**Lansdowne School**

**Teaching and Learning Policy**

Teaching and learning at Lansdowne School is ‘Student Centred’ across all Key Stages, meaning that each element of whole school and classroom practice is designed with an understanding of each students special educational and learning needs and stage of learning.

At Lansdowne we believe students learn best when:

* assessment informs planning and teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
* there is an understanding of students’ special educational needs
* Teaching and teaching assistants work closely with the multi-disciplinary team so all students are able to access the curriculum and feel comfortable in the learning environment.
* learning activities are well planned, ensuring progress in the short, medium and long term
* teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
* the learning environment is ordered, the atmosphere is purposeful and children feel safe
* there are strong links between home and school, and the importance of parental involvement in their children’s learning is recognised, valued and developed

**Students learn best when assessment informs planning and teaching so that there is provision for support, repetition and extension of learning for each student, at each level of attainment.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* students using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. redrafting writing in collaboration with the teacher , re-learning spelling mistakes
* students who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
* students supporting one another where appropriate to assess each others work.
* independent learning, where children use assessment information to direct their own learning activity.

TEACHERS WILL ENSURE:

* the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils’ feedback
* marking is frequent and regular (all written outcomes are marked ideally with the student), providing pupils with very clear guidance on how learning-outcomes can be improved
* they have high expectations for all students, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
* they keep agreed assessment records (Reading Records, Phonic Tracker Sheets and PIVATS small steps) and submit data every six weeks to enable Pupil Data Tracking (in all subjects)

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

* + there is an Assessment policy in place that ensures consistency of practice
	+ there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving subject teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
	+ all teaching staff have an up to date knowledge of student progress and are able to plan and teach accurately using this data.

**Students learn best when there is an understanding of students’ special educational needs**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* strategies which support and enable students with autism and speech and language delay and difficulties to be comfortable in the learning environment and access the curriculum as independently as possible, i.e. TEACCH
* TEACCH strategies will be uniform across the school so students are able to learn confidently and successfully in each subject and classroom.

TEACHERS WILL ENSURE:

* there is a system of timetables in place to ensure students understand what is expected of them and how they are going to work.
* There is a work station in each room so students who need to work using the TEACCH system are able to do so.
* Students know all seating arrangements

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

* Students understand the school environment
* Students are able to work using the TEACCH system
* Students make at least good progress .
* Teaching and teaching assistants work closely with the multi-disciplinary team so all students are able to access the curriculum and feel comfortable in the learning environment.
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**Students learn best when teachers and teaching assistants work closely with the multi-disciplinary team so all students are able to access the curriculum and feel comfortable in the learning environment**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRORNMENT OF:

* Sensory programmes and sensory equipment to support students where needed.
* Speech and language therapy programmes are in place and being implemented.

TEACHERS WILL ENSURE THAT:

* All speech and language and sensory programmes are in place and are effective.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

* There is a robust programme in place that meets the needs of all SEN students so that they are able to learn and access the curriculum effectively.

**Students learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* effective exposition and focussed learning activities with clear objectives and outcomes
* a clear understanding by the children of the method and purpose of activities in which they engage
* progress in the children’s learning (in their books, on the walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

* work is planned, both termly and weekly and electronic plans are filed each week for shared reference **(on the system in shared/ready/planning)**
* Planning is differentitiated and is based on current assessment levels.
* planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children’s spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

* there is a Curriculum Map in place that is broad and balanced
* where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
* subject specific curriculum policies are in place
* a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks.

**Students learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* creative teaching and creative learning
* learning is accessible and motivating for children
* learning-activities enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
* children learning independently
* children collaborating on projects
* children enjoying their learning

TEACHERS WILL MAKE SURE THAT:

* + well judged and effective teaching strategies successfully engage pupils in their learning.
	+ they use their expertise, including their subject knowledge, to develop pupils’ knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
	+ well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
	+ they ensure an appropriate ratio of exposition to learning-activity in their teaching
	+ appropriate home-learning is set to nurture children’s enthusiasm and curiosity, and develop their understanding in areas under study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

* + learning and learning outcomes, both within school and at home, are celebrated regularly in Achievement Assemblies, newsletters and subject pupil of the week
	+ whole school themes provide points of shared discussion and motivate learners across the school.

**Students learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

* an atmosphere of mutual respect between adults and children
* children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
* children’s high self esteem, with all children feeling valued and secure
* children taking risks in their learning, and learning from their mistakes
* children’s learning outcomes displayed around the classroom and the school for others to appreciate and admire
* organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

* + they teach children how to behave well
	+ they employ positive strategies for managing children’s behaviour that help pupils

understand the school’s expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently

* + good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
	+ children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
	+ any criticism will be constructive and children’s self esteem will always be maintained IMPLICATIONS FOR THE WHOLE SCHOOL:
	+ a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
	+ high expectations of behaviour, including children’s attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
	+ safe guarding procedures are in place and are adhered to

**Roles and Responsibilities:**

* All teaching staff are responsible for the accurate assessment, planning and curriculum delivery of their specific subject areas,including guided reading.
* The Head of School is responsible for ensuring planning is in place and the assessment cycle is adhered to. This includes having an over view of planning and progress for Guided Reading.
* The Executive Headteacher is responsible for teaching and learning across the school and reporting student progress and the quality of teaching and learning to the Governing Body.

**To be reviewed July 2021**