

**Teaching and Learning Policy**

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| **Schedule for Development, Monitoring and Review** | |
| Approved by governors on: | June 2019 |
| Implementation monitored by: | Nicola Anderson and Denise Henderson |
| Review arrangements: | Annually  All policies will be reviewed if there are any significant developments or changes to legislation |
| Reviewed:  The next review of this policy: | **June 2020**  **June 2021**  **June 2022**  **June 2023**  **June 2024**  **June 2025**  **June 2026** |

**AIMS**

The aim of this policy is to inform all stakeholders of procedures relating to the Teaching and Learning of all students in both the KS3 and KS4 who are part of the Leicester Partnership School.

We recognise that our students often face complex challenges including disrupted education, social, emotional or mental health (SEMH) needs or trauma.

Our approach is rooted in trauma-informed practice, which underpins all teaching and learning strategies.

At LPS we believe that every student deserves to access high-quality education in a safe, nurturing and supportive environment. Our aim is to re-engage students by providing personalised, meaningful learning experience that will build resilience, confidence and a sense of achievement.

The aim in KS3 is to ensure that all students whatever their ability, have access to a broad, balanced and challenging curriculum both at an academic and Personal and Social level. This aim is irrespective of whether a student is on the roll of a mainstream school or on the roll of LPS. We tailor our curriculum to individual needs. Focus is on core skills including literacy, numeracy, and personal development.

In KS4 our focus is the overall academic achievement of each student. We offer a wide range of courses and opportunities both at an academic and /or at vocational level. For dual registered students, LPS will:

* Liaise with the school to determine the student’s prior achievement (accrued points score)
* Negotiate with the school an appropriate programme and accreditation outcomes

Those students who are solely on the roll of the LPS are provided with access to a range of accredited academic and vocational courses, all of which are provided by or commissioned directly by the LPS. We also support our students in securing post-16 provision.

**TEACHING**

Within the LPS GOOD/OUTSTANDING teaching is characterised by:

* Effective planning and teaching which is led by clear learning objectives and employs scaffolding as appropriate.
* Use of modelling and examples.
* Activities devised to match students’ ability and needs.
* High expectations of students, encouraging a sense of ‘purposeful struggle’.
* Frequent assessment for learning and responsive teaching.
* Encouragement of student’s voice and participation.
* Demonstrates that the Lead Practitioner/Teacher has good subject knowledge and who plans according to the needs of each student.
* The promotion of literacy, numeracy, PD and ICT skills.
* The checking of students’ prior learning at the beginning of a lesson and has opportunities for consolidation.
* The use of skilful questioning throughout the lesson. (eg, cold calling/targeted questioning)
* The Lead Practitioner/Teacher having high and clear expectations of students which when coupled with challenging and interesting activities, to engage and motivate the student.
* The effective management of student behaviour which enables students to remain focused on their learning and to make progress with only minimal disruption.
* Regular, detailed and accurate marking / feedback and assessment of student progress both in the written and spoken form, during a lesson and over time.
* The ability of the Lead Practitioner/Teacher to modify tasks, adapt their approach and style and intervene when appropriate to allow all students to make progress.
* The effective use of support staff within the classroom to aid student progression and achievement and to assist in the personal, social and behavioural development of each student.

**PLANNING**

Planning occurs at 3 levels:

* Long term through the LPS School Improvement Plan[s]
* Medium term through Schemes of Work/Programmes of Study
* Short term planning through the use of lesson plans and work packs

Effective Lesson Plans have:

* Clear, concise and student friendly learning objectives which focus on Skills, Understanding and Knowledge.
* Links to, and builds upon, prior learning and achievement.
* A starter activity which engages students and motivates them to continue learning throughout the lesson.
* Main activities which are chunked and which enable students to make progress throughout the lesson.
* Literacy and Numeracy tasks (where appropriate) and elements of PD and ICT interwoven into the main content of the lesson.
* Clear identification of the individual needs of students and the type of support they require (eg. The One Page Profile)
* Opportunities for both staff and students to feedback on progress during the lesson.
* A plenary which consolidates the learning against the objectives set.
* Opportunities for assessment during/at the end of a lesson of student engagement levels using the REACH (**R**eady **E**ngaged **A**ctive **C**reative **H**eroic) Scale.

It is a requirement that all Lead Practitioners and Teachers have a planner. This is a collation of the following:

* A Scheme of Work detailing what is to be taught lesson by lesson
* A Programme of Study which provides a brief overview of what is being taught
* A One Page Profile [or contextual sheet] for each student
* Baseline testing results- English, Maths and ICT
* Student progress and targets using Tracking Data
* SEN Data and information
* Pupil Premium data and information
* SEND pupil data and information

**LEARNING**

Within the LPS effective learning is characterised by the extent to which students:

* Are able to recall prior learning and build upon this.
* Acquire new knowledge or skills, develop their ideas and increase their understanding.
* Apply intellectual, physical or creative effort in their work.
* Are productive and work at a good pace.
* Show interest in their work and are able to sustain concentration and think and learn independently and when part of a group.
* Understand what they are doing, how well they have done and what they need to do to improve.
* Celebrate progress in academic and personal development.

All staff will support students in the above by ensuring that:

* Learning is active, relevant and engages the interest of the students.
* Regular, timely and constructive feedback is provided so that students know what to do to improve.
* Consistent behaviour management strategies are in place so that learning can continue during a lesson and beyond.

**Learning Environment**

Our classrooms are calm, structured and resource-rich.

We consider

* Visual supports and consistent routines.
* Spaces that are sensory-aware and accessible.
* Displays to enhance and celebrate students’ success and support learning.

**STAFF DEVELOPMENT AND SUPPORT**

We value reflective practice and professional development. Staff access regular CPD in trauma-informed practice, SEND, restorative approaches.

Staff have opportunities for peer observation and feedback and are offered supervision or debrief following incidents to support wellbeing.

**PARENT AND MULTI-AGENCY ENGAGEMENT.**

We work closely with families, mainstream schools and external agencies to support each student, this includes:

* Collaboration with health, social care and educational professionals.
* Multi-agency meetings to ensure joined up support.

**MONITORING AND EVALUATION**

The monitoring and evaluation of this policy takes place through the following:

* Establish individual baselines and track progress holistically
* Lesson Observations
* Learning Walks
* Work Scrutinies
* Planning Scrutinies
* Marking Scrutinies
* Assessment Tracking Data
* Performance Management
* Appraisals
* Student and Parent questionnaires
* Liaison with schools and external providers
* Staff Meetings
* Parental and School Review Meetings
* Student mentoring and Keyworker support