



**Leicester
Partnership
School**

Teaching and Learning Policy

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. 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.

In KS4 the majority of students are on the roll of their mainstream school and therefore the aim of LPS is to make a contribution to the overall academic achievement of each student by offering a wide range of courses and opportunities both at an academic and /or at vocational level. Therefore 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

TEACHING

Within the LPS GOOD/OUTSTANDING teaching is characterised by:

- Effective planning which is objective led using an ALL MOST SOME (AMS) approach, and 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
- The checking of students' prior learning at the beginning of a lesson.
- The amount of progress a student makes during each lesson in relation to the objectives set and gains in knowledge, skills and understanding according to their ability and starting point.
- The use of skilful questioning throughout the lesson.
- The checking of student progress made at the end of a lesson against the objectives set through the consolidation of learning.
- The setting of extension work for the more able students.
- The Lead Practitioner/Teacher having high and clear expectations of students which when coupled with challenging and interesting activities, 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.

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- 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
- 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 and use an ALL MOST SOME approach
- Links to 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 (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 for each student
- Baseline testing results- Forskills English Maths and ICT
- Student progress and targets using Forskills Tracking Data
- SEN Data and information

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- Pupil Premium 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

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

- Learning is active, relevant and engages the interest of the students
- Regular 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

MONITORING AND EVALUATION

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

- 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

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