



# Lansbury Bridge School

## Teaching, Learning and Assessment Policy

Author	Written	Resources Committee	Ratified at FGB	COG signature	Next Review
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H. Ashley	Amended Oct 2020				Sep 2021

*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.*



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## The Ethos at Lansbury Bridge School & curriculum statement

### Lansbury Bridge Motto

Learn, Believe & Shine

### Our Vision and Ethos

The intention for all pupils at Lansbury Bridge School is to be prepared for adulthood and the world of work.

This vision will be achieved by the implementation of a RELEVANT AND PURPOSEFUL Curriculum

- The pupils will feel safe, secure and healthy
- The pupils will experience an individualised, challenging education directly linked to their EHCP
- Pupils will have fun, exciting and interesting opportunities that will enrich their development
- Pupils will develop their spiritual, moral, social and cultural awareness and wellbeing
- Pupils will experience opportunities which reflect the whole school commitment to promoting British Values

The impact will be.....

Happy

Healthy

Safe

Independent

Successful

Active

Knowledgeable

Self-regulated

Confident, capable learners



## 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 but currently only has pupils up to 14, 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 school timetable.



## Effective Teaching and 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

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 Educational Health Care Plan (EHCP's) Please see appendix 2 for an overview of provision.

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.

We have high expectations of all pupils.

All teachers establish positive working relationships with the children they teach. 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 and QUEST 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 – Black folders – progress over time across all subjects	
External Accreditations – Key Stage 1 & 2 SATS, KS1 Phonics Assessment and the year 4 multiplication check	
Accredited Programmes - ASDAN, Art Award, Children’s University	
Multi-agency approach - including Speech & Language Therapy, Occupational Therapy, Medical, Education Psychologist, Social Care, Physiotherapists	
Comparative data to support analysis: SCERTS (for ASD pupils); QUEST (for PMLD pupils) and EYFS Data	
High expectations and shared learning outcomes	
verbal / visual / 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;	
<input type="checkbox"/> 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	
<input type="checkbox"/> SMART Target setting, including clear learning outcomes, ensure pupils are fully aware and engaged in their learning and the expectations of them	
<input type="checkbox"/> Pupils to demonstrate what they know, understand and can do in their learning	
<input type="checkbox"/> Pupils to have an active role in identifying their own learning needs and know how to improve their work	
<input type="checkbox"/> Parents to support their child's learning	
<input type="checkbox"/> 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: <ul style="list-style-type: none"> <li>• Question and answer sessions</li> <li>• Targeting questions</li> <li>• On-going observations</li> <li>• Discussions between staff working with groups of pupils</li> <li>• Verbal and written feedback</li> </ul>
Recording pupils' skills, knowledge, abilities and achievements using consistent methods and	We ensure consistency in teacher assessment by:



approaches across the school

- 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

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

- Clear learning outcomes
- Discussing areas of development using clear next steps
- IEP targets highlighted in red when worked upon in lesson.
- Targets are communicated to pupils and where appropriate pupils will self-assess and respond
- Adhering to the marking, annotation and feedback policy

Using systematic approach for informing parents of their child's progress and giving advice on how to support learning at home.

- We inform parents of pupils' targets by:
- 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 on curriculum
  - Family Liaison role in supporting parents





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



Sharing information about pupils' attainment	Information about individuals is restricted under our data protection policy to:
	<ul style="list-style-type: none"><li>• School staff on a need-to-know basis i.e. for the purpose of teaching</li><li>• The receiving school when pupils leave</li><li>• Professionals who work with the school in a multiagency capacity.</li><li>• Sharing data requested by Local Authority &amp; DfE.</li></ul>



## 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.

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 school's 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 be done verbally/visually 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.

Where appropriate, pupils should be given time and opportunities to reflect upon and engage with the teacher's marking.

Teachers should ensure, where appropriate, 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 steps', '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 3) 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.

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 may support the teacher annotations but are not essential.

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.



### Monitoring

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

<input type="checkbox"/> Pupil Progress Meetings	<input type="checkbox"/> Lesson Observations
<input type="checkbox"/> Book Scrutiny	<input type="checkbox"/> Teacher Appraisals
<input type="checkbox"/> Pupil tracking documents (data collection)	<input type="checkbox"/> Internal and external moderation
<input type="checkbox"/> Teaching Assistant Appraisals	<input type="checkbox"/> Learning Walks
<input type="checkbox"/> Parental Comments	<input type="checkbox"/> 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 through interactive displays
- Enabling learning to take place through the use of timelines and number squares etc.
- Keeping what is learnt in mind through the use of word walls and WALT/WILF etc.
- Promote British Values and how this is part of everyday school life
- Celebrating success such as reward charts and displaying pupils work
- Raising expectations through class rules
- Clarifying routines with schedules and timetables
- Encouraging independence with class responsibilities and success criteria
- Promote inclusive classrooms





## 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/QUEST. 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 4) 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, IEP's and Learning Style Sheets

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'. The local authority is moving towards new headings to incorporate the preparation of pupils for adulthood and the world of work. These headings are; Employment, Community Inclusion, Independence and Health.

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 5) 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 pupil's documentation (please see recording sheet in appendix 6) 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 teachers must write a progress report on the child (see appendix 7) and create an 'I can' power point with photographs to celebrate the achievements of the child.

Also contained on the pupil's 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 B Squared. The plans 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.

The new Engagement Model and the associated areas of engagement have been integrated into observation records used within our PMLD cohort (see appendix 11)



## 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 to communicate 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 but there are currently no Key Stage 4 pupils on role.

The theme curriculum covers Art and Design, Design Technology (including Cooking and Nutrition), Geography, History, PSHE/Citizenship, Music, RE and MFL (at Key Stage 2 and 3). CEIAG should be embedded across the curriculum and may lend itself well at times to the topics covered within the thematic curriculum. PHSE will also have a discrete lesson taught at all key stages.

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

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.

Please see the individual subject curriculum policies for more information.



## Filing Systems

File	What goes in it?
Black Clipboard	Current IEP and last reviewed IEP. IEP recording sheets for current IEP targets. 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 along with a complete yearly cycle of recording sheets. A B Squared 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 & CEIAG 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, CEIAG and MFL) 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:

- Support the use of appropriate teaching strategies by allocating resources effectively;

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment

- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;

- Ensure that staff development and performance management policies promote good quality teaching;

- Monitor quality of teaching.

- Monitor the School Development Plan (SDP) and Self Evaluation Plan (SEF)

- Ensure the school is compliant with health and safety legislation

- 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. 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.



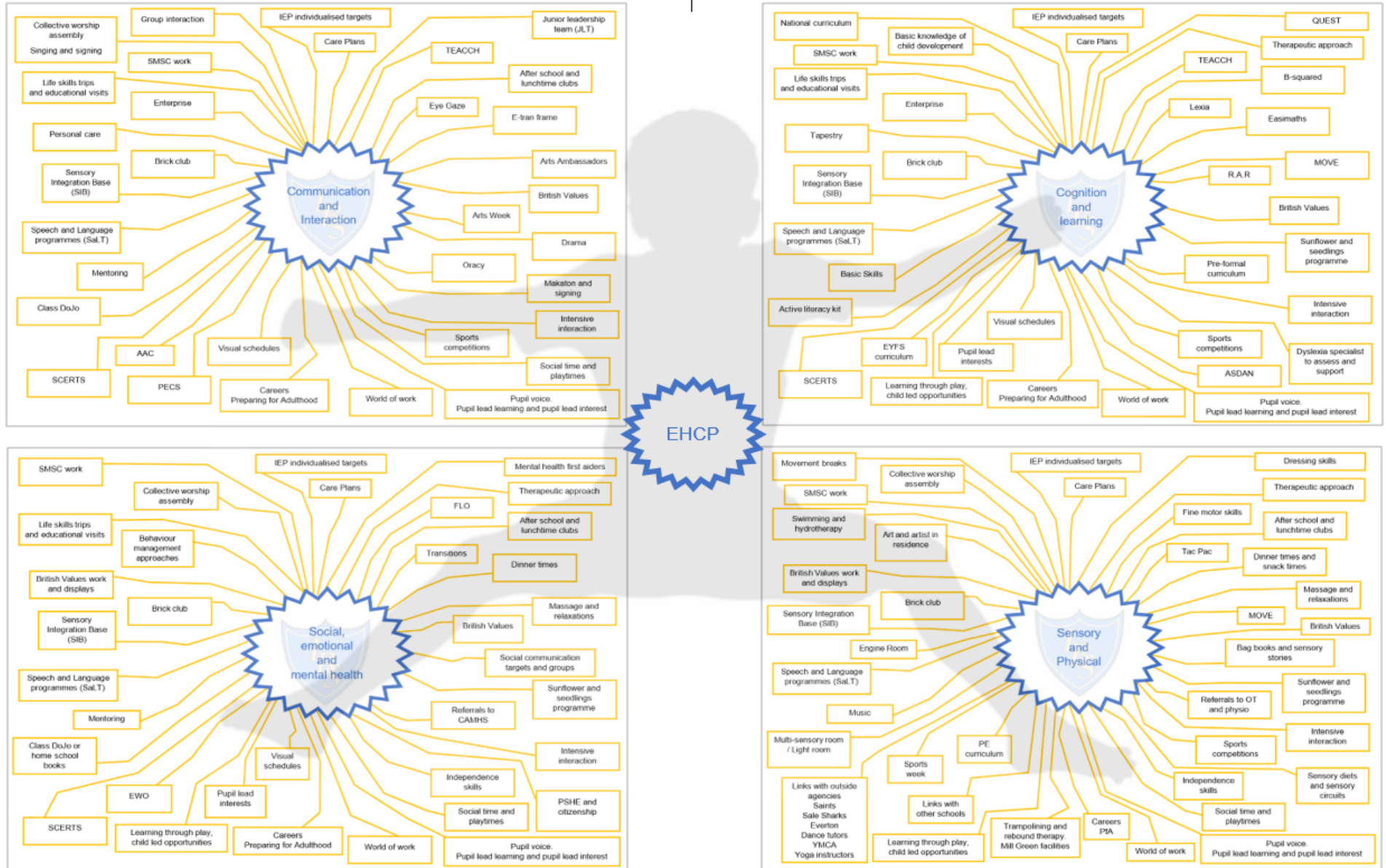
Appendices

Appendix 1

Class and Room Teacher										
Session Time	8.45 - 9.30	9.30 - 10.20	10.20 - 10.40	10.40 - 11.20	11.20 - 12.00	12.00 - 12.45	12.45 - 1.30	1.30 - 2.20	2.20 - 3.10	3.10 - 3.15
Taught Time	45mins	50mins	20mins	40mins	40mins	45mins	45mins	50mins	50mins	
Monday	Registration Basic Skills		Snack and Communication Break and leisure			Lunchtime	Lunchtime			Dismissal from Bus lines
Tuesday										
Wednesday										
Thursday										
Friday										



Lansbury Bridge Curriculum Vision  
Learn, Believe and Shine



The intention for all pupils at Lansbury Bridge School is to be prepared for adulthood and the world of work. This vision will be achieved by the implementation of a relevant and purposeful curriculum.



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 for pupils:-	Next steps:-
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Teacher		Class		Date
Number in class		Boys	Girls	Pupil Premium
		Better than expected	On track	Not on track
Reading				
Writing				
Receptive				
Expressive				
Spoken Language				
Number				
Measure				
Geometry				
Statistics				
Science				
PHSE				
Computing				
History				
Geography				
DT				
Art				
Music				
PE				
R.E				
Name	PP Y/N	Better than expected in	Reasons	New target

Name	PP Y/N	Not on track in	Barriers	New target

Strategies, interventions, programmes etc. used in class and the impact

Pupil Premium access (SIB, Lexia, Mentoring, Active literacy kit, dyslexia testing/interventions, hydro, brick club, specialist equipment, trips, BMP, sensory equip etc.)

Additional support, training, resources needed (that is available in school)

Some support in implementing yoga sessions for the pupils

IEP Data

Any concerns



Name:

Date Set:

**INDIVIDUAL EDUCATION PLAN**

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

Signed and dated by Teacher: \_\_\_\_\_



# Learning Style Sheet

## LANSBURY BRIDGE SCHOOL

### IEP Recording Sheet



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







## Learning Style Sheet

Insert photo

Name: \_\_\_\_\_

**I attend and learn best when.....**

<b>You reward and motivate me by...</b>	<b>Please help me not to...</b>
<b>You communicate with me by...</b>	<b>I communicate with you by...</b>
<b>Please help me to self-regulate by...</b>	<b>My gross/fine motor needs are met by...</b>
<b>When I am working help me by...</b>	<b>I may need help with:</b>  <input type="checkbox"/> Personal care  <input type="checkbox"/> Moving and handling
<b>The following applies to me:</b>  <input type="checkbox"/> Behaviour Management Plan (B.M.P.)  <input type="checkbox"/> Allergy information  <input type="checkbox"/> Medical requirements	



### LANSBURY BRIDGE SCHOOL - PLANNING DOCUMENT

<b>Term &amp; Year:</b>	<b>Subject:</b>	<b>Topic:</b>
Group No:	Ability range:	Teacher:

Learning outcomes								



## SHORT TERM LESSON PLAN

Date: Subject: Focus/Topic:	Group:  Teacher: Ability Range:	<b>Class Profile</b>	
		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**

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



Appendix 11



Name

Criteria

Objective

Curriculum Area:

Date	<p style="text-align: center;"><b>Responses, comments and observations</b></p> <p><b>HOH</b> – Full Physical Assistance    <b>PP</b> – Partial Physical Assistance    <b>DV</b> – Direct Verbal    <b>PV</b> – Partial Verbal    <b>VF</b> – Verbal/Visual Feedback    <b>GP</b> – Gestured Prompt    <b>POP</b> – Positional Prompt    <b>I</b> – Independently Completed</p>	<p><b>Level of Engagement</b></p> <p>E – Exploration R – Realisation A – Anticipation P – Persistence I – Initiation</p>



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

Key Stage 2 Four Year Rolling Programme

Year 1	Year 2	Year 3	Year 4
Egypt	Food Around the World	Ancient Greece	Romans
Where On Earth	United Kingdom	South America	Europe
Famous Artists	Invaders and settlers (Viking, Anglo Saxon and Scots)	Stone age	The Americas - Native Americans & Mayans
Tudors – the changes in society		Where people find guidance on how to live their lives?	Is life a journey?
Who should we follow?	Being a nature detective	Inventions that changed the world	Naturally creative
Earth Matters – the changing world	How we should we live our lives?	Land use including Farming	Local History – beyond 1066



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 - before 1066	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 development of church, state and society	The Industrial Revolution (including The Victorians)
Changes in Britain- 1950 onwards	Climate Zones	People and Nature- Let's Work Together