

Teaching and Learning Policy

2025 - 2026

Approved by:

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1. Aims

Leamington LAMP's Teaching and Learning Policy's aims are;

- to ensure that our students receive an individualised and flexible programme of study that takes into consideration their SEND and the information
- for students to be able to access learning that is differentiated to their level and offers the opportunity for stretch and challenge where applicable
- to allow our students to integrate back into education at a pace that takes into consideration their SEND
- to provide teaching and learning opportunities in an alternative educational environment that is proven to reduce the anxiety levels of our students
- to ensure staff are knowledgeable and enthusiastic in their subject area.
- to support creativity in music and arts
- to provide our students with a complete programme of study that allows them to become independent learners and finally enjoy success in education
- to give the opportunity to progress and achieve nationally recognised qualifications
- to monitor student progress against their individual targets
- to prepare students so they are ready for their next steps after LAMP

2. Roles and responsibilities

Directors and Head of Centre will

- have overall responsibility for ensuring that this policy is implemented and monitored.
- to ensure that all staff have the support and training opportunities necessary for them to effectively carry out their role.
- Have a clear and ambitious vision for providing high-quality education
- Manage resources to support high-quality teaching and learning
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Teachers will

- be responsible for the planning of teaching and learning in their subject areas - including writing and reviewing schemes of work.
- Have up to date knowledge of individual student needs by reading relevant referral paperwork and EHCPs
- Set targets and review progress, raising concerns with SLT immediately so interventions can be put in place

- regularly review and evaluate their teaching methods to ensure they continue to meet the individual and SEN needs of the students
- plan the work of teaching assistants, where available, to ensure they are being effectively used to work with individual students highlighted as needing additional support
- differentiate their teaching methods taking into consideration the SEND needs of each student
- contribute to student progress updates, written reports and annual reviews

Teaching Assistants will

- work under the direct supervision of teachers/ subject leaders to support students highlighted as needing additional support.

Parents and carers will

- Participate in discussions about their child's progress and attainment e.g. attending progress meetings and annual reviews
- Communicate with the school to share information promptly
- Encourage their child as a learner
- Support their child's attendance

3. Monitoring and review

To check the standard of teaching and learning at LAMP, the following quality measures are in place;

- Lesson observations
- questionnaires of staff, parents, students
- evaluating the results of qualifications
- subject meetings
- IQA & EQA scrutiny and reports

The results of monitoring and review activities will be used to form information about areas for staff development and provide information from which to set targets for staff improvement. Where there are standards of teaching and/or learning that is falling below the expected LAMP standard, then additional support can be put in place for staff.

4. Expected standard of LAMP teaching & Learning

- **planning. It is expected that;**

- lessons are planned with clear aims and objectives
- appropriate resources are selected
- lessons activities are differentiated and take into consideration the individual SEND of the students highlighted in EHCPs
- stretch and challenge opportunities are put in place for the appropriate students
- topics such as British Values, Equality & Diversity, Preparation for Adulthood, Safeguarding and functional skills are included in the planning process and embedded in subject programmes
- learning environment is appropriate to the subject being taught and the individual sensory needs of the students
- lessons are planned to have regard for prior learning to ensure continuity and progression

- start of the lesson. It is expected that;

- lessons start promptly
- teachers greet students on arrival, collecting them from break/lunchtime areas and escorting them to classrooms where necessary
- teachers will consider using a starter activity whilst students are settling
- the aims and objectives of the lesson will be shared with the students ensuring that expectations are made clear.
- check for prior learning from previous lesson or, if a new topic, gauge existing knowledge

- lesson development

Staff will ensure they;

- present lesson activities clearly and enthusiastically to students
- provide opportunities, for students to become independent learners
- offer exemplars and visual prompts
- provide activities to stretch and challenge students.
- are able to deviate from original plan when necessary
- use methods to encourage student involvement in the lesson, taking into consideration knowledge of their SEND

- End of the lesson

Staff will;

- check that learning has taken place
- set tasks for outside the classroom, if appropriate
- feedback to students about their progress and celebrate success
- make links to future lessons
- finish the lesson on time, escorting students to break lunch areas if required.

-After the lesson

Staff will;

- Ensure marking and feedback take place – following the LAMP marking policy
- Completing Learning log on topics completed, progress made and record engagement in the class.
- Review progress towards targets
- Notify SLT of any issues

5 Learning environment

Learning at LAMP takes place in spaces that are dedicated to each subject area. Rooms are small and class sizes usually run at a maximum of 4 students plus the teacher.

If a student needs to take some time out of their class then they can use the shared lounge areas which provide a quiet space for regulation.

6. Link to other policies

Curriculum policy

Staff Code of Conduct

Subject policies

Marking policy