3a. Teaching and Learning Policy

(Reception- Year 6)

Rationale

At The Lyceum, we recognise that every pupil learns in their own unique way, influenced by their individual experiences and needs. Our commitment is to create an inclusive and dynamic learning environment where all pupils are empowered to achieve their full potential, regardless of their starting point.

We believe that exceptional teaching—flexible, responsive and tailored to the needs of each pupil—has the greatest impact on learning. Our teaching practices are designed to foster a love of learning, resilience and independence. By adopting an adaptive teaching approach, we ensure that every pupil is both supported and challenged on their learning journey, helping them to grow at their own pace while pushing them beyond their comfort zones.

Our Approach

Teaching and Learning at The Lyceum is centred on providing engaging, purposeful and challenging learning experiences that cater to the individual needs of each pupil. We recognise that the most effective learning occurs when pupils feel both challenged and supported, and this is achieved through adaptive teaching that responds to their diverse needs.

Our teachers are skilled in crafting lessons that balance challenge with support, using flexible teaching strategies and clear learning objectives. Through continuous, timely feedback, we enable pupils to take ownership of their learning and make progress. By personalising our approach to meet the needs of each pupil, we aim to foster engagement, motivation and personal growth, ensuring that every pupil can succeed and thrive.

We aim to

- Create an environment where all pupils are motivated and inspired to achieve.
- Ensure that teaching is tailored to pupils' unique learning needs, fostering independence and resilience.
- Provide inclusive learning experiences, addressing the needs of all learners, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) pupils and more able pupils.
- Support every pupil's academic progress through timely, responsive interventions and adaptive teaching strategies.
- Cultivate a culture of high expectations, continuous improvement and reflective practice across the school.

The Role of Adaptive Teaching

Adaptive teaching is integral to our teaching and learning practice. It ensures that pupils' needs are identified, supported and addressed in real time through dynamic teaching approaches. At The Lyceum, we are committed to ensuring that adaptive teaching is embedded within every lesson. Teachers adjust their methods, resources and support based on continuous assessment and their professional judgment to ensure that all pupils can access and engage with the curriculum at a level appropriate to them.

Teachers are adept at providing timely, differentiated support that builds pupils' independence and fosters confidence. This approach ensures that no pupil is left behind while providing appropriate challenges for those who are ready for more advanced learning.

Key Elements of Teaching and Learning

- ***Inspirational Teaching****:* Teachers are passionate, knowledgeable and skilled in adaptive teaching strategies, ensuring lessons are engaging and tailored to every pupil's needs. Creativity is infused into lessons, encouraging exploration and critical thinking through dynamic activities that make learning exciting and relevant.
- ***Clear Learning Objectives***: Learning objectives are shared and understood by pupils, guiding them through their learning journey.
- ***Responsive Assessment***: Assessment for learning is central to our adaptive teaching approach. Teachers use ongoing formative assessment and feedback to monitor pupils' understanding, identify misconceptions and adapt teaching strategies accordingly. Teachers tailor their questions, tasks and resources to match the diverse needs of pupils, ensuring all can make progress.
- ***Scaffolding***: Teachers provide both soft and hard scaffolding (where necessary) to support pupils as they build confidence and independence. Soft scaffolding occurs in real-time, responding to immediate needs, while hard scaffolding involves pre-planned support such as structured resources and worked examples. This support is gradually faded as pupils gain independence.

Roles and Responsibilities

- ***The Headmaster***: The Headmaster promotes a culture of high standards in teaching and learning, ensuring that adaptive teaching practices are embedded throughout the school. The Headmaster leads by example, supports staff development and ensures that all pupils benefit from excellent teaching.
- ***Senior Leadership Team (SLT)****:* SLT supports staff in embedding adaptive teaching strategies, review teaching practices and ensure that planning meets the diverse needs of pupils. They ensure that pupil progress is consistently tracked and support teachers in professional development related to adaptive teaching.
- ***Subject Leaders***: Subject Leaders support teachers in using adaptive teaching strategies, monitor pupil progress in their subject across the school and provide guidance to ensure all pupils' needs are met. Additionally, they organise enriching experiences such as themed weeks, competitions, and external workshops to deepen pupils' understanding and broaden their learning opportunities within the subject.
- ***Teachers***: Teachers are responsible for planning and delivering lessons that incorporate adaptive teaching strategies, including scaffolding and targeted support. They create a positive, stimulating learning environment and support pupils to transition from dependent to independent learning.
- ***Pupils*****:** Pupils are expected to engage fully in their learning, embrace challenges and reflect on their progress. They take ownership of their learning journey by using the strategies and support provided to them, while developing metacognitive skills to understand how they learn and apply this knowledge to improve their performance.
- ***Parents*****:** Parents are key partners in the learning process. They support their children's learning by ensuring good attendance, preparation for school and fostering a positive attitude towards learning. They work in partnership with the school by attending parent consultations, supporting homework and participating in curriculum workshops organised by staff to gain a

deeper understanding of the school's teaching approach and how to best support their child's learning at home.

While class teachers remain responsible for the progress of all pupils in their class, there are occasions where additional, targeted interventions are required beyond the capacity of class-based provision. In such cases, the SENDCo plays a key role in delivering specialist support.

SENDCo-Led Interventions

Where pupils require highly individualised interventions that cannot be effectively delivered by the class teacher or support staff within the classroom setting, the SENDCo will:

- **Assess and Identify Needs:** Use ongoing assessments, external professional advice (where applicable), and consultation with class teachers to determine the specific intervention required.
- **Plan Personalised Interventions:** Design and deliver evidence-based interventions tailored to the pupil's needs, ensuring they align with their Individual Education Plan (IEP) or SEND Support Plan.
- **Deliver Targeted Support:** Provide direct, small-group or one-to-one interventions, focusing on key areas such as literacy, numeracy, social communication, emotional regulation or other identified needs.
- **Monitor and Review Progress:** Track pupil progress through observations, formative assessments and discussions with teachers and parents, making necessary adjustments to ensure the intervention remains effective.
- **Support Class Integration:** Work closely with class teachers to embed learning from interventions into classroom practice, ensuring consistency and continued progress.
- **Liaise with External Agencies:** Where appropriate, collaborate with external specialists (e.g., Speech and Language Therapists, Educational Psychologists) to ensure interventions are informed by expert recommendations.

Through this approach, the SENDCo ensures that pupils with SEND receive the bespoke support they need to thrive, while maintaining a collaborative partnership with class teachers, parents and external professionals.

Early Years Foundation Stage (Reception Class/es)

At The Lyceum, we recognise the importance of providing a supportive, stimulating and engaging environment for our youngest learners in the Reception class/es. Our approach to teaching and learning in the EYFS is guided by the principles of the Early Years Foundation Stage Framework, ensuring that each child develops the skills, knowledge and dispositions they need for a successful transition into Key Stage 1.

In line with our commitment to adaptive teaching, we tailor our teaching strategies to the unique needs and learning styles of each child, fostering a love of learning from an early age. Key aspects of our EYFS provision include:

- **Personal, Social, and Emotional Development (PSED):** Teachers create a nurturing environment that supports the development of self-regulation, emotional literacy and positive relationships. We encourage children to build confidence, independence and resilience through structured activities and collaborative play.
- **Communication and Language:** We provide rich opportunities for speaking and listening, supporting language development through both adult-led and child-initiated activities.

Through storytelling, songs, rhymes and conversation, we help children develop vocabulary, comprehension and communication skills.

- **Physical Development:** We promote both fine and gross motor skills through physical activities, play and the use of tools and resources that support hand-eye coordination, balance and control.
- **Literacy:** In the EYFS, we focus on developing early literacy skills, including phonics, reading and writing. Teachers use a range of resources and strategies, including the Phonics Shed programme, to support children in developing a solid foundation for reading and writing.
- **Mathematics:** Early number skills, problem-solving and reasoning are introduced through hands-on activities, practical resources and play-based learning. We aim to build children's confidence in using numbers, patterns and shapes.
- **Understanding the World:** We encourage children to explore and make sense of their environment, both natural and man-made. Through topics related to the world around them, we foster curiosity about the environment, people and communities.
- **Expressive Arts and Design:** We provide opportunities for children to explore and express their creativity through a range of artistic activities, including music, dance, role-play and art. This encourages imagination, creativity and the development of fine motor skills.

In all areas of the EYFS, we utilise adaptive teaching methods to meet the individual needs of every child, ensuring that all children are challenged and supported appropriately. We also regularly assess each child's progress to inform our teaching and ensure continuous development.

Inclusion and Adaptive Teaching

Our commitment to inclusion is reflected in our approach to adaptive teaching. We recognise that all pupils have unique needs and abilities. By embracing adaptive teaching, we ensure that all pupils, including those with SEND, EAL and more able pupils, receive the support they need to succeed. We tailor our strategies to provide equal opportunities for all pupils to flourish, in line with the Equality Act (2010) and the Department of Education's Inclusive School Framework (2021).

Support for Special Educational Needs, More Able and EAL Pupils

SEND Pupils: Pupils with Special Educational Needs are supported through Individual Education Plans (IEPs) and adaptive teaching strategies that cater to their specific needs. Teachers use multi-sensory approaches and differentiated resources to ensure full access to the curriculum. Teachers collaborate with the SENDCo to provide tailored support across all subjects. Success is celebrated to boost self-esteem, both individually and within the class.

- **More Able Pupils:** More able pupils are provided with opportunities to extend and deepen their learning through challenging tasks, higher-order thinking and opportunities for critical thinking. Adaptive teaching ensures that these pupils are continuously challenged and stretched within the context of the classroom. Pupils are also encouraged to participate in extra-curricular activities to further develop their skills and interests.

- **EAL Pupils:** Pupils with English as an Additional Language are supported through tailored strategies, including visual aids and differentiated resources, to promote language development and ensure full curriculum access. Adaptive teaching builds confidence in English language skills.

Monitoring and Evaluation

The effectiveness of teaching and learning at The Lyceum is regularly monitored to ensure continuous improvement. Teachers reflect on their practices, adjusting as needed based on assessment and

feedback. Adaptive teaching strategies are reviewed to ensure all pupils are properly supported and challenged.

Monitoring activities include:
- Classroom observations and book looks.
- Progress checks against the School Development Plan.
- External inspections by ISI.
- Pupil tracking (formative and summative).
- Communication with pupils, parents, staff and School Governors.
- Staff professional reviews in line with the appraisal system.

The policy will be reviewed every three years, with input from staff and school governors.