



Teaching, Learning and Assessment Policy

2022-23

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Next Review: September 2023

AIMS

LVS Hassocks is a school that offers a supported learning environment for young students with autism. We are a specialist provider with a holistic approach to academic and pastoral progress. We want to equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important aspects of their lives. We believe that positive progress is fundamentally linked to engaging and personalised teaching.

Teaching and learning is the responsibility of all teaching staff at LVS Hassocks. It is our fundamental purpose and should be considered with care and diligence at every opportunity.

TEACHING

1. **Excellent subject and curriculum knowledge:** A secure knowledge of the relevant subject(s) and curriculum areas must be evident through questioning to challenge and address misconceptions. All teaching staff are encouraged to develop their subject knowledge through CPD, peer observations and the sharing of outstanding practice.
2. **Plan and teach well-structured lessons:** Lessons should be planned to build on prior learning and include a range of approaches, catering to varied learning styles. Teaching strategies, engagement, scaffolding/differentiation, questioning, modelling, assessment, autism strategies are used to provide a holistic approach to teaching our students. Pace of lesson should be appropriate to the group and should serve to enhance learning opportunities. All teaching staff must also plan for and direct the effective use of support staff within lessons.
3. **Adapt teaching to respond to the strengths and needs of all students:** It is the responsibility of all teaching staff to ensure that all students can access the curriculum and make progress within each lesson. Scaffolding and differentiation to support individuals as well as clear instruction should be given to allow students to acquire new knowledge and skills. Opportunities for practice and repetition should also be provided to allow students to gain the experience of independently applying their knowledge and skills to given situations and tasks. Lessons must be suitably differentiated to stretch and support the lower ability students and challenge the higher ability students.
4. **Manage wellbeing effectively to ensure a positive and safe learning environment:** All teaching staff should have high expectations of wellbeing for learning. Students should be reminded of appropriate choices for learning. All teaching staff should recognise that wellbeing is often linked to a lack of understanding or confidence and, therefore, teaching should be adapted to help students feel safe in the learning environment.
5. **Autism strategies used effectively and consistently:** The use of autism and other SEN strategies as well as resources taken or adapted from the 'Autism Toolkit' must be used within lessons to ensure that individual learner needs are being met and that the classroom environment is accessible and autism friendly.

Planning

At LVS Hassocks planning is intended to:

- Ensure that learning is built on and progression is made for each individual.
- Ensure that all teaching staff are clear and confident about the lesson focus, subject content, levels of support and outcomes for relevant time periods.
- Ensure that literacy, numeracy, SMSC and FBV links are embedded consistently across our curriculum.
- Include strategies to support those with a diagnosis of autism in accessing their learning.
- Be regularly reviewed to ensure it clearly evidences high quality teaching.

All teaching staff are required to have an up to date Teaching File which should contain:

1. **Curriculum Map** – This is a document that details learning progression from Key Stage 3 to Key Stage 5 to provide a holistic overview of the development of knowledge, understanding and skills gained in each subject area.
2. **Long Term Plans** - These are an outline of the topics to be covered in an academic year for each year group.
3. **Scheme of Work** - This provides an outline of the lesson focus, learning tasks, differentiation, resources, key vocabulary and assessment that are planned for each lesson. All teaching staff must be prepared for flexible delivery according to the needs and progress of students.
4. **Autism Strategies Document** - This is a live document that was developed from collaboration between the therapy and teaching teams and includes student diagnoses alongside recommended strategies to support each student in the learning environment.
5. **Progress Data** - This will be updated after each tracking point (TP) and will be used to document students' academic progress and to inform future planning.

LEARNING

It is expected that all students aim to achieve or exceed their expected progress. This will be supported by well structured, engaging lessons. The teacher is responsible for guiding students through their learning career, providing appropriate scaffolding and assessment to encourage students' self-reflection:

Progress

Student progress will be measured against a range of data. This includes Cognitive Abilities Tests and EHCP outcomes. All teaching staff are then responsible for tracking progress over time and using data to effectively intervene and support student achievement. All teaching staff are expected to know and understand student progress through formative and summative assessments throughout the academic year.

Expectations & Challenge:

All teaching staff should set high expectations which inspire motivate and challenge students to achieve their full potential. Students should know their own strengths and be given opportunities to stretch beyond these in every subject. The expectation of excellence should be evident in every lesson.

Questioning and Learning styles

All teaching staff are expected to use a range of questioning and learning styles to ensure students can access the curriculum. It is expected that these will be adapted to the students' individual needs.

ASSESSMENT

Assessment is regular, accurate and tracked on a half termly basis. LVS Hassocks operates a points system for Key Stage 3 assessment. This is in line with Functional Skills Assessments and leads to progress at Key Stage 4. It is expected that all students at LVS Hassocks are aiming for Level 1 and Level 2 qualifications at Key Stage 4. However, we recognise the complex needs of our students and ensure that assessment is an accurate reflection of their progress over time.

Feedback for learning: Feedback is timely, focused and allows students to make further progress. This can take the form of verbal or written feedback. It should be used in conjunction with self and peer marking to engage students in the feedback process. Feedback should be SMART.

Summative feedback: students should be given in green pen **a minimum of every two weeks.**

Student response: Students should be given time to process and respond to feedback from staff. Written responses should be completed in purple pen.

Marking for Literacy: Written work marked using school marking for literacy codes (see below)

Assessment Grids: Assessment grids should be found in student books and used to track learner progress against subject specific skills

Reporting: Information about the progress of all students is formally documented 5 times a year, referred to as tracking points.

MARKING FOR LITERACY

Staff will encourage the use of accurate literacy skills through consistently marking written pieces of work using the 'Marking for Literacy' codes outlined below:

Marking for Literacy



MONITORING THE QUALITY OF TEACHING

LVS Hassocks promotes an open culture of teaching and learning. We encourage an “open door” policy; all teaching staff should feel confident and supported in showing their best practice at any opportunity.

- **Learning walks:** Informal learning walks will be carried out by SLT with the intention of highlighting outstanding practise. These are undertaken with the intention of promoting positive conversations about teaching and learning.

Lesson Observations: Formal observations will take place for all teaching staff at least once a term. Staff will receive a mixture of notice and no notice of the observation time frame and can discuss areas of focus with their line manager. Some will take place with an agreed, specific lesson. All teaching staff will be provided with written feedback of these lesson observations and an opportunity to discuss and reflect with the line manager.

- **Work scrutiny:** Work scrutiny will take place throughout the year. All teaching staff will be made aware of the time frame for work scrutiny and this will be undertaken by the Vice Principal. The Vice Principal will be looking for: quality of work; evidence of student progress; opportunities for student feedback; accurate use of data for progress

- **Planning:** All teaching staff are expected to have clarity with planning documents. Checkpoints will be highlighted through the year for the Vice Principal to check the quality and consistency of planning.
- **External Monitoring** – This includes monitoring visits by the Independent Schools Inspectorate and local authorities.
- **New Teacher Monitoring** – All new all teaching staff are observed within one month of taking up post and are provided with written and verbal feedback with actions for development where appropriate.
- **ECT Monitoring** – All newly qualified all teaching staff and trainee all teaching staff are observed regularly with a minimum of half termly as part of their career development programme.
- **Coaching** – any teacher identified as requiring improvement or inadequate will receive regular coaching to support with their professional development. Records of all meetings and targets set will be kept.
- **CPD** – CPD relating to Teaching and Learning strategies will be delivered by the Vice Principal, the focus will link to observation data and any areas of need identified.
- **SLT Monitoring** – All records of monitoring will be kept by the Vice Principal. SLT will have access to all monitoring feedback and staff progression will be discussed during line management.

REVIEW

This policy will be reviewed annually, and routine evaluation will take place throughout the academic year. Reasonable adjustments and allowances may be made where the school feels necessary.