



Lawrence House School

Teaching and Learning

Policy

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Approved Chair of Governors	Tony Nolan

1. Introduction and Vision

Our Commitment

At Lawrence House School, we are committed to providing high-quality teaching and learning experiences that meet the unique needs of every student. We recognise that our students often arrive with disrupted educational backgrounds and complex needs, and we are dedicated to removing barriers to learning through trauma-informed, relational practice.

Our Approach

Our teaching and learning approach is built on:

- Trauma-informed practice that recognises the impact of adverse experiences on learning
- Relational approaches that prioritise positive relationships as the foundation for engagement
- Personalisation that adapts provision to meet individual needs
- Holistic development that values personal development alongside academic progress
- Evidence-based practice informed by ongoing quality assurance and professional development

This policy should be read in conjunction with our Curriculum Policy and Marking Policy.

2. Roles and Responsibilities

Governors/Proprietor

- Hold the Headteacher to account for the quality of teaching and learning
- Monitor the impact of teaching on student outcomes
- Ensure adequate resources are available to support high-quality teaching

Headteacher

- Provide strategic leadership for teaching and learning across the school
- Ensure this policy is implemented consistently
- Monitor the effectiveness of the Quality of Education Lead
- Report to Governors/Proprietor on the quality of teaching and learning

Quality of Education

- Oversee the implementation of this policy
- Lead the quality assurance cycle and CPD programme
- Conduct learning walks, drop-in visits, and formal observations
- Hold bi-weekly meetings with teachers to review student progress and teaching practice
- Analyse data from TrackAble to identify trends and inform improvement strategies
- Report to the Headteacher on teaching and learning standards

Teachers

- Plan and deliver high-quality lessons that meet the needs of all students
- Use the "Now, Next, Then" structure and lesson planning proforma
- Implement trauma-informed and relational approaches
- Maintain positive behaviour through our C.A.R.E values
- Update TrackAble weekly with student progress data
- Attend bi-weekly meetings with the Quality of Education Lead
- Create 7-minute briefings for new students to remove barriers to learning
- Use adaptation strategies to meet individual needs

- Incorporate Section F and PEP targets into planning
- Engage actively with CPD and implement learning into practice
- Work collaboratively with Teaching Assistants

Teaching Assistants

- Support teachers in delivering high-quality learning experiences
- Implement strategies outlined in lesson plans and 7-minute briefings
- Support positive behaviour management through C.A.R.E values
- Contribute to observations and assessments of student progress
- Engage with relevant CPD opportunities

3. Planning for Learning

Lesson Planning Structure

All lessons must follow the "Now, Next, Then" structure to provide clarity and reduce anxiety for students:

Planning Proforma Requirements:

- Learning Objective (LO): Must always start with "To" (e.g., "To explain...", "To develop...", "To apply...")
- Now section: The current task/activity with clear "I can" success criteria
- Next section: The subsequent task/activity with clear "I can" success criteria
- Then section: The final task/activity or extension with clear "I can" success criteria
- Success Criteria: Each section must include "I can" statements that clearly define what success looks like

Personalised Planning

Teachers must incorporate the following into their planning:

- 7-Minute Briefings:
- Created for each new student using background information provided
- Identifies key barriers to learning and strategies to overcome them
- Shared with all staff working with the student
- Updated as new information emerges

Individual Student Needs:

- Section F considerations: Incorporated from student plans
- Teacher observations: Used to inform adaptive strategies
- PPE targets: Integrated from progress review meetings
- Graduated Approach: Applied to ensure appropriate levels of support

Adaptation (Not Differentiation):

We use the term "adaptation" to reflect our approach of modifying teaching to meet needs rather than creating separate pathways

Adaptations may include: modified resources, alternative recording methods, adjusted timescales, environmental changes, additional adult support, or alternative assessment approaches. Lessons are started with the strengths of the student to support engagement and create a positive culture for the students before accessing their learning for new content.

Curriculum Planning

All teaching must align with our Curriculum Policy, ensuring:

- Coverage of the curriculum appropriate to each student's starting point
- Links to real-world contexts and personal development opportunities
- Progression in knowledge and skills over time
- Opportunities for students to develop independence and resilience

4. Teaching Approaches

Trauma-Informed Practice

All teaching staff must demonstrate understanding and application of trauma-informed approaches:

Key Principles:

- Recognise that behaviour is communication
- Create predictable, safe learning environments
- Avoid re-traumatisation through careful language and approach
- Build trust through consistency and reliability
- Understand the impact of trauma on learning, memory, and emotional regulation

In Practice:

- Use calm, regulated responses to dysregulation
- Provide choices to promote agency
- Establish clear routines and structures
- Give advance notice of changes
- Create safe spaces for emotional co-regulation

Relational Approaches

Positive relationships are the foundation of effective learning at Lawrence House School:

Building Relationships:

- Use 7-minute briefings to understand each student's background and needs
- Invest time in getting to know students' interests, strengths, and aspirations
- Demonstrate genuine care and interest
- Be consistent, fair, and trustworthy
- Repair relationships when things go wrong

Personalised Timetables and Activities:

- Timetables are adapted to meet individual needs and engagement levels
- Activities are chosen to build on interests and motivations
- Flexibility is maintained to respond to student needs on any given day

Positive Behaviour Management Through C.A.R.E Values

Our approach to behaviour is rooted in our C.A.R.E values:

C.A.R.E Framework: Teachers must consistently model and reinforce these values, using positive behaviour strategies that:

- Focus on what we want to see, not what we want to stop
- Recognise and celebrate small steps of progress
- Use restorative approaches when incidents occur
- Maintain high expectations within a supportive framework
- See behaviour as an opportunity for learning and growth

Graduated Approach

We apply the Graduated Approach (Assess, Plan, Do, Review) to ensure all students receive appropriate support:

- Assess: Use 7-minute briefings, observations, and TrackAble data to understand needs
- Plan: Incorporate adaptations, Section F, and PPE targets into planning
- Do: Implement strategies with fidelity and consistency
- Review: Evaluate impact through bi-weekly meetings and termly progress reviews

5. The Learning Environment

Classroom Setup

All classrooms must be equipped to meet student needs:

Core Requirements:

- Calm, organised, and predictable environment
- Visual supports (e.g., timetables, "Now, Next, Then" displays)
- Resources readily accessible
- Spaces adapted to sensory needs where required
- Displays that celebrate student work and promote belonging

Flexibility:

- Classrooms can be adapted on a need-to-need basis
- Resources can be purchased as and when needed to support individual students
- Environmental adjustments are made proactively based on student feedback and observations

Resources

Teachers have access to:

- A wide range of curriculum resources
- Specialist equipment to support individual needs
- Technology to enhance learning
- Support from the Quality of Education Lead in identifying and sourcing appropriate resources

6. Assessment and Progress Monitoring

TrackAble System

Weekly Updates:

All teachers must update TrackAble weekly with student progress data

Data should reflect both academic progress and personal development

Updates inform bi-weekly meetings with the Quality of Education Lead

Data Analysis:

- The Quality of Education Lead analyses TrackAble data to identify trends
- Data informs CPD priorities and quality assurance focus areas
- Progress is reported to the Headteacher and Governors/Proprietor

Progress Reviews

Bi-Weekly Meetings:

- All teachers meet with the Quality of Education Lead every two weeks
- Meetings review individual student progress given the high turnover of students
- Discussions inform adaptations to teaching and support
- PEP targets are set and reviewed

Termly Progress Reviews:

- Formal progress reviews are completed each term
- Reviews include academic progress, personal development, and wellbeing
- Outcomes are shared with relevant stakeholders
- Targets are set for the following term

Holistic Assessment

We pride ourselves on focusing on the child as a whole:

Academic Progress:

- Progress against curriculum objectives
- Development of knowledge and skills
- Application of learning in different contexts

Personal Development:

- Social and emotional growth
- Development of resilience and independence
- Progress towards personal goals
- Engagement and attendance
- Relationships with peers and adults

Both areas are given equal weight in our assessment of student progress.

7. Quality Assurance

Quality Assurance Cycle

A structured QA cycle operates throughout the year, with a weekly focus on different areas of teaching and learning:

- Weekly Focus Areas (rotating):
- Lesson planning and use of proforma
- Implementation of "Now, Next, Then" structure
- Use of "I can" statements and success criteria
- Adaptation strategies and personalisation
- Trauma-informed and relational practice
- Positive behaviour management through C.A.R.E values

- Use of 7-minute briefings
- Learning environment and resources
- Assessment and use of TrackAble
- Student engagement and relationships
- Personal development opportunities
- Implementation of Section F and PPE targets

Learning Walks

Termly Learning Walks:

- Conducted by the Quality of Education Lead and Headteacher
- Focus on the quality of teaching and learning across the school
- Provide evidence for CPD planning and school improvement priorities
- Findings are shared with staff and inform next steps

Weekly Drop-In Visits:

- Short, informal visits to classrooms
- Focus on how CPD topics for that term have been embedded into practice
- Provide immediate feedback and support to teachers
- Create a culture of continuous improvement and openness

Formal Observations

- Formal lesson observations take place as part of the termly QA cycle
- Observations are developmental and supportive in nature
- Feedback is provided promptly with clear next steps
- Observations inform individual CPD needs

Other QA Activities

Quality assurance also includes:

- Book scrutinies (in line with our Marking Policy)
- Student voice activities
- Work sampling
- Review of planning documentation
- Analysis of TrackAble data
- Review of 7-minute briefings and their impact

8. 8. Continuing Professional Development (CPD)

CPD Calendar

A termly CPD calendar is developed based on:

- Learning walks and drop-in visits
- Formal observations
- Analysis of TrackAble data
- Student outcomes
- Staff feedback and identified needs
- National and local priorities

CPD Delivery

CPD is delivered through:

- Whole-school training sessions
- Individual coaching and mentoring
- Peer observation and collaboration
- External training opportunities
- Professional reading and research
- Bi-weekly meetings with the Quality of Education Lead

Embedding CPD

- Weekly drop-in visits focus on how CPD topics have been embedded
- Teachers are expected to implement learning from CPD into their practice
- Impact of CPD is evaluated through the QA cycle
- Successful practice is shared across the school

9. 9. Monitoring and Review

Policy Review

This policy will be reviewed annually by:

- The Quality of Education Lead
- The Headteacher
- Governors/Proprietor
- Staff feedback will be sought as part of the review process

Monitoring Impact

The impact of this policy will be monitored through:

- Student progress data from TrackAble
- Quality assurance activities
- Termly progress reviews
- Student and staff feedback
- External validation (e.g., inspections, peer review)

Reporting

The Quality of Education Lead will provide termly reports to the Headteacher on:

- The quality of teaching and learning
- Student progress and outcomes
- Impact of CPD
- Areas for development

The Headteacher will report to Governors/Proprietor on the effectiveness of teaching and learning and progress against school improvement priorities.

10. 10. Links to Other Policies

This policy should be read in conjunction with:

- Curriculum Policy
- Marking Policy
- Behaviour Policy (C.A.R.E values)
- Safeguarding and Child Protection Policy
- SEND Policy
- Assessment Policy