



Lansbury Bridge School

Teaching, Learning and Assessment Policy

Author	Written	Resources Committee	Ratified at FGB	COG signature	Next Review
H Ashley	January 2018	2 March 2018	20 March 2018	Sandra Morris	January 2019

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Lansbury Bridge School promotes equality of opportunity for all. No one will receive less favorable treatment on the grounds of gender, race, disability, sexuality, age, maternity / pregnancy or religious beliefs. When considering Teaching, Learning and Assessment staff should ensure that they adhere to the above commitment.



Contents

Lansbury Bridge Teaching and Learning Policy		
Section	Subject	Page No
1	Ethos	3
2	Introduction, Aims and Objectives	4
3	School organisation	5
4	EYFS policies and assessment	5
5	Curriculum provision, content and approach	8
6	Effective learning	8
7	Effective teaching	9
8	Assessment	12
9	Marking, annotation and feedback	16
10	Monitoring	21
11	Displays	21
12	Target Setting	24
13	Annual Reviews, IEP's and Learning Style Sheets	24
14	Planning	25
15	QUEST	26
16	SCERTS	27
17	Thematic curriculum	28
18	Filing systems	29
19	Role of Governors	30
20	Role of Parents	30
21	Reporting data to the local authority	31

Appendices

The following appendices are on separate pages so that they can be copied for training/reference



purposes and made easily available to all school staff, students and volunteers

Appendix 1a & 1b	EYFS/Primary and Secondary timetables	Page no. 32 & 33
Appendix 2	Annotation Sheet	Page no. 34
Appendix 3	Pupil Progress Recording Sheet	Page no. 35
Appendix 4	IEP	Page no. 36
Appendix 5	IEP recording sheet	Page no. 37
Appendix 6	Annual Review teacher progress report	Page no. 38
Appendix 7	IEP summary grid	Page no. 39
Appendix 8	Learning style sheet	Page no. 40
Appendix 9	Medium term planning	Page no. 41
Appendix 10	Planning sheet for lesson observations	Page no. 42 & 43
Appendix 11	Key stage one thematic rolling programme	Page no. 44
Appendix 12	Key stage two thematic rolling programme	Page no. 45
Appendix 13	Key stage three thematic rolling programme	Page no. 46

Ethos

Lansbury Bridge School's vision is to:

Keep all of our pupils safe

Individualise learning for each pupil, enabling them to reach their potential

Promote independence, confidence, life and social skills through a range of tailored activities and effective support.

Enrich our pupils' lives by providing exciting, interesting and fun activities across the school year

Work positively with parents and multi-disciplinary teams, to provide the best care and reduce potential barriers to learning



Develop pupils' emotional, spiritual, physical and creative awareness and wellbeing

Instil British Values and Global Goals every day at Lansbury Bridge School

Introduction

At Lansbury Bridge School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school ethos and aims. At Lansbury Bridge School we aim to provide an environment that promotes the attitude that all pupils can learn, believe and achieve in a caring, supportive and stimulating environment with high quality teaching through which to foster....

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Independent problem solvers who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;



- Equality of opportunity for all;

School Organisation

Lansbury Bridge caters for children and young people aged from 3 – 16, all of whom have an Educational Health Care Plan that reflects their complex learning and/or medical needs. Many of our pupils also experience autistic spectrum conditions.

The school day begins at 8.45am for all pupils and ends at 3.30pm. Please see Appendix 1 for a copy of the EYFS/Primary and Secondary timetable.

EYFS Policies and Assessment

At Lansbury Bridge school, we believe that learning for foundation stage children should be a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

During the foundation stage, children will be given the opportunity to develop their learning through playing and communicating in their preferred mode with each other and interacting with practitioners.

Practitioners will support children’s learning through:

<ul style="list-style-type: none"> • direct teaching 	<ul style="list-style-type: none"> • interacting 	<ul style="list-style-type: none"> • questioning
<ul style="list-style-type: none"> • responding to questions 	<ul style="list-style-type: none"> • working with and observing children 	<ul style="list-style-type: none"> • assessing and reporting children’s progress



<ul style="list-style-type: none"> planning and creating a continuous learning environment 	<ul style="list-style-type: none"> organising time and use of resources to support and extend children's learning. 	
---	---	--

Strategies used in learning and teaching will be varied in response to children's individual needs and will include:

<ul style="list-style-type: none"> Children being encouraged to initiate activities and learn from each other 	<ul style="list-style-type: none"> Children being given time to explore their own ideas and interests in depth 	<ul style="list-style-type: none"> Children being given the opportunity to learn in different ways and at different rates.
<ul style="list-style-type: none"> Practitioners modelling appropriate use of resources and positive behaviour 	<ul style="list-style-type: none"> Children being presented with opportunities to learn individually, in small and large groups 	

Well planned and appropriately resourced provision areas will provide children with opportunities to explore and develop a range of skills, knowledge and understanding across all seven areas of learning (Please see EYFS policy for more information)

Assessment of children

At Lansbury Bridge School we shall make systematic observations and assessments of each child's achievements, interests and learning styles and use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences. These observations are recorded and annotated within the tapestry app and are shared with parents.



We shall observe children by:

<ul style="list-style-type: none">• Watching what children do	<ul style="list-style-type: none">• Listening to what they say	<ul style="list-style-type: none">• Noticing how they behave
<ul style="list-style-type: none">• Watching their interactions with others	<ul style="list-style-type: none">• Interacting and talking with children	<ul style="list-style-type: none">• Raising questions
<ul style="list-style-type: none">• Posing problems for them to consider	<ul style="list-style-type: none">• Being aware of the context in which children are learning	<ul style="list-style-type: none">• Recognising children's achievements
<ul style="list-style-type: none">• Collecting and annotating their work		

Dated photographs and annotations of activities/work alongside the EYFS statement is produced and put into the child's assessment folder. When children have achieved the statement on 3 separate occasions the statement is highlighted on the EYFS tracker.

In the final term of the year in which a child reaches five years of age, the EYFS Profile is completed for each child.

Each child's level of development is assessed against the early learning goals. We as practitioners will indicate whether children are meeting expected levels of development (2), exceeding (3) the levels or not yet reaching expected levels (1) (emerging).

The results are shared with parents/carers at EHCP meetings, Annual / 6 Monthly Reviews.

Results of the assessments are reported to the local authority at the end of June. Local authorities are under a duty to then return the data to the relevant Government department.



Moderation takes place either in cluster groups or by direct visits from an improvement officer from the LA (on a 4 year cycle).

Curriculum Provision, Content and Approach

Continuous provision is given to those pupils who are aged 3 – 5 in line with the EYFS curriculum. The curriculum at all key stages is differentiated and delivered to meet the individual needs of all pupils.

At Key Stage three the curriculum is supported by ASDAN. At Key Stage four pupils can follow accredited courses via ASDAN, Entry Level Certificates or GCSE's where appropriate.

Effective Learning

We acknowledge that children and young people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

<ul style="list-style-type: none"> • investigation and problem solving; 	<ul style="list-style-type: none"> • whole class work; 	<ul style="list-style-type: none"> • research and finding out;
<ul style="list-style-type: none"> • questioning; 	<ul style="list-style-type: none"> • Independent work 	<ul style="list-style-type: none"> • Small group work
<ul style="list-style-type: none"> • debates, role plays and oral presentations; 	<ul style="list-style-type: none"> • use of ICT and computing skills; 	<ul style="list-style-type: none"> • designing and making things;



<ul style="list-style-type: none"> • fieldwork and visits to places of educational interest; 	<ul style="list-style-type: none"> • participation in physical activity; 	<ul style="list-style-type: none"> • creative activities;
<ul style="list-style-type: none"> • reflecting on what has been learned 	<ul style="list-style-type: none"> • building upon existing learning 	<ul style="list-style-type: none"> • Opportunities to acquire skills for life

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned plenary both during and at the end of lessons to review the key learning objectives and to assess the level of understanding.

Effective Teaching

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum planning.

We believe children learn effectively when the teacher provides:

<ul style="list-style-type: none"> • thorough preparation; 	<ul style="list-style-type: none"> • an atmosphere where children are prepared to take risks; 	<ul style="list-style-type: none"> • lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
<ul style="list-style-type: none"> • shared learning 	<ul style="list-style-type: none"> • innovative teaching; 	<ul style="list-style-type: none"> • opportunities to review



<p>objectives which are understood by the pupils;</p>		<p>and reflect on the learning;</p>
<ul style="list-style-type: none">• clear expectations of what pupils are expected to achieve by the end of the session;	<ul style="list-style-type: none">• appropriate pace to the lesson;	<ul style="list-style-type: none">• thinking time before answering questions
<ul style="list-style-type: none">• open-ended, thought provoking, challenging questions of the children;	<ul style="list-style-type: none">• lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;	<ul style="list-style-type: none">• celebratory feedback on what the pupils did well and next steps to help the pupils to extend and make progress in their learning.
<ul style="list-style-type: none">• support for the learning of pupils with differing abilities; differentiated tasks posing a challenge for more able learners and scaffolded support for those that need it.	<ul style="list-style-type: none">• a planned programme of educational visits to reinforce and stimulate learning;	<ul style="list-style-type: none">• A safe environment where pupils feel valued and confident in identifying their areas for development.

Teaching is based on knowledge of the children's level of attainment. The prime focus is to



develop further their knowledge and skills. Staff strive to ensure that all tasks set are appropriately each child's level of ability. When planning work we give due regard to information and targets contained in the children's Individual Learning Plans (IEPs).

We have high expectations of all pupils.

All teachers establish positive working relationships with the children that they are teaching. They treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to behaviour and discipline. They praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. They insist on high standards of behaviour at all times. When children require extra support to manage their behaviour staff follow the guidelines for sanctions as outlined in our school Behaviour and Discipline Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Working with individual children and a variety of group sizes.

All teachers reflect on their strengths and weaknesses and plan their professional development through performance management and pupil progress meetings. Staff training is driven by the school improvement plan, staff appraisals, individual staff and pupil needs and is provided within budget constraints.



Assessment at Lansbury Bridge

Assessment of Learning (Focus on Attainment and Standards)	Assessment for Learning (Day to day evidence and reflection)
IEP Evaluations in October, February and May →	Noting progress towards each IEP target on clipboards in class
P Level Assessment – B Squared in December, April and July →	Observing learning to gather evidence for future planning
Annual Review of Statement / EHCP (summative review of progress) →	Via IEP evaluations and teacher assessment
EYFS Baseline Assessment / Early Years Tracker →	Learning journeys to document learning experiences and progress
Triangulation of quality of teaching and assessment: observations, book scrutiny and pupil progress meetings (bi-annual level tracking)	
Tracking progress – Assessed writing piece, Maths , Art, evidence of SMSC	
External Accreditations – GCSEs, English Speaking Board, Entry Level Certificates, Key Stage 1 & 2 SATS, KS1 Phonics Assessment	
Accredited Programmes - ASDAN (see Appendix 1), Art Award, Children’s University	
Multi-agency approach - including Speech & Language Therapy, Occupational Therapy, Medical, Education Psychologist, Family Action and Multi-Disciplinary	
Comparative data to support analysis: CASPA; GAP; SCERTS (for ASD pupils); QUEST (for PMLD pupils) and EYFS Data	
High expectations and shared learning outcomes	
Oral / signed / written feedback to support pupils’ learning	
Pupil Voice and participation in Personal Education Plans, Family Action Meetings, Education Health and Care Plans	
Annual Report – summative, on progress across the year	



We deliver high quality teaching and learning; at the heart of this is precise and accurate assessments which are child centred and individualised to celebrate pupils' personal accomplishments and learning goals.

The aims of our assessments are to enable;

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give on-going support to enable all pupils to make progress
- SMART Target setting, including clear learning outcomes ensure pupils are fully aware and engaged in their learning and the expectations of them
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Using formative assessments to inform teaching, and providing for the learning needs of all pupils

Typical methods of formative assessment include:

- Question and answer sessions
- Targeting questions
- On-going observations
- Discussions between staff working with groups of pupils
- Verbal and written feedback

Recording pupils' skills, knowledge, abilities and achievements using consistent methods and

We ensure consistency in teacher assessment by:



<p>approaches across the school</p>	<ul style="list-style-type: none"> • Using B Squared • EYFS Tracker • Where appropriate Quest, SCERTS are used alongside B Squared • In-house moderation • Cross moderation activities with SLD Merseyside Network • Pupil Progress meetings/tracking • Marking, Annotation and Feedback
<p>Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress</p>	<ul style="list-style-type: none"> • Discussing areas of development using clear next steps • Clear learning outcomes • IEP targets highlighted in red when worked upon in lesson. • Targets are communicated to pupils and where appropriate pupils will self-assess and respond • See Marking, annotation and feedback policy
<p>Using systematic approach for informing parents of their child’s progress and giving advice on how to support learning at home.</p>	<p>We inform parents of pupils’ targets by:</p> <ul style="list-style-type: none"> • Meeting with parents informally and formally • Sending parents annual written reports • Holding annual review of EHCP or statements • IEP reviews and new targets sent home termly • Parent training (CAMEO) • Parent training on curriculum • Family Liaison role in supporting



	<p>parents</p> <ul style="list-style-type: none">• Sharing pupil work with parents• Tapestry for EYFS pupils
Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement	<p>The senior leadership team are responsible for ensuring that:</p> <ul style="list-style-type: none">• Monitoring, scrutinising and observing pupils work, learning and IEP targets and feeding back to class teams• Progress is measured over time and black pupil progress file files are monitored• Ensuring sufficient challenge for pupils• Using CSAM to systematically analyse progress data• Individual pupil progress meetings held and targets reviewed and reset if appropriate
Involving staff in the process of assessment and informing them of the outcomes	<p>To support staff, we:</p> <ul style="list-style-type: none">• Provide training in assessment processes and appropriate software• Give feedback to individuals or groups through monitoring activities• Provide opportunities for staff to identify their own training needs through the appraisal process.• Hold pupil progress meetings to involve staff in the process of target setting, monitoring and setting challenge.
Sharing information about pupils' attainment	<p>Information about individuals is restricted under our data protection policy to:</p>



- School staff on a need-to-know basis i.e. for the purpose of teaching
- The receiving school when pupils leave
- Professionals who work with the school in a multiagency capacity.
- Sharing data requested by Local Authority & DfE.

Marking, Annotation and Feedback

The staff of Lansbury Bridge School believe that feedback to pupils about their work and the progress they are making is crucial in helping them understand how well they are doing, how they could improve their work and the next steps they should take. Feedback needs to be appropriately matched to the needs of the pupils who range from those at P1 to those taking GCSEs.

At Lansbury Bridge School marking, annotating and feedback is the responsibility of the teacher. The role of the TA under the direction of the teacher is an essential part of the process. The process should be an encouraging and constructive experience for the pupils, be personal to their individual progress and should provide suitable challenge.

This policy does not cover assessment and recording. It is focused on giving appropriate feedback and direction to pupils.

Principles

Feedback to pupils, be it through the marking of pupils' written work or through other means if pupils have not produced written work, should help them know how well they have done and what they should do next in order to progress. It should encourage them to be reflective learners.

Written feedback includes teachers' hand written comments on pupils' work that helps them understand how well they have done and what they should do next as well as smiley, neutral or sad faces that gives the pupil a broad indication of what was good and what needs improving.

Where pupils are able, feedback should help them know what their targets are and what level or grade they have attained.



Where they are able, pupils are expected to act on this feedback and teachers should check they have done so.

Feedback should be given in relation to SMART learning outcomes which should be present at the top of each piece of work/annotation sheet. Pupils should be made aware of their learning outcomes and how their work/responses will be assessed, in ways they can understand.

Feedback can be in relation to pupils' work in the subject and/or their wider development such as in IEP targets and personal and social targets, where these are part of the learning outcomes they should be written in red.

Teachers should use the feedback they give to pupils to inform future planning and relevant target setting and will contribute to B squared assessments/ EYFS tracker profile/ QUEST and SCERTS.

There should be consistency in the way feedback is given to pupils so they can understand the systems the school uses.

Subject leaders and senior leaders will monitor the effectiveness of feedback given to pupils through a cycle of on-going book scrutiny and will in turn give feedback to teachers individually and collectively.

Marking written work

Marking should be regular and systematic. Whilst every piece of work will be marked, as a minimum, one in every three pieces of written work should include clear celebratory comments against the SMART learning outcomes and clear next step feedback.

School assessment tools will be updated 3 times a year and upon doing so it is the responsibility of the class teacher to ensure that the children's books/ files contain the most up to date levels so that the pupils know exactly the level they are working at.

Teachers should include SMART learning outcomes in pupils' books and/or on worksheets as these will help pupils understand how well they have done as teachers should mark against these,



using the schools triangle assessment system.

Marking should recognise, encourage and reward pupils' effort and achievement and celebrate success. It should give pupils a clear picture of how well they have met learning outcomes or targets.

Marking for those pupils at NC L1 and above should be hand written by the teacher and should include a clear celebratory comment against the SMART learning outcomes and a clear next step to aid future progress. For those at P6 to P8 a smiley face, neutral face or sad face should be used to supplement verbal feedback and any small amount of hand written feedback they can understand or that can be communicated by staff. Marking should make clear what the pupil should do next to improve their work.

For those at P1 to P5/ emerging level of EYFS, this might have to be done verbally or with some illustration made by the teacher on their work that is meaningful to them. For pupils working at this level an annotation sheet should be completed for one task out of every 3, as a minimum.

Pupils should be given time and opportunities to reflect upon and engage with the teacher's marking.

Teachers should ensure that next steps have been followed up.

Staff should use 'post-it' notes so that evidence of significant progress can be identified at a glance and to show where next steps have been followed up by the pupils.

Not all work or every mistake will be corrected. To correct everything with a secretarial approach is likely to be counter-productive, *e.g. it could be that spellings are selected for correction on the basis of what the pupils need to learn next or has already learned.*

A strong emphasis should be placed on appropriate presentation – handwriting, neatness of presentation and use of ruler when necessary.

Teachers' marking should be in a different colour to that used by the pupil.

Teachers should use a heading to identify achievements, e.g., 'Great work', 'Fantastic' with the



comment underneath. Similarly, headings such as 'Next time', 'Try this', 'Remember' will highlight the next step.

It is imperative that notations are used regularly and consistently. These include:

HOH – Full Physical assistance

PP – Partial physical assistance

FM – Full Model

PM - Partial Model

DV – Direct Verbal

PV – Partial Verbal

GP – Gestured Prompt

PP – Positional Prompt

I – Independently completed the task

- Recognise good work

X – Incorrect answer

• - Incorrect answer. The pupil can have another attempt. The dot can then become a tick.

VF – Verbal/ visual feedback given

Verbal and visual feedback

There will be times when marking is not appropriate when pupils do not produce written work. If pupils consistently do not produce written work then staff should complete an annotation sheet (please see Appendix 2) for one in every three tasks. Feedback in these cases still needs to be given to the pupils and relate to the principles above but it needs to be made appropriate to the pupils concerned and still inform the teachers' future planning. Verbal and visual feedback, and also written feedback, are not mutually exclusive. They complement one another and sometimes take place at the same time.

Verbal feedback

Verbal feedback is a discussion about the learning with the pupils. It is the most valuable form of feedback for **all** pupils (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work, in a learning/reading conference or review, and be



either spontaneous or planned for.

Where possible, it is useful to record when verbal feedback has been given, using the notation VF.

Visual feedback

Visual feedback should obviously show pupils how well they have done and if possible what they need to do next. It can take the form of photographs and use of symbols and systems such as thumbs up or thumbs down. It might also include showing pupils how their assessment tool is progressing using a chart to show them what percentage of the levels they have achieved and what is still to be done.

Annotations

When a sensory lesson/practical subject has taken place or when there is no written evidence produced by the child during a lesson an annotation sheet should be completed for one out of every three sessions. Photographs of pupils at work, should not simply describe what has been done but should **make a comment on the progress that the illustration shows**. For example, a photograph of a pupil crossing a road should explain how this shows that a pupils can cross the road independently now when three months ago they needed significant verbal prompting; a photograph of a pupil with a cup of tea should be annotated to explain how they have made this for themselves for the first time or that they added sugar for themselves and were able to stir it in as well – something they have not previously been able to do.

Annotations should include comments relating to how engaged the pupil was during the task, ranging from fleeting engagement to fully engaged. Staff should also comment upon the level of prompt/support used to complete the task using the same notations as described above. These notations may need to be numbered to show how the level of prompt/support was altered to allow the pupils to develop mastery and independence. Please see annotation sheet in appendix 2.



Monitoring

At Lansbury Bridge the quality of teaching and learning is monitored through the following way:

<ul style="list-style-type: none"> Pupil Progress Meetings 	<ul style="list-style-type: none"> Lesson Observations
<ul style="list-style-type: none"> Book Scrutiny 	<ul style="list-style-type: none"> Teacher Appraisals
<ul style="list-style-type: none"> Pupil tracking documents (data collection) 	<ul style="list-style-type: none"> Internal and external moderation
<ul style="list-style-type: none"> Teaching Assistant Appraisals 	<ul style="list-style-type: none"> Learning Walks
<ul style="list-style-type: none"> Parental Comments 	<ul style="list-style-type: none"> Pupil Voice

Senior Leaders at school feedback the quality of teaching and learning to governors each term.

Displays

The school believes that the purpose of display is to support pupil's learning. This may be achieved in a variety of ways:

Engaging pupils in learning – ownership by the pupils

<ul style="list-style-type: none"> Interactive display 	<ul style="list-style-type: none"> Exciting ideas
<ul style="list-style-type: none"> Asking questions 	<ul style="list-style-type: none"> Fresh / relevant to current topics & themes
<ul style="list-style-type: none"> Challenging 	<ul style="list-style-type: none"> Colourful
<ul style="list-style-type: none"> Criteria for success 	<ul style="list-style-type: none"> Support and celebrate pupils learning

Enabling learning to take place:

<ul style="list-style-type: none"> Word lists 	<ul style="list-style-type: none"> White boards
--	--



<ul style="list-style-type: none"> • Connectives 	<ul style="list-style-type: none"> • Access to basic resources by pupils (crayons, scissors, paper, glue, etc.)
<ul style="list-style-type: none"> • Number lines 	<ul style="list-style-type: none"> • Number squares
<ul style="list-style-type: none"> • Timelines 	<ul style="list-style-type: none"> • Tables squares
<ul style="list-style-type: none"> • Clocks 	<ul style="list-style-type: none"> • High-frequency words
<ul style="list-style-type: none"> • Place value cards available 	

Keeping what is learnt in mind:

<ul style="list-style-type: none"> • Key ideas 	<ul style="list-style-type: none"> • WILF /TIBs
<ul style="list-style-type: none"> • Word lists 	<ul style="list-style-type: none"> • Flip charts
<ul style="list-style-type: none"> • Connectives 	<ul style="list-style-type: none"> • Mind maps, links

Celebrating success:

<ul style="list-style-type: none"> • Displaying good work (also in corridors) 	<ul style="list-style-type: none"> • Exemplar materials
<ul style="list-style-type: none"> • House points, achievements 	<ul style="list-style-type: none"> • Pupil's photos (check permission)

Raising expectations:

<ul style="list-style-type: none"> • Setting targets (IEP Clipboards) 	<ul style="list-style-type: none"> • Aims
--	--



<ul style="list-style-type: none">• Agreed Class Rules	<ul style="list-style-type: none">• Class/group targets (literacy/numeracy)	
<p>Clarifying routines:</p>		
<ul style="list-style-type: none">• Timetables	<ul style="list-style-type: none">• Visual activity cues	
<ul style="list-style-type: none">• Access to resources labelled	<ul style="list-style-type: none">• Signs	
<p>Encouraging independence:</p>		
<ul style="list-style-type: none">• Success Criteria	<ul style="list-style-type: none">• Word banks, dictionaries, thesaurus	
<ul style="list-style-type: none">• Access to resources	<ul style="list-style-type: none">• Class responsibilities, rotas, monitors	
<ul style="list-style-type: none">• Strategies for self-help	<ul style="list-style-type: none">• Peer support.	
<p>Inclusive classrooms:</p>		
<ul style="list-style-type: none">• Multi-cultural content (not only relating to RE)	<ul style="list-style-type: none">• Access	
<ul style="list-style-type: none">• Gender role models	<ul style="list-style-type: none">• Pupil ownership	
<ul style="list-style-type: none">• Named work by all pupils	<ul style="list-style-type: none">• Effective differentiation	



Target Setting

All pupils are set challenging but achievable targets for the end of each academic year. These targets are based on their individual abilities and take into consideration the children's starting points and their learning needs and styles.

The targets are set and agreed upon at the start of each year during a discussion between a senior school leader and the class teacher. Each pupil's progress is updated 3 times a year (at the end of every term) on our assessment tool B squared/EYFS profile. This progress is then recorded at the front of the pupil workbooks and also on a pupil tracking sheet.

Teachers attend a pupil progress meeting each term during which they discuss the pupil's achievements. Teachers are challenged by senior leaders as to the reason why pupils may not be making sufficient progress and support is offered. Some pupils also make excellent progress and this is also identified during the meeting, we check that the progress awarded to the pupil is accurate and if so we set a new challenging target for them to work towards. A 'pupil progress record sheet' (please see appendix 3) is completed during the meeting which accounts and details reasons for pupils making the highest and lowest amount of progress within all strands of maths and English.

Annual Reviews and IEP's

All pupils attending Lansbury Bridge School have an Educational, Health Care Plan, this legal document outlines the pupil's needs and aspirations for the future and how these can be met through a team of multi agencies working together. The plans are written by the local authority but all professionals involved contribute information along with the parents and young person themselves. The targets aim to make progress towards longer term life goals for the young person. They are set around 4 main areas 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health' and 'Sensory and or Physical Needs'

In fulfilling the educational side of each pupils needs all teachers set SMART targets that feature on an individual education plan (IEP) (Please see appendix 4) These targets are driven by the long term goal featured in the EHCP along with knowledge of what the pupil needs to do next in order to achieve the long term goal. They are broken into small steps and are worked upon



regularly with any progress recorded on the pupils documentation (please see recording sheet in appendix 5) All pupils recording sheets and IEP's can be found on a black clipboard displayed within the classroom. Teachers work collaboratively with teaching assistants to review and set new targets. Progress towards targets and any new targets set are reported to parents 3 times a year (Oct, Feb and May)

All pupils have an annual review meeting which parents, pupils (where appropriate) and professionals attend to discuss the child's progress and review the accuracy of the EHCP. If the pupil's needs have changed significantly then information will be gathered to amend the EHCP document. The Educational Psychologist may also be involved if a re-assessment of the child's needs is required.

In preparation for the annual review meeting all teacher's must write a progress report on the child (see appendix 6) and create an 'I can' power point with photographs to celebrate the achievements of the child.

In addition to this teachers also report progress towards IEP targets on a summary grid (please see appendix 7) Numbers are used to report progress against the IEP targets with 1 indicating that the pupil is still working towards the target and 2 indicating they have partially achieved the target and 3 indicating that the pupil has fully achieved their target. This data is also discussed during the pupil progress meeting and teachers are asked to identify possible ways in which they can support the pupils who are working towards their target and challenge those who are continually achieving targets.

Also contained on the pupils black clipboards are individual learning style sheets which outline the best ways to communicate with the pupil and the things they like and dislike. Please see appendix 8 for more detail.

Planning

Planning is individual to each teacher but as a minimum all teachers should provide a medium term plan for all taught subjects (please see appendix 9) This should be driven by the national curriculum but also take into consideration the statements within our school assessment tool Squared. The plans only need to contain the learning outcomes sought for the child, differentiated by their level of ability. Teachers should assess against the learning outcomes after each lesson or series of lessons using the school triangle system as outlined above in our section on assessment. During lesson observations teachers are requested to provide a two sided sheet (see appendix 10) outlining the planned learning outcomes for all pupils within that lesson. These enable senior



leaders to see that progress is being made within the lesson for each pupil.

Quest

Quest for learning is used at Lansbury Bridge as a guidance and assessment tool for teachers and classroom assistants working with pupils with profound and multiple learning difficulties functioning below P3, whose progress may not be evident from assessments in specific subject areas on B squared.

Most assessment methods follow a 'normal' pattern of development which include many 'small steps' but may not detect the subtle changes in behaviour of pupils with PMLD that might indicate learning and progress.

Quest for learning takes a more holistic view by focusing on how pupils with PMLD learn, acknowledging their different abilities and achievements. It focuses on the early communication, cognitive and sensory skills that are the foundation of all future learning.

In Quest there are 43 coloured Milestones - 7 (green) of which are recognised as major junctions in development and are the key milestones which pupils can pass through in sequence.

Quest also assesses how pupils develop on this journey with regard to social interaction (blue) and cognitive development (yellow). They do not need to visit every milestone in sequence as they may develop in very different ways and on different paths - some pupils being more able to learn through social interaction or early thinking skills.

Pupils with PMLD in school are baselined on Quest through suggested assessment tasks and teacher identification of key milestones within a pupil's capabilities.

Areas are then picked to concentrate on to enable teachers to track any progress in pupils' learning and at the end of each term they are given a score from 0 for just encountering the activity and up to 4 for achieving the task in any situation.

N - encounter (present during an experience or activity, for some their willingness to tolerate a shared activity may be significant) 0



E - engagement (show more consistent attention to, and can tell the difference between, specific events in their surroundings) 1

U - gaining skills and understanding (gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum) 1

M - mastered (achieved task in specific situations) 1

C - generalised (achieved task anywhere with anyone and any stimulus) 1

Scores can then be collated at the end of each term as with other assessments in school to indicate how a pupil is making progress or even whether they are maintaining the levels they have achieved.

SCERTS

SCERTS at LBS

Social Communication Emotional Regulation and Transactional Supports.

At Lansbury we use a range of interventions and approaches in our aim to ensure the best provision for our pupils with ASC. The SCERTS Model is based upon research in child development as well as research identifying the core challenges faced by children with ASC, and is focused on improving the quality of life of children with ASC and their families. SCERTS is used as a specific target setting framework, and SCERTS targets form an important part of our IEPs. Priority areas addressed through SCERTS allow pupils to more effectively access learning across the curriculum.

SCERTS comprises of two priority areas for pupils (Social Communication and Emotional Regulation) as well as planned support and strategies used by adults (Transactional Supports):

Social Communication: The Social Communication domain of the SCERTS Model is focused on helping a child to be an increasingly competent, confident, and active participant in social activities. This includes communicating and playing with others in everyday activities and sharing joy and pleasure in social relationships.



Social Communication components include:

- Joint Attention- The reasons why a child initiates and responds to communicative bids
- Symbol Use- the means a child uses communicates with others

Emotional Regulation- The Emotional Regulation domain of the SCERTS Model focuses on supporting a child's ability to regulate emotional arousal and be available for learning.

Emotional Regulation components include:

- Self-Regulation- Strategies a child has at his/her disposal to independently shift arousal

Thematic Curriculum

Thematic Curriculum at Lansbury Bridge is taught at Key Stage 1, 2 and 3 and ensures a broad and thorough coverage of the National Curriculum. At Key Stage 4 students take options to allow them to pursue areas of interest.

The theme curriculum covers Art and Design, Design Technology (including Cooking and Nutrition), Geography, History, MFL (at Key Stage 2 and 3), PSHE, Music, PE and RE.

Key Stage 1 works on a two year rolling programme (see Appendix 11). Key Stage 2 is on a four year rolling programme (see Appendix 12) and Key Stage 3 is on a three year rolling programme (see Appendix 13). This ensures that each child will receive each theme area whilst in that Key Stage.

Each National Curriculum statement is covered three times over the course of the rolling programme to ensure that pupils will experience this at some point, allowing for long term absences and to ensure that pupils who transition in to school later in their school career will still receive a broad and balanced curriculum.

Each theme is taught for a half term but can be carried over if a teacher/HLTA believes they would benefit from extending these learning opportunities.



Filing Systems

File	What goes in it?
Black Clipboard	Current IEP and last reviewed IEP. IEP recording sheets for current IEP targets. All old IEP recording sheets should be passed to Clare B who will scan them and place them in the pupil files. ASC profile (for pupils with a diagnosis of ASD) Updated learning style sheet – these should be updated each year as they are used in the review process.
White record of achievement	Original certificates (these will also be photocopied and sent home as and when the children receive them) Pupils will have a new folder for each key stage. Please ensure that the previous folders are past on with the children. One piece of best work per key stage. Each teacher should put in a best piece of work for that year and the best piece overall will be chosen at the end of the key stage.
Black pupil progress over time file	These folders should show how each pupil has progressed from their starting point. They should contain each year's school report and each year's annual review 'I Can' power point. All old IEP and review IEP documents. A BSquared print out of the current level working at should be printed at the end of each academic year for all of the subjects and their strands and a small sample of work, 2-3 pieces should be included to evidence that they are working within the level assessed against. The Lansbury Bridge phonic assessment (which should be reviewed annually) should also be included within the folder along with any cross moderated work samples for writing and number. The artistic hands should be filed within the art and design section.
Clear pupil welfare folder	Current statement/educational health care plan. Multi agency reports/letters. MDM notes – these will be emailed to you after the meeting. Health care plan. Risk assessments e.g. PEEPS, moving and handling and swimming. BMP. Speech therapy. Sensory/VI/HI info or assessments. Care/assistance programmes. Physio/occupational therapy reports. Assisted eating/drinking programme information. Short break care reviews/ PEP's Any of these areas that currently are not applicable for a pupil should contain the below document stating so. Any out of date documents should go to the office to be filed.
Blue teacher planning file	For All teachers – an up to date copy of your timetable. Basic skills targets. Reading record target sheets. For EYFS staff – The additional following dividers should also be used physical, Communication and Language, Personal, Social & Emotional, Literacy, Numeracy, Understanding the world, Art & Design, Rotations. For Primary staff – The additional following dividers should also be used. English, Maths, Science, Computing, P.E and Theme (including Geography, History, R.E, Music, Art, DT (which includes food technology), PHSE, and MFL for key stage 2 only), For Secondary staff - The additional following dividers should also be used. English, Maths, Science, Computing, and Theme KS3 (including Geography, History, R.E, Music, Art, DT (which includes food technology), PHSE, and MFL) or options KS4, careers and Tutor Group (PHSE, ASDAN, Citizenship, R.E and Careers) Subject specialist (P.E and Music) – Additional planning dividers for each group taught.



Role of the Governing Body

Our governors determine, support, monitor and review the school’s policies on teaching and learning. In particular they:

<ul style="list-style-type: none"> Support the use of appropriate teaching strategies by allocating resources effectively; 	<ul style="list-style-type: none"> Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
<ul style="list-style-type: none"> Ensure that the school buildings and premises are effective in supporting successful teaching and learning; 	<ul style="list-style-type: none"> Ensure that staff development and performance management policies promote good quality teaching;
<ul style="list-style-type: none"> Monitor quality of teaching. 	<ul style="list-style-type: none"> Monitor the School Improvement Plan (SIP) and Self Evaluation Plan (SEF)
<ul style="list-style-type: none"> Ensure the school is compliant with health and safety legislation 	<ul style="list-style-type: none"> They hold leaders to account to ensure the running of the school and positive outcomes for pupils.

Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children’s learning and confidence at school. Parents’ consultation meetings with teachers are held to discuss progress and strategies for further improvement.

As children begin at Lansbury Bridge School they follow our admissions process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having. Parents are provided with important information and meet with senior staff and the Head



of school, as well as their child's class teacher. Parents can share any concerns they may have. Advice and support on Literacy and Numeracy are available to parents upon request. Parents receive two reports throughout the academic year, one during the annual review process and the other at the end of the academic year. These reports outline the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers at any time, we practice an open door policy. In addition to this there are regular coffee mornings/afternoons and drop in sessions which parents can attend. Once a month we hold a CAMEO (come and meet each other) session where parents receive information and training as well as getting the chance to meet and chat with other parents. Parents are responsible for ensuring that children attend school regularly. We employ two family liaison officers who provide a vital link between home and school and can offer support to parents where there is a concern around the child's attendance. Holidays during term time should be avoided. Please see the attendance policy for further information.

Reporting data to the Local Authority

Senior leaders at the school report teacher assessed levels and externally marked tests including SAT's results and phonic screening results to the local education authority. Results of the assessments from the EYFS tracker are also reported to the local authority at the end of June. Local authorities are under a duty to then return the data to the relevant Government department.



Appendices

Appendix 1a

Primary										
Session times	8.45 – 9.30	9.30 – 10.20	10.20 – 10.40	10.40 – 11.30	11.30 – 12.00	12.00 – 12.45	12.45 – 1.30	1.30 – 2.20	2.20 – 3.10	3.10 – 3.15
Taught time	45 mins	50 mins	20 mins	50 mins	30 Mins	45mins		50 mins	50 mins	Dismissal
Monday	Registration Basic Skills		Snack , Communication & Leisure (20 mins)			Lunchtime – life & feeding skills	Lunchtime – Leisure skills			
Tuesday										
Wednesday										
Thursday										
Friday										



Appendix 1b Secondary Timetable												
Session time	8.45-9.00	9.00-9.40	9.40-10.20	10.20 - 10.40	10.40-11.20	11.20-12.00	12.00 - 12.45	12.45 -1.30	1.30-2.10	2.10-2.50	2.50-3.10	3.10-3.15
Taught time (min)	15	40	40	20	40	40	45	45	40	40	20	Dismissal
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												



Appendix 2

Name:-		Date:-	
Smart learning objective:-			
Progress towards learning objective:-	<u>Level of prompt needed</u>		
	Full physical assistance (HOH)		
	Partial physical assistance (elbow or even hand under hand)		
	Full model		
	Partial model		
	Direct verbal		
	Partial verbal		
	Gesture		
	Positional		
Independent			
Engagement level: 1= fleeting engagement, 5= fully engaged Circle one 1 2 3 4 5		Duration of task:-	Duration of engagement:-
Recorded by:-			
Location of further evidence if any:-			
Feedback to Pupils:		Next steps:	



Appendix 3

Pupil Progress Meeting

Teacher	Class group	Date
----------------	--------------------	-------------

B-squared: Maths			
Number	Measurement	Geometry	Statistics
Lowest % progress	Lowest % progress	Lowest % progress	Lowest % progress
Highest % progress	Highest % progress	Highest % progress	Highest % progress

B-squared: English				
Reading	Writing	Speaking (Expressive communication)	Listening (Receptive communication)	Spoken Language
Lowest % progress	Lowest % progress	Lowest % progress	Lowest % progress	Lowest % progress
Highest % progress	Highest % progress	Highest % progress	Highest % progress	Highest % progress

IEP Data
<p>What are your thoughts on the chart demonstrating targets met?</p> <p>As a result what will your priorities be?</p> <p>Can you explain red sections of the chart?</p> <p>How could these be addressed?</p>

Impact statements
<p><i>ie: As a result of SALT input Billy can now take the role of builder during Lego therapy</i> <i>As a result of SIB sessions Abbie is beginning to self-regulate using busy legs, resulting in less time out of class.</i></p>



Name:

Date Set:

INDIVIDUAL EDUCATION PLAN

FOCUS	TARGETS	STRATEGIES
Communication and Interaction		
Cognition and Learning	English: Maths:	
Social, Emotional & Mental Health		
Sensory and /or Physical Needs		

Signed and dated by Teacher: _____ Parent: _____ SLT: _____



LANSBURY BRIDGE SCHOOL

IEP Recording Sheet



Name:		Group		
Teacher:				
Focus Area:	Communication and Interaction	Cognition and Learning	Social, Emotional & Mental Health	Sensory and /or Physical Needs
Target:				
Date	Context	Evidence of Progress		
Date Set:		Next step:		
Date Achieved:				



Lansbury Bridge School
Annual Review /EHCP Report



Name:	D.O.B:	Year Group:
--------------	---------------	--------------------

Date of Meeting:

Type of Meeting:
Annual Review of Stateme **Annual Review of EI** **Transition to**
EHCP

Class/Form Tutor		Attendance	Possible:
			Actual:

Teacher Assessed Levels in Core Subjects

ENGLISH	Reading	
	Writing	
	Spoken Language	

MATHEMATICS	Number	
	Measurement	
	Geometry	
	Statistics	

General Comments
Please use this section to comment briefly on the pupil's overall levels of progress, the number of pupils in the class and any additional support he or she may receive in school on a regular basis.

Signed:

Date:



IEP Summary Recording Sheet

Date Evaluated:

Teacher:

Group:

Please use the grid below to record INDIVIDUAL pupil IEP outcomes in numerical form;

- 1 **Working towards** (i.e. less than 50% achieved)
- 2 **Partially Achieved** (i.e. more than 50% achieved)
- 3 **Fully Achieved**

There is room on the grid for at least 4 target outcomes under each EHCP heading which is more than you should need.

Group	Communication & Interaction				Cognition & Learning				Social, Emotional & Mental Health				Sensory and/or physical needs				
					Numeracy		Literacy										
Comments (if any)																	



Appendix 8



Pupil name

Picture of pupil

I attend and learn best when.....

You get my attention by....	You reward me by.....
You communicate with me by.....	I communicate with you by....
My vision and hearing needs are met...	My gross/fine motor needs are met..
My favourite activity/things are	Please help me not to.....
When I am learning try and remember to.....	

Date:



Appendix 10

LANSBURY BRIDGE SCHOOL

SHORT TERM LESSON PLAN

Date: Subject: Focus/Topic:	Group: Teacher: Ability Range:	Class Profile	
		No of Pupil Premium	
		No of LAC	

Key learning Objectives (Whole Class – for individual learning outcomes see overleaf)	
Key Vocabulary (words/signs/symbols)	Key Resources
Learning Activities	



LANSBURY BRIDGE SCHOOL

Date:

Pupil's Name	Learning Outcomes <i>Please indicate any IEP targets in red</i>	Assessment/Notes



Appendix 11

Key Stage 1 Two Year Rolling Programme

Year 1	Year 2
Homes and Buildings	Our School; Our Area
Important People; Important Possessions	Kings and Queens
Transport	Food
Festivals and Anniversaries	Transport
Seasons and Weather	Around the World
We Live On Islands	Let's Celebrate Me; Let's Celebrate you



Appendix 12

Key Stage 2 Four Year Rolling Programme

Year 1	Year 2	Year 3	Year 4
Romans	Central America(Mayans)	Egyptians	Ancient Greece
Anglo Saxons	Vikings	Archaeology	Stone age to Iron Age
Volcanoes, Earthquakes and Mountains	Where on Earth?	Water and how it shapes the world	Let's look at other places
European Countries	Russia	North America	South America
Healthy Happy Me	Being a nature detective	Food around the world	Developing British Values
Our local areas (a comparison of St Helens/Wigan)	United Kingdom	Historical Aspect of choice	Farming – the past, the present and future (including Fairtrade)



Appendix 13

Key Stage 3 Three Year Rolling Programme

Year 1	Year 2	Year 3
World War 1	India	Work and Leisure in Town and Country (1509 to 1745)
Local History	Our Community	Shaping our Land- The Force of Nature
Changing Russia Empires	Africa	China
World War 2 including the Holocaust	Medieval Britain	How We Used To Live in Britain (Population and Urbanisation, from pre 1066 to present day)
Middle East	Tudors	The Industrial Revolution (including The Victorians)
Changes in Britain- 1950 onwards	Climate Zones	People and Nature- Let's Work Together