

27/09/2018

Blossom Lower School and Upper House



# TEACHING AND LEARNING POLICY

## Early years, Primary, Secondary and Post-16

Last reviewed September 2018 Vikki Langford, Cassie Walker, Louise Richards, Tom Richards, Tim Shephard

Next review due September 2019

**Our policy** demonstrates how highly effective and Outstanding Teaching and Learning is promoted, delivered and sustained through these key areas:

**TEACHING AND LEARNING aims:**

- Pupils will be taught how to learn, how to reflect upon and improve their learning
- Learning objectives must be understood, shared and reviewed
- Clear structured lessons will promote learning underpinned by our therapeutic ethos
- Teachers will create, resource and maintain a purposeful and safe learning environment
- Achievements will be recognised and rewarded
- Underachievement will be identified, challenged, and redressed

**ASSESSMENT aims:**

- Assessments must be meaningful, formative and used to monitor pupil learning and progress and provide ongoing feedback through which pupils benefit
- Assessment for learning strategies must be used to encourage all pupils to 'learn to learn' and become self-regulated, independent learners
- The marking policy will benefit the learners and should be followed for each key stage.
- Homework must be planned, differentiated, clear and relevant in accordance with policy
- Formal assessments are used annually for Maths and English reports in the Annual Reviews, or to further assist in diagnosis or transition planning.
- Summative assessment is used by teachers every term to assess whether pupils are making expected progress, and to monitor their achievements in line with the National Curriculum or other accredited programmes such as BTEC

**INCLUSION**

- Every pupil is entitled to a positive meaningful learning experience
- Every teacher and all support staff have the responsibility to meet the educational and emotional need of all pupils
- SEN/EAL information must be recorded and used by teachers to inform and enhance Teaching and Learning, as should any pupils identified as having Exceptional Strengths
- All teachers and therapists are responsible for promoting Literacy, Numeracy, Citizenship, Life Skills and ICT to enhance learning and teaching and ensure that Fundamental British Values (FBV) are not undermined or challenged

**SUPPORTING LEARNING**

- All staff, in whichever role, have a responsibility to support pupils in their learning
- Teaching Assistants are trained in differentiated approaches to support learning of pupils and this includes guidance from therapists. Every teacher, in whatever role, has a responsibility to support pupils in their learning, aiming for each individual to reach their personal potential

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### **1. Performance management and formal observations**

#### **Minimal Annual Teaching Observations**

- N.Q.T and trainee-teacher observations: (overseen by Sophie Bazell: minimal 6 a year)
- New Teachers: once every half term for the first term and then once during the second term and once during the third term. At least one observation needs to be a paired observation: minimal 4 a year
- Teachers that have been here for one full year or longer: twice a year (one must be paired): minimal 2 a year

- Peer observation: One a year, overseen by your Head of Faculty Lead or Line manager

The standard of learning in lessons is closely monitored by the Heads of Curriculum (EYFS, Primary, Secondary and Post 16) in liaison with the Accountability Manager who will store them securely on the Senior Management Drive. These observations are conducted formally; feedback is given in both verbal and written form.

Formal observations occur at the beginning and the end of the year so that teachers have the opportunity to show progress in terms of the quality of their lessons. The observations will identify both recommendations and suggestions for improvement or further development. The end of year observations will also demonstrate how any areas requiring improvement have been addressed, and may also inform the appraisal process.

Assessments of the quality of learning in lessons are collated and a report on the quality of teaching and learning is delivered to the Principal via the Accountability Manager and Learning and Curriculum leads for Primary and Secondary every half term. This information is strictly confidential and only accessible to the school's Senior Management Team.

Concerns regarding any reduced learning observed in lessons are communicated to the teacher concerned and to the LATS team; timely and appropriate support strategies are then implemented by Learning and Teaching Support Team (LATS) of the relevant Department Head in order to facilitate improvement, clarify and jointly agreed set of action points and ultimately maximise the pupils' learning and potential. Ongoing concerns regarding the quality of Teaching and Learning which have not been alleviated by involvement with the LATS team may be referred to the Principal/HR as part of the performance management cycle. Teachers, therapists and assistants are given opportunities to observe best practice to promote better learning. All staff are encouraged and supported to attend one-to-one tutorials, workshops and in-house training sessions with the Curriculum and Therapies leads, specialist departments and external agencies where appropriate. This training is closely managed by the Head of Curriculum or Therapy in line with appraisal objectives.

Targets and areas for development are recorded on lesson observation feedback forms. These are collated and analysed by the Primary, Secondary and Post 16 Curriculum Coordinators. INSET feedback sessions are given to all staff on the strengths of lessons, AFL and the areas for improvement and development. Most recently (September 2018) all staff were shown examples of best practice as observed by LATS observations and Learning Walks.

In addition to the formal paired observations that are timetabled each academic year (external paired and internal paired) additional observations also take place through other formats. Paired observations are arranged within each department on a rotational basis, for teachers as well as Subject Leaders, in order to ensure a good overview of the quality of teaching and learning within their area.

Learning Walks through the school take place weekly and are conducted across different areas by two members of staff, including the Principal/SMT, and Heads of Therapies and Curriculum.

Information about these walks and feedback is held on the shared drive; feedback on individual teaching is fed back to the specified teacher/therapist only. The overview report is emailed to all staff and is held on the Shared drive.

## **2. Peer observation programme**

Blossom Upper House runs a peer observation programme which is monitored and maintained by the Heads of Curriculum and Therapy for Teaching and Learning. Every member of staff must carry out at least one peer observation per academic year.

Peer observations are not formal observations where judgments are made about the quality of the learning in the lesson. Instead, observations are an opportunity for colleagues to observe each other in order to strengthen their own professional practice and obtain new strategies for learning. The school is committed to sharing good practice across subjects, phases and disciplines.

This programme is particularly important for NQTs and new teachers and therapists in their 1st and 2nd year at Blossom House. The aim of this is to better inform new staff as to the specialist and often complex nature of the pupils' learning needs. Observation of outstanding practice is a key strategy used to improve the teaching skills of less-experienced staff and uphold high expectations for teachers.

Blossom House also regards peer observations as a highly valuable opportunity for more experienced and established staff to continue to develop their skills, learn new strategies and refresh ideas.

The lesson observations schedule is held on the Shared Drive; this enables relevant parties to see due-dates for observations and also acts as a tick-list for observations done

## **3. Homework monitoring**

### **Primary homework**

#### Primary

Over the years Blossom Lower School has tried a number of different homework policies in terms of the frequency, amount and type of homework set. We recognise that for some of our children and parents it is a really difficult and stressful issue. We have therefore recently adapted our homework policy to meet these needs. In the primary school homework is optional although encouraged. A letter is sent home to all parents of children years 2-6 at the start of every year. They have to return the letter to the child's group leader indicating if they would like homework for the year.

**Year 4, 5 and 6** will be given the option to request Maths, English, Science and Topic.

**Year 2 and 3** we ask parents to support their child through home learning. This includes reading a minimum of twice a week.

In addition, **Year 2 and 3** children will be given the option of a weekly English, Maths, Science or Topic activity.

### Parents

We understand the vital role that parents and carers have to play in ensuring their children receive the best support with their homework. We ensure this by:

- Writing curriculum plans termly which are emailed home to inform parents of their child's current learning topics so that they can plan their own home based enrichment activities and also know the homework content for the term. Parents are then invited in to discuss homework and the curriculum plan.
- Writing clear homework tasks that can be understood by both the parents and the pupils.
- Ensuring that parent views are acknowledged and that parents are supported.
- All parents will receive guidelines on how to support their child at the start of the year.
- Providing pupils with 'Home-School' books in the primary school and 'Planners' in the secondary school to ensure best communication of homework.
- Practical activities such as weighing cooking ingredients, handling real money and familiarising children with measures are of great value. Sometimes, homework is for children to talk about a topic at home prior to studying it in school. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet. Investigations are offered to children to further support class work.
- We encourage parents to spend free time with their children on enjoyable sharing activities, for example cooking, painting and dressing up.

### **Secondary homework (home learning)**

In September 2017, Secondary staff, pupils and parents were consulted over the efficacy of, and wishes for homework. In line with recent school developments associated with language used around academic concepts, a decision was made to refer to Homework as the preferred **Home Learning**. This is being continued through 2018/19. The main reason for the change was in order to alleviate any negative connotations held by pupils. The format Secondary is as follows:

Homework will be referred to as 'home learning'. Home learning is the most effective when it's the 'right type' of learning.

- Year 7 will have no regular home learning in order to support a positive transition from primary to secondary.
- Years 7, 8 & 9 will be given home learning assignments at the discretion of their subject teachers but this will not happen regularly. They will have seven days to complete this subject specific home learning. This will ensure that their home learning is meaningful, impactful, and levelled correctly
- Years 8 & 9 will be expected to do 15 minutes of reading for pleasure on Mondays, Tuesdays, Wednesdays and Thursdays. It is essential that students are using this time to build their ability to work independently. This includes the use of Read & Write Gold to read independently for those students who struggle with reading.
- In the summer term of year 9 we will begin integrating meaningful, subject-based home learning based on the pupils' options for year 10, to help the important transition to

To support pupils or parents who wished for the continuation of Home Learning, there is provision made after school for pupils to remain in school. From September 2018, there are lunchtime Study Club sessions available for secondary pupils; this is an opportunity for quiet study or to catch up with home-learning tasks.

#### **4. Pupil progress tracking**

Pupil progress tracking is formally conducted once every term. All teaching staff are expected to supply and update data regarding tracking and progress. Up until July 2017, the school used the BSquared system. However, Heads of Faculty and Primary worked together through 2017-18 to develop the school's own bespoke programme, known as School Assessment System (SAS). Levels have been replaced by 'steps', again, to avoid negative associations often held by pupils who have tended to compare themselves with the levels of others.. All progress tracking is held on the shared drive and is therefore subject to perusal and review by the Senior Management Team. Levels and associated targets for all pupils Yr 2-9 are held on the SAS; the first year's progression tracking will be available from Spring 2019. The Accountability Manager is responsible for undertaking individual tracking observations for pupils who are dyslexic, EAL, LAC or in receipt of Pupil Premium. This ensures that all pupils gain fair and equal access to the curriculum.

All staff update data for the individual pupils in their classes termly. All progress is assimilated and presented into meaningful charts and tables by the Heads of Department at the end of each term. This will duly identify peaks and troughs of progress and isolate areas of concern or deterioration. This information will then inform the action plans of the relevant Primary and Faculty Heads to tackle areas of under-achievement or less-than expected progress.

The progress against targets for IEPs is collated termly by the Accountability Manager, who will identify trends and patterns in conjunction with Heads of Curriculum and Therapies.

## 5. The process of TEACHING AND LEARNING

Teaching and learning are interactive and are supported by therapies wherever appropriate. It is vitally important that we teach pupils how to “learn to learn” in order for them to become independent learners and develop skills for life-long learning

Further details about teaching and learning within the Foundation Stage (which adopts and adapts the Merton Early Years framework) can be found in the Foundation Stage Policy. [EARLY YEARS\Foundation Stage-September 2015.doc](#)

### Learning to Learn

It should always be made explicit to pupils what they need to do to be successful in their learning. Strategies could include:

- Discussions with pupils about learning
- Explanation of topic/task e.g.: by teacher, between pupils, by pupils to whole groups, and pupils to the teacher
- Scaffolding (providing supported learning through writing frames, sentence starters etc)
- Modelling (sharing pupils’ work, working through examples, guided writing, sharing planning and demonstrations)
- Developing effective learning and study skills (e.g. revision techniques, recording notes, summarising) and sharing of good practice (i.e. pupil to pupil, pupil to teacher and teacher to pupil)
- Formative feedback (oral and written) and continual target setting on how to improve by teacher and/or pupil
- Regular reviews of progress toward targets: for Keystage 3 this is achieved during the lesson. For Key stage 4 this can be achieved through 1:1 tutorials during independent study time 3-3.30pm on separate days.

### **Learning objectives (aims) must be shared and reviewed**

If pupils are to learn to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows pupils to engage with the process of learning. The route to objectives being successfully met will involve differentiation and modification according to needs.

Teachers must make the learning objectives explicit to all pupils. They must be written on the board, demonstrated where appropriate through a Visual Timetable (VT). In this way, pupils are able to track how far their learning measures against lesson objectives, including timings. If a worksheet is being completed then the aim must also be made clear on the worksheet and the worksheet dated. The learning objective/aim of the lesson should also link to pupils’ targets (found in their folders).



Aims must remain visible throughout the lesson (on the white or interactive board). These objectives must be revisited throughout and at the end of the lesson to check pupil progress. This can be done in a variety of ways, for example:

- Pupils review their own learning against the aim and their targets
- Teacher questioning and plenary
- Comparing work completed from the starter activity to the end of the lesson
- Quiz – mini whiteboards
- Listening to small group conversation

### **The Structure of Lessons**

- Since September 2016, all lessons have been of 45 minutes duration. This continues through 2018/19. In Summer 2018 secondary pupils agreed that this amount of time was 'just right'.
- The day for all pupils begins with one 45 minutes session with their Group Leader, whether Teacher, Therapist or TA. Activities during this time will include specialist support, assemblies, SMSC opportunities, discussions and other forms of pastoral support
- Lessons must have a clear start. This should include a short engaging starter activity where previous knowledge can be checked. Revision of previous knowledge should be done through a quick activity.
- The setting and recording of home learning should take place at a point *in the lesson* when there is enough time to explain the activity and answer any pupil questions or worries (KS3 and KS4).
- Progress of learning must be checked throughout the lesson, utilising regular mini plenaries. These must review the learning objective, they can also be used to check and correct misunderstandings.
- Aims must be personalised for pupils in the class - teachers can use the: should/could/might approach. Ensure that the targets pupils are working towards are personalised and set appropriately high levels of challenge.

### **Activities**

Throughout the curriculum, activities and work tasks should always be varied, purposeful and appropriate to meet the needs of all pupils. Differentiation should be evident in clear planning.

As a highly specialised learning environment, staff understand that our pupils learn in different ways. Recognising this and planning for it provides stimulus and aims to be inclusive at all times. Teachers must use a range and variety of teaching strategies to take account of the learning needs of all pupils. These strategies almost always benefit from insight from therapists.

Pupils must have the opportunity to work in a variety of ways, such as individually, in pairs, small groups or whole class situations. Regardless of the format in which learning occurs, all teaching and learning strives to underpin the importance of fundamental

British values and to ensure that the principles of democracy, law, liberty, respect and tolerance are never undermined.

Personalisation is a powerful tool for pupil learning in the classroom and at home. This will take many forms and can include:

- Personalisation by outcome
- Personalisation by task
- Personalisation by question
- Developing and adapting resources to both support and extend pupils taking into account all pupils' needs
- The use of pupil groupings

Pupil achievement will be celebrated. This can be done in a number of ways:

- Using the school reward system – stars, tallies, tokens, special mentions
- Issuing House Points
- Through lessons highlighting an individual's success
- Communicated to Group Leaders via the sensible/appropriate book.
- Displaying pupils' work (on display boards)
- Parents informed by Group leader or by the class teacher at feedback evening.

With effective learning, it is anticipated that underachievement will be picked up and addressed long before it is identified by the PDA in his/her termly analysis. As a special school, we recognise that underachievement cannot be rooted alone in the special educational needs of the learner. Making predictions and having high and appropriate expectations for all pupils is the responsibility of the teacher. Equally, the teacher is equally responsible for initiating change which will enable a pupil to get back on track and thrive within realistic expectations, which take account of emotional, therapeutic and academic needs.

### Identification

Teachers must familiarise themselves with relevant data (for example levels, dyslexia/EAL lists and target grades) and use this to inform expectations and monitor and record progress.

Teachers must address barriers to learning which may prevent pupils from achieving, such as interfering behaviour, passive behaviour, attention difficulties, sensory difficulties, lack of confidence and/or poor organisational skills. This information should then be shared and discussed with SLT, OT, AT, HH or GL in order to make a plan of intervention and support that is needed in the classroom.

Regular departmental discussions must focus on promoting achievement and must result in departmental actions that challenge underachievement. These meetings should take place after the update of Steps Assessment System. Departments will meet to analyse the data – look at which pupils are working 'above expected'/'at expected'/'below expected' progress. This information is then put into an action plan to identify which pupils need

further support and what interventions could be put in place to increase pupil progress. Departments are also aware of which pupils are working at each NC level. This information can be used when picking out work to moderate.

### Applying appropriate challenge

#### **Subject teachers must:**

- Give regular short term, achievable, meaningful targets and learning goals.
- Ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate.
- Attend meetings convened by department heads who will regularly lead their department in moderating the grading of work in accordance with national directives, for example, the National Curriculum or exam boards.
- Monitor and track the progress of individuals and groups of pupils using relevant data. Appropriate action plans must be put together for under achieving learners and Subject Leaders must liaise with Curriculum Coordinators about the progress which is made as a result of the intervening actions.

#### **Curriculum Coordinators and Leadership must:**

- Use a variety of sources of information to have an overview of achievement levels within their phase. Liaise with pupils, staff and parents regarding actions to tackle underachievement.

### Pupil work

Most of the pupils record their work on specially adapted worksheets which are maintained in the folders. Whilst exercise books are used sometimes, we find that encouraging teachers to prepare and differentiate specially modified work enables a greater degree of personalised learning for the pupils, and raised expectation of performance from teacher-planning. Previously, sticking in worksheets or specific images relevant to particular topics has proven time-consuming and often messy, sometimes increasing pupil-anxiety. By using our own worksheets, pupils are able to compile a wealth of work by which to assist their own progress, and to track themselves against the clearly identified targets at the front of their folders. We also find that the use of folders enables a broader range of media through which pupils are able to record their work.

## **6. Assessment**

Effective assessment and marking of work are fundamental to successful learning and teaching.

### Formative Assessment

The aim of formative assessment is to give pupils clear guidance about how to improve their work and how they have been successful. Pupils must be told of the assessment criteria for both class work and homework tasks.

All classwork or homework that is *formally assessed* (according to the marking policy for each phase) must receive formative comments. This will usually be in writing. When formative feedback is given verbally by the teacher, it may be appropriate for it to be recorded by pupils on their work (or the TA can ask the pupil to explain the verbal feedback and then record it on the work). Pupils should be informed what they have done well, and how to improve their work.

Opportunities must be given for pupils to act upon the guidance. This could be done through class or homework as follows::

- a starter or a plenary activity
- pupils set their own targets by themselves, with the help of peers/teacher
- discussion with the pupil
- a peer assessment activity
- peer teaching
- re-drafting pieces of work
- pupils keep guidelines on how to approach a particular question

It may also be done in an after school tutorials.

A formative comment should:

- be concise and accessible for pupils
- highlight achievement indicating two areas that they have been successful in, indicating how improvement can be achieved, giving one or two specific targets
- appear personal by using the pupil's first name
- encourage and support the individual needs of pupils in a constructive way
- encourage pupils to take ownership of their learning

For KS4 refer to the mark scheme where relevant

Peer and/or self-assessment should take place regularly in every subject area. The aim of self-assessment is to enable pupils to be actively involved in the assessment process and give them ownership of their learning and therefore encourage independent learning.

#### Assessment of class work and homework

- With past examination questions/papers, grades/levels can be given. The relevant assessment criteria and grade/level boundaries should be used when assessing these tasks. These will form evidence for KS4 pupils predicted grades. These are shared with parents and pupils on a half termly basis.
- Class work and/or homework will be marked and returned within one week. The depth of marking should relate to the nature of the task set.
- Notes/folders must be checked for accuracy and content at least once a half term.  
-There must be visible evidence that notes have been checked, for example, a teacher's signature.
- For certain activities it is appropriate to award a numerical mark.

- Staff must follow the 'English' policy for marking spellings and specific vocabulary. Secondary English Policy - Sept 18 Appendix L Upper House Marking Policy.doc

### Primary

- Class work and/or homework will be marked and returned within one week. The depth of marking should relate to the nature of the task set.
- Notes/folders must be checked for accuracy and content at least once a half term by the subject leader

Staff must follow the primary marking policy. Marking primary – Sept18 Cassie and Louise.docx

### Presentation

- Teachers must ensure that work is presented to the highest possible standard at all times, excluding rough and draft work.
- Teachers must not allow pupils to deface books, folders and planners.
- When completing ICT based work, presentation remains very important.

### **School Assessment System (SAS) (formerly BSquared)**

With the impending withdrawal of BSquared whole-school assessment system in August 2017, Heads of Faculty and Primary worked together through 2016-18 to devise a bespoke system which would replace BSquared, based on original National Curriculum levels.

Careful attention was taken in developing the language used to ensure that descriptors were relevant, meaningful and pupil-centred. The levels (broadly similar to Year Group/age) are known as Steps and written in such a way that they can be easily shared with and understood by pupils. Each year group is represented by a colour. In this way, for example, the whole of KS3 can be seen at a glance.

Pupils are set targets which are maintained in the Shared File. Their progression against descriptors are assessed using entering/secure/excelling (per step)

### **Plan for the period 2017-19:**

- December 2017 – teaching staff to meet for a MAD moderation and assessment) day in order to establish levels in English and Maths for Yr 2-9
- April 2018 – second term of data collected for English and Maths and initial data collected for Science and Humanities
- July 2018 – final collection of data for 2017-18
- February 2019 – initial publication of progression data spanning Sep 2017-Dec 2018

### **Whole school data derived from 2017-18 will:**

- inform target setting for 2018-19

- enable Heads of Faculty and Primary to be able to highlight areas for setting more challenging targets
- enable a measurement of progression-tracking to be ascertained which will continue to be further refined over subsequent terms
- enable the LATS team to review and ensure that a high standard of teaching and learning is maintained throughout the school at all times
- enable the LATS team to ensure that staff are trained in ensuring that all pupils are appropriately challenged, including higher-level pupils
- enable a clear training directive for new staff, including newly-qualified teachers

## **7. Exceptional Strengths (formerly Dual and Multiple Exceptionality)**

As a special school, Blossom House uses its own specialised teaching and differentiation techniques to ensure that all learning needs are identified and addressed, including those pupils identified who would have previously presented as Dual and Multiple Exceptionality (DME). However, the term DME refers to pupils who exhibit skills and strengths despite having SEN; at Blossom House, all pupils have SEN and so it is not practical to make this distinction as is found in other schools.

It is incumbent on the school and its staff to ensure:

- that individual skills, talents and strengths are nurtured and developed in order to meet potential
- that pupils difficulties do not impede or present as a barrier to attaining potential
- that planning for individual students can inform realistic targets towards attaining potential in specific areas
- that a clear vision for exceptional strengths is shared with all staff and parents (where appropriate)

At Blossom House, pupils with Exceptional Strengths may be identified in any of the following ways:

- As presenting with a standard score at a level of 128 or higher in any area of skills or the curriculum
- As presenting with an exceptional skill in music, drama, art or sport which is in stark contrast to their other abilities and levels of skills
- As presenting with an exceptional academic skill in relation to other subjects (as demonstrated through the SAS system)

For such pupils, there will be the expectation that a suitable level of challenge is applied through curriculum and lesson planning. Such pupils are encouraged to make use of extra sessions provided through lunchtimes, or by attending one of the optional lunchtime Study sessions. During 2017-18 for example, one pupil with a talent for English Language was given extra-curricular opportunities for booster-work sessions during lunchtimes to add a layer of challenge to her experience of English.

## **8. Use of ICT**

SMARTboard technology is utilised in classrooms to allow a greater sense of interactivity in lessons.

Pupils can select, annotate and manipulate lesson materials. SMARTboard technology also encourages pace; changeover from activity to activity can be very swift as resources can be brought on the screen instantly. SMARTboard technology encourages the use of a variety of media which pupils find particularly engaging.

The use of ICT software also encourages good planning; programmes such as PowerPoint or Smart notebook enable teachers to create lesson packages which can then be shared with colleagues.

The Teaching and Learning Support Team inducts new teachers for each phase to use Smart Notebook for teachers not trained within this resource.

Use of ICT facilities is monitored by the teachers and TAs at all times in order to prevent mis-use. All pupils are tutored in the dangers and risks of Cyber-bullying and to prevent online exploitation.

## **9. The Learning and Teaching Support Team (LATS)**

The LATS team are a team composed of teaching staff and therapists from across the school. Their aim is to support both teachers and their learners, through promotion of best practice, and use of appropriate resources, with modelling of and support for outstanding teaching and outcomes. The team meet weekly and review policies and practices across the school. They offer advice and support the learning of both individuals, and whole groups of pupils. They offer support and guidance to teachers for whom observations have raised concerns. They provide training opportunities throughout the year, and ensure best practice is being monitored through learning walks and observations.

Recent training for an INSET day included a presentation on best practice seen across the school during learning walks, for example, in detailing how to make success criteria explicit, and how to use visual aids to support understanding. The team also work with HR as part of the performance management cycle where concerns have been raised about an individual member of staff. The team also offer both formal and informal mentoring to all staff.