

# Laleham Gap School – LGS21 Learning and Teaching Policy & Practice

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**Kent County Council**

**Education Learning and Skills Directorate**



Date: July 2016

Next Review: July 2017

Owner: Deputy Head Teacher

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## 1. Security Protective Marking

Not Protective Marked

## 2. Introduction

This policy was approved by the Learning and Development Team of the Governing Body at the meeting held on 13th July 2016

## 3. Aims:

- **Successful learners**, who enjoy learning, make progress and achieve.
- **Confident individuals** who are able to lead safe, healthy and fulfilling lives.
- **Responsible citizens** who make a positive contribution to society.

All pupils leave school with a minimum of functional skills in English and Mathematics, understanding how to learn, think creatively, take risks and handle change.

Teachers use their skills and knowledge to engage pupils as partners in learning, acting quickly to adjust their teaching in response to pupils' learning.

## 4. Skills For Life

This is particularly as we continue to focus on the further development of individual and group holistic educational needs in the broadest sense; enabling our students to thrive and utilise the accredited academic attainment they have achieved in post 16 and post Laleham Gap life:

- Being able to independently communicate orally at a high level.
- Reliability, punctuality and perseverance.
- Knowing how to work with others in a team.
- Building strategies to identify any prohibiting factors for success and develop a resilience to manage these issues.
- Knowing how to evaluate information critically.
- Taking responsibility for, and being able to manage, one's own learning and developing the habits of effective learning.

- Knowing how to work independently without close supervision;
- Being confident and able to investigate problems and find solutions;
- Being creative, inventive, enterprising and entrepreneurial.

## 5. Provision

### 5.1 COMMON CHARACTERISTICS

Common characteristics of our specialist provision for pupils with speech, language and communication needs (followed by specific ASD characteristics). All packages and interventions are bespoke to reflect the individual needs of our students to support their inclusion and progress. Hence these characteristics are applied on an individual needs basis and will include elements of:

- Speaking and listening curriculum central to all learning;
- Time allowed for processing and planning response; Visual support for pupil's written and spoken responses, e.g. writing frames, story plans, mind maps, Language through colour sentence grids;
- Total communication environment (i.e. at all times, all methods of communication will be used and acknowledged);
- Pupils' functional communication addressed at all times;
- Complexity and quantity of language modified to meet pupils' needs, language should be direct, short, specific and concrete;
- Auditory and visual background distractions kept to a minimum;
- Visual reinforcement of key points within teaching (using objects, pictures, signs and symbols);
- Visual reinforcement of different aspects of language (Language through colour for meaning);
- Pre-teaching of curriculum vocabulary;
- Visual reinforcement of speech sounds (using cued articulation);
- Teaching of thinking styles, e.g. Six Hats;
- Explicit teaching of memory strategies;
- Use of questions tailored to pupil need, e.g. Blank Question Levels; Frequent revision and over learning; Emphasis on experiential learning.

### 5.2 ASD PROVISION (in addition to those listed above):

- Visual timetables, including schedules;
- Organised classrooms denoting areas for different aspects of learning;
- A structured approach to learning, visually representing what they need to do, the steps they should take, how they will know when it is completed and what they should do next (task analysis);
- Pupil strength in visual learning used at all times;
- Explicit teaching of social skills in all environments;

- Explicit teaching of problem-solving in all environments;
- Explicit and consistent rules, routines and expectations;
- Consistent boundaries;
- Support at unstructured times;
- Identified staff and/or areas for pupils to access in times of crisis;
- Specific programmes: Social stories and Communicate in Print.

## **6. Teachers planning and delivering suitable learning challenges**

- Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- Responding to pupils' diverse learning needs:
- When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, using a small steps approach when necessary.
- Teachers need to be aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn.
- Teachers should take specific action to respond to pupils' diverse needs by creating effective learning environments, securing their motivation and concentration, providing equality of opportunity through teaching approaches, using appropriate assessment approaches and setting targets for learning.

**All lessons (in particular the established Learning to Learn and newly developed Communication lesson for September 2016) will ensure:**

- Pupils develop the skills and attitudes to become better learners.

**To establish the two way dialogue in the school community to establish pupil voice:**

- Pupils establish the habit of talking about learning and teaching and how to improve it.

**Pupil behaviours for learning are well established and promoted to embed a positive learning environment for all students:**

- Pupils understand the learning objective and the criteria for success;
- Pupils respond appropriately to questioning;
- Pupils are encouraged to think creatively;
- Pupils are encouraged to take responsibility for independent learning;
- Pupils actively assess their own and others' work and provide constructive feedback for improvement;
- Pupils are proud of their work.
- Pupils are rewarded appropriately for effort, progress and attainment via the newly revised reward system (June 2016).

## 7. Teaching and Learning

All staff have a crucial role in making a positive impact upon a positive, dynamic and enjoyable learning community.

### 7.1 CHARACTERISTICS OF EFFECTIVE TEACHING

- Teachers use data and assessment information rigorously, together with knowledge of the pupil, to shape teaching and assess its impact.
- Teachers match high quality teaching to the different and developing abilities of pupils, focused on breaking down barriers to learning and progress and underpinned by high expectations.
- Teachers monitor progress regularly and respond rapidly.
- There is a reflective dialogue between teaching adults and pupils.
- Collaborative relationships between pupils working together and with adults are encouraged.
- There is judicious use of whole-class teaching, as well as one-to-one, paired and group work.
- Teachers seek opportunities to use more open-ended tasks with pupils.
- Adults actively develop pupils' appetite for and attitude to lifelong learning.

### 7.2 EVALUATING THE QUALITY OF TEACHING AND LEARNING GUIDANCE FROM OFSTED (OUTSTANDING)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with

the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

### 7.3 LESSON STRUCTURE AND PLANNING

- Teachers have a thorough knowledge and understanding of the curriculum.
- Lessons are well-planned and based on clear and precise learning objectives shared with the class.
- Adults focus on the craft of questioning to identify pupils' understanding and the next steps in their learning.
- Adults encourage pupils to think aloud and to talk about how they learn.
- Teaching is based on the premise that learning is active.
- The conclusion of the lesson is planned for and worked towards.

### 7.4 KEY ELEMENTS OF AN EFFECTIVE LESSON

- Four part structure: introduction (connect), whole class (activate), group/independent working (demonstrate) and plenary (consolidate).
- Planning provides for a rich and varied learning opportunity, challenging all pupils.
- Lessons are appropriately structured and differentiated to take into account the pupils' ability, preferred learning style & specific difficulty.
- The teacher is clear about the learning objective and success criteria.
- The teacher uses questioning effectively.

- Feedback is specific to the pupil's individual needs against the learning objective.
- Work is marked for improvement and there are opportunities for these improvements to be implemented.
- Pace is appropriate and sustains interest/learning.
- Unsatisfactory behaviour is managed effectively.
- Teachers know the NC level at which pupils are working.
- Lesson starts and finishes on time.
- Follows an agreed scheme of work.

## 8. Assessment for Learning (AfL)

*“Teachers are familiar with many of the elements of assessment for learning: they lie at the heart of outstanding learning and teaching. They involve teachers changing what they do, day by day, to respond to their pupils.”*

### 8.1 CHARACTERISTICS AND PRINCIPLE OF ASSESSMENT FOR LEARNING

- Is an embedded part of effective planning;
- Focuses on how students learn;
- Is central to classroom practice;
- Is a key professional skill;
- Is sensitive and constructive;
- Fosters motivation;
- Promotes understanding of goals and criteria, including sharing this with the learner;
- Helps learners know how to improve;
- Develops the capacity for self-assessment (and peer assessment);
- Recognises all educational achievement.
- Is underpinned by the confidence that every student has in knowing how they can improve.
- It involves both teacher and pupils reviewing and reflecting on assessment data.

### 8.2 SUMMARY OF ASSESSMENT FOR LEARNING

- Learning objectives are made explicit and shared with pupils in a language they can understand, with visual cues if necessary;
- Self-assessment is modelled and developed with individual pupils and, wherever possible, peer-assessment is encouraged, with support from adults in small groups;
- Pupils are given immediate feedback, which refers to the learning objective and informs next steps for learning.

## 9. The role of assistants

The role of assistants relate to TA standards (Draft May 2016) and should include:

- Pedagogical (teacher) support;
- Modelling effective learning and appropriate responses to teaching;
- Supporting speaking and listening;
- Promoting positive behaviour;
- Observation and assessment;
- Resource management.

## 10. An effective teaching and learning environment:

- The environment is attractive, tidy, welcoming and well-organised.
- There is a range of appropriate, accessible and appropriately labelled resources available to the pupils.
- All pupils know where resources are kept and rules about access and use.
- There are effective and interactive wall displays, which are replaced or refreshed regularly.
- Pupils' work is displayed and used as a resource for ongoing learning.
- Effective use of computing to support learning and teaching is essential. Existing, new and emerging technologies should be used to enhance and extend the learning experience of all pupils.
- The impact of environmental factors on challenging behaviour must be recognised. These include the social climate, physical conditions and the presence or absence of certain materials in the environment. For further guidance, consult the SCIPr trainer and/or training materials, which are given to all staff at introductory and annual refresher training.

## 11. Early Years Foundation Stage

The sections outlining the characteristics of a specialist provision for pupils with speech, language and communication needs and for pupils with ASD needs, as described above, should also be evidenced in the Foundation Stage setting.

Other paragraphs above should be adapted and applied to enable learning and teaching in the Foundation Stage, as appropriate.

Practitioners will meet the requirements of the EYFS statutory framework.

Practitioners will follow the Practice Guidance for the EYFS, particularly referring to Section 2 – Learning and Development. These will support and enable practitioners to provide opportunities for children to play, learn and succeed in an atmosphere of care and feeling valued.

## **12. Key Stages One and Two**

Teaching in Literacy and in Mathematics is based on the Quality first descriptors from the Primary National Strategy. Other curriculum subjects use these as a guide.

## **13. Key Stages Three and Four**

Teaching should induct learners into the essential knowledge, skills and discourse of subject disciplines and develop specialism appropriate to aptitude. Students will largely follow the national curriculum and build upon the legacy National Curriculum levelling to ensure progress is measured and used to set appropriate targets to stretch and challenge all students, no matter their level or starting points.

## **14. Review**

This policy and practice guide will be reviewed annually and, if amendments are necessary, presented to the Governing Body for their approval.

**Date: June 2016**