-curricular manner, rather than as discrete subjects.

- Expressive Arts
- Health and Wellbeing
- English Language & Literacy,
- Mathematics & Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Most pupils are working within the pre-early levels of the curriculum and making use of the Pre-Early Milestones, with a few working within the Early Level for some areas of their learning. Planning for pupils is fully differentiated and done on an individual basis ensuring all targets are set for pupils at the appropriate levels.

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Teaching and Learning

The four areas of the Teachers' Charter; **Formative Assessment, Differentiation, Skills and Leadership of Learning** are key to our learning and teaching approach.

Every class has a team of staff made up of a class teacher, and also a full or part-time Nursery Nurse and full or part time Pupils Support Assistants. Teachers lead on and have overall responsibility for teaching and learning within their class. However, our highly skilled and trained support staff, as well as being responsible for supporting teaching and learning, are also encouraged to lead on specific areas of learning under the direction of the teacher.

Our Nursery team is made up of a Senior Early Years officer, a full time Nursery Nurse, and full or part time Pupil Support Assistants.

In addition, we have input from our Sports Coach, our Rebound Therapist and two Performance Arts teachers.

Class teams are designed to meet the particular needs of each class. Staffing numbers in each class team may vary depending on the size of the class and the needs of the pupils within that class.

Differentiation

Every pupil at Oaklands is unique and all teaching and learning opportunities are carefully designed to meet the needs, interests and learning preferences of individual pupils. Teaching and support staff know individual pupils well including knowing which communication aids and techniques to use for each pupil to ensure learning opportunities are maximised. All staff are trained in the school's Total Communication strategies as well as other whole school teaching strategies including Gentle Teaching techniques. Every pupil is working towards individualised targets. Learning contexts are designed to provide opportunities for development and consolidation of pupil targets across a wide range of contexts. Effective differentiation is further supported by careful planning of class and group compositions.

Classes

Our pupils are taught in multi-stage classes. The makeup of these is informed not only by age but also on the needs and abilities of the children and young people. We aim to keep our pupils within the primary or secondary department, but sometimes we may have a combined upper primary/lower secondary class.

Groupings

Our pupils are taught in a variety of groupings.

- Whole class – where everyone is participating in an activity – e.g. Circletime, Art, Story time.
- Small groups – where 2-4 children may be working together on similar targets – e.g. communication group
- Individually – where a pupil works with a team member or therapist on individual targets – e.g. Intensive Interaction.

Learning Scope

We ensure our learning includes opportunities for

- Breadth: learning about a lot of things
- Depth: learning enough about each thing
- Challenge & enjoyment: that each pupil is stretched to achieve and a 'have a go' attitude is supported
- Progression of learning: checking there are no gaps before moving on or that we are not repeating unnecessarily.
- Personalisation and choice: children making choices about what or how to learn
- Coherence: links are made between different kinds of learning
- Relevant and engaging learning: things that pupils are interested in and are relevant for their lives

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Skills for learning and skills for life

We pay special attention to skills which will allow our pupils to maximise their participation and independence in everyday life, for example

- Skills in eating and drinking
- Skills in personal care
- Using timetables
- Using public transport
- Accessing community facilities and events

Assessment

All pupils have individualised long-term targets set at the end of the academic year ready for the start of the next academic year. Targets are also occasionally updated at other points in the year when required. These targets are set within our four key teaching areas –

- Communication,
- Physical Skills,
- Self-Care and Independence,
- Awareness, Exploration, Attention and Concentration.

The setting of these targets involves teaching and support staff, parents and the AHPs involved with the child. Targets are evaluated at the end of the academic year before new targets are set.

Each term the long-term targets are split into short-term targets, again in consultation with all staff involved in that aspect of the pupil's education. Short-term targets are evaluated on a termly basis and used to inform the next term's short-term targets and contribute to the annual evaluation of the long-term targets.

Our assessment is based on **formative assessment** processes, primarily observation by teachers and support staff. Pupils' progress towards targets and other areas of learning is continually monitored and recorded by staff teams. Weekly class team meetings facilitate discussions about progress and allow appropriate tasks and challenges to be set.

Awards

We have a number of award programmes running across our school allowing for some external validation of our assessments. Our senior pupils follow courses within the **SQA National Qualification Framework** which provide opportunities for learners to develop their knowledge and skills at an appropriate level, and to have their achievements certificated. Each pupil within the Senior Phase will study a range of units and awards depending on their individual skills and interests. At present pupils study units in subjects across all curricular areas from Numeracy to Science to RME. Pupils also work towards awards obtaining the SQA Personal Achievement Awards.

Pupils in S3 upwards have the opportunity to work towards **Duke of Edinburgh Award**. DofE provides a structure which encourages and supports pupils to develop their skills and interests under the three areas of **Skills, Physical and Volunteering**. There is also the opportunity to take part in an Expedition. Our upper primary pupils = take part in **The Junior Award Scheme (JAS)**. This is an accredited award for young people which corresponds with the goals of the Curriculum for Excellence and is designed to support progression onto the Duke of Edinburgh Award. JAS is designed to be flexible and adaptable, matching the interests and abilities of individuals, to ensure it is achievable by all participants. JAS is structured into four sections, designed to stretch different aspects of developing confident individuals:- **My Interests** – developing an interest or learning a new skill-**Get Active, Stay Active** – taking part in sport and physical activity-**Me and My World** – contributing to the local community-**Adventure** – outdoor activity and learning, including team work and problem solving. JAS progressive, with Bronze, Silver, and Gold levels, with increasing levels of learning and challenge for the pupils as they progress.

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Oaklands Awards Structure:

Nursery	
P1	RSPB – wildlife Challenge Activities
P2	RSPB – wildlife Challenge Activities
P3	RSPB – wildlife Challenge Activities
P4	JAS – White
P5	JAS – White
P6	JAS – Green
P7	JAS – Green
S1	JAS – Gold
S2	JAS – Gold
S3	SQA – Personal Achievement Award (3 units – 1 or 2 per term) Register for and start DofE – aprox. 1 hour per week
S4	SQA – Personal Achievement Award (3 Units – 1 or 2 per term) – Leading to completion of Bronze, Silver and Gold over two years (2 units per stage) DofE – aprox. 1 hour per week
S5	SQA Nat 1/Nat 2 (1 or 2 per term + optional additional ones in Sports/PA?) DofE – aprox. 1 hour per week
S6	SQA Nat 1/Nat 2 (1 or 2 per term + optional additional ones in Sports/PA?) DofE (inc. residential trip?)

Outdoor Learning

We are keen to provide as many varied and stimulating contexts for learning as possible. We strongly support and encourage Outdoor Learning for all curricular areas and all pupils take part in outdoor learning several times per week.

Digital Learning

All classes have access to iPads and, when appropriate, pupils have individual iPads. These are used to support learning in different curricular areas according to the needs and abilities of the pupils. All classrooms have Interactive Whiteboards to support teaching and learning and many pupils have personalised electronic communication aids and are supported to use these across the curriculum.

Home Learning

We have a comprehensive range of lessons and activity ideas for all curricular areas on our school website to support home learning if needed. If a pupil is in hospital for any length of time, their class teacher will liaise with the hospital teachers to ensure that a cohesive programme of learning can be supported effectively during their stay. If a pupil is absent for an extended period, then individual supports are put in place to meet the needs of the pupil and families.

Reporting Progress to Parents

We report to parents annually in their child's end of year report, issued in May. In addition, parents have the minutes from their annual CYPPM issued to them which includes input from all the services engaged with their child. There are two opportunities for parents to formally meet with their child's teacher, in November and again in May. Parents can decide if they would prefer a phone meeting if that suits them better. They also have their child's annual CYPPM. Parents and carers are actively encouraged to come into school at any time and to know that they do not have to wait for a formally opportunity to ask for a meeting.

Reviewed June 25

Next review Nov 25

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