Learning Support Practitioner (LSP) Policy

Author	Written / Reviewed	Passed by Governors	Next Review
S Worton/ K Foulkes	May 2020	May 2020	May 2022

Statement:

In line with the expectations of the Governing Body, our pupils and their families, the School recognises that the Teachers and LSP's at Shenstone Lodge School, both on the Shenstone Lodge site (SLS) and The Brades Lodge site (TBL), are responsible for meeting the learning needs and the progress of all the pupils in their class(es). Our LSP's have a different, but distinct, complementary role and contribution to make in relation to helping our pupils become confident, competent, independent and successful learners.

We recognise the positive impact LSP's can have both directly and indirectly in helping to raise pupil attainment and support their general development and wellbeing. They are a highly valued resource and an integral part of the teaching team.

It is the responsibility of the Senior Management Team (SMT) to ensure that LSP's support the work of our Teachers and the School more broadly, and maintain the appropriate demarcation between the role and responsibilities of teachers and the role and contribution of LSP's.

This policy sets out the vision for the role and purpose of our LSP's to ensure they are equipped to make a meaningful contribution to teaching and learning in our school.

It has been developed following extensive strategic work undertaken by our School on maximising the impact of our LSP staff. It has been informed by, and carefully designed to reflect the latest research evidence on the most effective use and impact of LSP's.

Links to Other Policies:

Special Educational Needs and Disability Policy

The aims are:

- to ensure that all pupils, no matter what their special education needs, receive appropriate educational provision through a balanced curriculum that is relevant and differentiated whilst demonstrating coherence and progression in learning
- to meet individual needs through a wide range of provision
- to identify, assess, record and regularly review students' progress and needs.
- to work collaboratively with Pupils, Parents/Carers, Professionals and support services, in supporting all stages of a pupil's development.
- to establish and deliver both pastoral and academic intervention and support programmes.
- to achieve the level of staff expertise required to meet pupils' needs
- to promote the greatest degree of partnership between Parents/Carers, Pupils, the school and other agencies

Teaching and Learning Policy:

At Shenstone Lodge School it is the responsibility of all teaching staff to raise and maintain high standards, and to ensure that every child achieves their potential.

At Shenstone Lodge, we believe in the concept of lifelong learning: that adults and children learn new things every day. Learning should be a rewarding and enjoyable experience. Through our teaching we will equip the children with the skills knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We strive to create an environment in which each person is respected as a unique individual.

We will ensure that all children have equal access to a rich, broad and balanced curriculum, one, which promotes a healthy and active lifestyle, regardless of race, gender, creed, ethnic origin, physical or academic ability.

We will promote a positive whole school culture committed to maintaining high standards.

We will always seek opportunities to work in partnership with our parents, carers and members of our community to help us achieve our goals.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and in doing so promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

Line Management and Performance Review:

TBL - LSP's are currently line managed by Scott Worton (Acting Assistant Head - Pastoral)

SLS – LSP's are currently line managed by Katy Foulkes (Class Teacher and English Lead).

Monitoring the LSP Policy and Deployment of LSP's:

TBL - An annual audit of the effective deployment of LSP's will take place by the Acting Assistant Head - Pastoral to ensure the deployment of LSP's in the class setting is in line with best practice.

LSP's will follow the same observation cycle as Teachers with formal observations taking place once a term. The aim of the observation is to inform best practise and celebrate areas of expertise.

SLS - The role of the LSP will be looked at when Teachers are being observed in the lesson. The progress that children are making is reviewed on a regular basis through Pupil Progress Meetings. This provides information on how the LSP and Teacher are impacting on pupil progress.

The work of LSPs is also monitored through the whole school monitoring framework. For example support and intervention programmes may be monitored. The appraisal process also provides an opportunity to evaluate the work of LSPs.

The Teacher manages the LSP attached to their class or named pupils on a day to day basis. Each class teacher is responsible for overseeing and supporting the work that the LSPs carry out in class and are in the best position to give feedback on tasks. Teachers are to be aware of the appraisal targets for LSPs and provide ongoing support.

Appraisal Meetings:

LSP performance is reviewed and addressed on a regular basis throughout the year in meetings with their line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place Autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period
- Assess performance in the appraisal period against objectives
- Discuss the LSP's professional development needs and identify action that should be taken
- Discuss the LSP's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the LSP's underperformance and put a plan in place to address it. The line manager should also inform the LSP that if performance does not improve, capability proceedings may begin, where applicable

All LSPs have an annual appraisal. The review is a way of encouraging professional dialogue allowing the LSP and the LSP Lead to discuss needs and future development in a systematic way.

Each LSP completes a self-review which is discussed at the Appraisal meetings held throughout the year (2 per year). From this, targets are set to allow LSPs to work towards developmental goals. The LSP is then supported in meeting these goals.

LSP Appraisal is a two-way process and is an opportunity to celebrate the achievements made in the past year and identify areas for development in the coming year. To ensure that the review meeting is focussed, completed within the timescale available, and results in an agreed and fair evaluation and targets, please come prepared for the meeting. It is the responsibility of the reviewee to provide the evidence of progress made against each of their objectives. Types of evidence will typically include:

- Observation feedback
- Intervention records
- Planning documentation
- Children's work

Deployment of LSP's in the classroom:

The deployment of LSP's varies over each school site and can be seen in Appendices A and B

Interactions with pupils:

LSP's are expected to:

- provide positive interactions to ensure pupils remain on task and engaged
- make information accessible to pupils with an understanding of how to stretch vocabulary
- promote independent learning where possible and to reduce the amount of work LSP's are doing for pupils
- Ask appropriate and effective questions that draw/ extract responses that reflect actual understanding
- Allow sufficient 'wait time' for pupils to think and respond (typically 4-7 seconds)

Teacher/LSP:

At TBL, Teachers are required to provide LSP's with a copy of relevant Medium Term Plans (with sections completed for deployment of LSP's and how they are to be used) to ensure they have a clear understanding of topic/lesson aims.

At SLS, Teachers are required to share weekly planning with the LSPs. Teachers are to have regular dialogue with LSPs ensuring they are clear about their role in each lesson as well as a clear understanding of the learning intention.

LSP's are given the opportunity for Continued Professional Development, through regular directed CPD sessions. LSP's will also be given the opportunity to select their own areas of training to support their own personal and professional development.

Agreed Effective use of LSP by Senior Management Team:

If pupils are settled and the teacher has no directed tasks to complete, LSP's to spend time on dedicated areas of responsibility.

LSP's to liaise with SMT members to decide if they need to be re-deployed within another classroom (in the first instance) and the with the Wellbeing/Behaviour Support Team if needed.

Personal and Professional Conduct:

LSP's should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and Understanding:

LSP's are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and Learning:

LSP's are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.
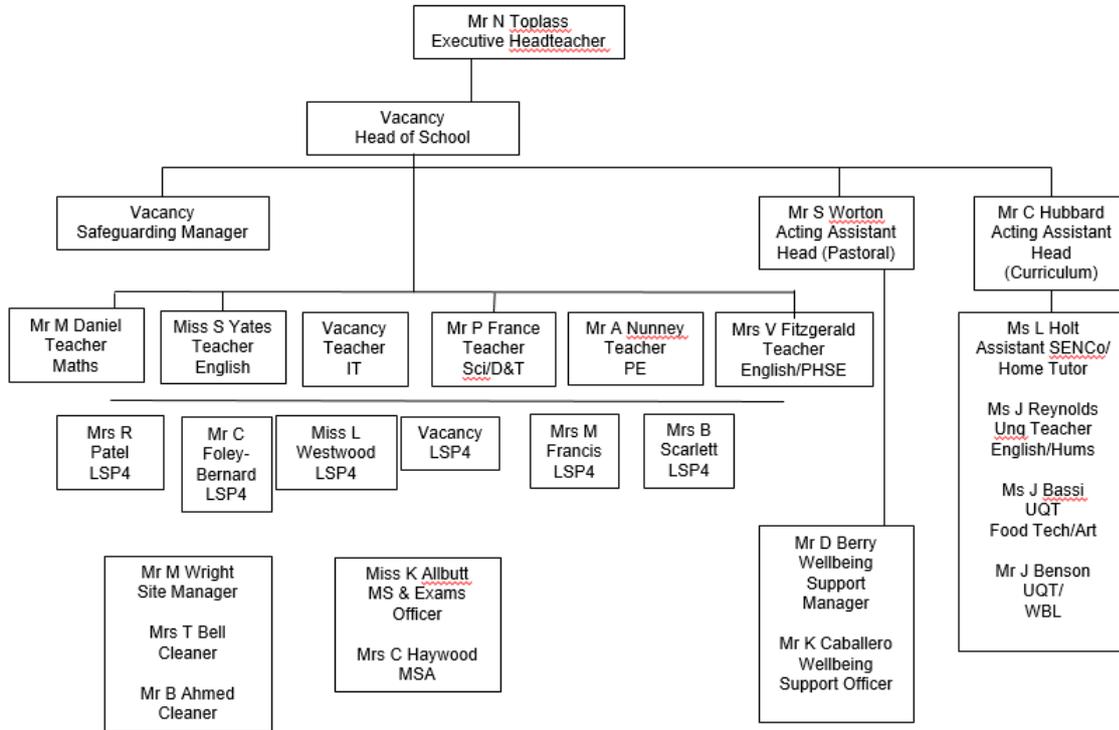
Working with Others:

LSP's are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
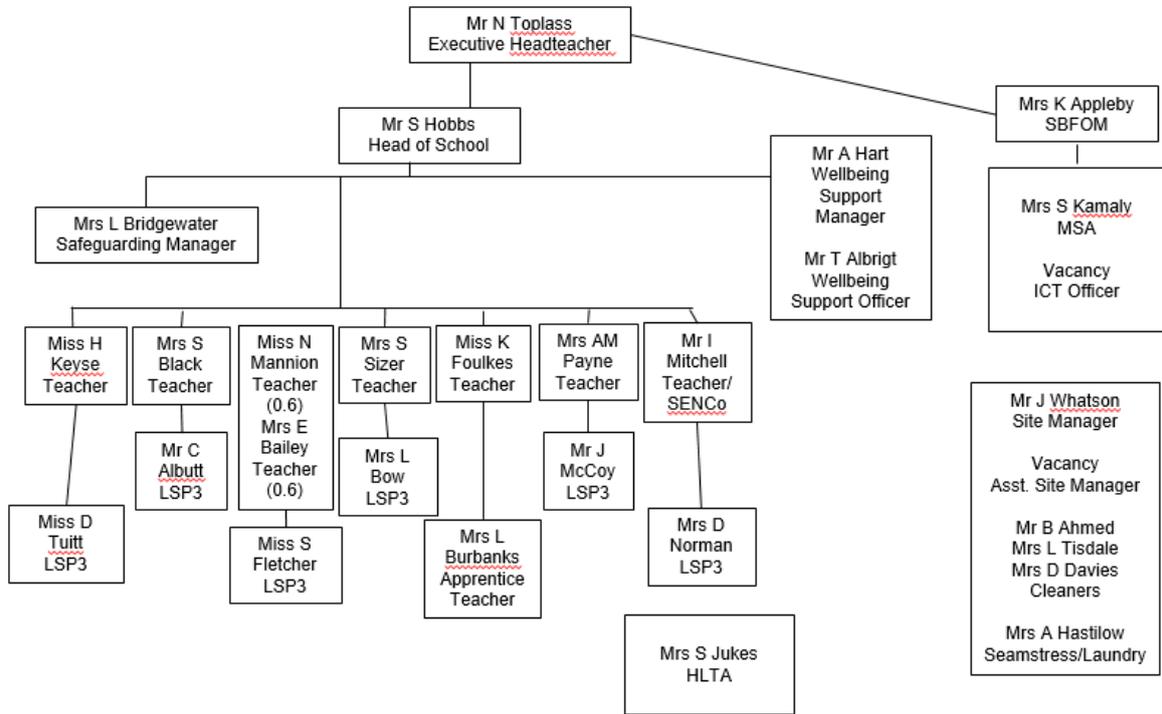
Appendix A

The Brades Lodge

Mr N Toplass
Executive Headteacher

Vacancy
Head of School

Vacancy
Safeguarding Manager

Mr S Worton
Acting Assistant
Head (Pastoral)

Mr C Hubbard
Acting Assistant
Head
(Curriculum)

Mr M Daniel
Teacher
Maths

Miss S Yates
Teacher
English

Vacancy
Teacher
IT

Mr P France
Teacher
Sci/D&T

Mr A Nunney
Teacher
PE

Mrs V Fitzgerald
Teacher
English/PHSE

Ms L Holt
Assistant SENCo/
Home Tutor

Ms J Reynolds
Ung Teacher
English/Hums

Ms J Bassi
UQT
Food Tech/Art

Mr J Benson
UQT/
WBL

Mrs R
Patel
LSP4

Mr C
Foley-
Bernard
LSP4

Miss L
Westwood
LSP4

Vacancy
LSP4

Mrs M
Francis
LSP4

Mrs B
Scarlett
LSP4

Mr M Wright
Site Manager

Mrs T Bell
Cleaner

Mr B Ahmed
Cleaner

Miss K Allbutt
MS & Exams
Officer

Mrs C Haywood
MSA

Mr D Berry
Wellbeing
Support
Manager

Mr K Caballero
Wellbeing
Support Officer

Appendix B

Shenstone Lodge School

Mr N Toplass
Executive Headteacher

Mr S Hobbs
Head of School

Mrs K Appleby
SBFOM

Mr A Hart
Wellbeing
Support
Manager

Mr T Albrigt
Wellbeing
Support Officer

Mrs S Kamaly
MSA

Vacancy
ICT Officer

Mrs L Bridgewater
Safeguarding Manager

Miss H
Keyse
Teacher

Mrs S
Black
Teacher

Miss N
Mannion
Teacher
(0.6)
Mrs E
Bailey
Teacher
(0.6)

Mrs S
Sizer
Teacher

Miss K
Foulkes
Teacher

Mrs AM
Payne
Teacher

Mr I
Mitchell
Teacher/
SENCo

Mr C
Albutt
LSP3

Mrs L
Bow
LSP3

Mr J
McCoy
LSP3

Mrs D
Norman
LSP3

Miss D
Tuitt
LSP3

Miss S
Fletcher
LSP3

Mrs L
Burbanks
Apprentice
Teacher

Mrs S Jukes
HLTA

Mr J Whatson
Site Manager

Vacancy
Asst. Site Manager

Mr B Ahmed
Mrs L Tisdale
Mrs D Davies
Cleaners

Mrs A Hastilow
Seamstress/Laundry

Deployment of LSP's in the Classroom:

Appendix C

TBL

When?	What? (with examples)
During the lesson introduction	In the class: • Check learning objectives are written in books and children are ready for the next step of learning • Refocus pupils – who? • Ensure relevant learning materials and equipment are out/available • Scribe key words or steps from teacher on the board
During the whole class work	• Use the scaffolding framework to ensure pupils are offered the least amount of help first • Emphasise key vocabulary, record key words • Model or role-play activities with the teacher • Ensure pupils refer to the success criteria or teaching points • Observe and note learning difficulties and achievements and feed back to teacher either verbally or through written notes/tick sheets • Talk to the teacher, make them aware of anyone who needs teacher support and facilitate this
In group work	• If necessary, check pupils understand what they need to do, what they will learn and what outcome is expected by the end of the session • Provide prompts on group objectives and roles required. Give time checks. • Encourage positive, meaningful interaction with others • Note issues, mistakes, misconceptions and difficulties for follow-up by the teacher
In plenary sessions	• Encourage pupils to reflect on their learning. Prompt recall and use of relevant strategies if necessary • Monitor and record responses of … note difficulties and achievements
At the end of the lesson	• Clarify next steps in pupils' learning • Ensure pupils understand homework and are clear about any follow-up required. Ensure homework is written in planners
After the lesson	• Provide feedback on any misconceptions, difficulties etc. issues with behaviour for learning

LSP's to work with pupils of all abilities not just the least academic of pupils who display the worst behaviour

Using the 'Self Scaffolding' framework LSP's are to promote independent work where possible

LSP's to ensure pupils have a clear understanding by roving the classroom and extend knowledge through differentiation if needed

Teaching staff to foster close and effective relationships with a shared objective and a belief that it is 'Our lesson'

Deployment of LSP's are driven by pupils needs

Deployment of LSP's in the classroom

Appendix D

SLS

When?	What? (with examples)
During the lesson introduction	• Make sure you know what the lesson is going to be about. Have you got a copy of the lesson plan? • Be clear you understand what you will be expected to do during the lesson. • Are the resources you need ready and the right ones? • Are you aware of any particular needs of the children you are going to be working with?
During whole class teaching	• Make sure you understand what the objective of the lesson is – will you need to repeat / 'translate' for some children. • Emphasise key vocabulary, record key words. • Model or role-play activities with the teacher. • Ensure pupils refer to the success criteria or teaching points. • Observe and note learning difficulties and achievements and feed back to teacher either verbally or through written notes/tick sheets. • Talk to the teacher, make them aware of anyone who needs teacher support and facilitate this. • Model the behaviour you want – 'look what I'm doing – can you do it too?'
Working with a child or small group	• If necessary, check pupils understand what they need to do, what they will learn and what outcome is expected by the end of the lesson. • Provide prompts on group objectives and roles required. Give time checks. • Encourage positive, meaningful interaction with others. • Note issues, mistakes, misconceptions and difficulties for follow-up by the teacher. Use the school's marking policy to support with this. • Help to promote a positive, motivational learning environment through praise and rewards (Class Dojo).
In plenary sessions	• Encourage pupils to reflect on their learning. Prompt recall and use of relevant strategies if necessary. • Be ready to ask more questions that will move a child on even further – what might the next steps be if this bit of learning is secure? • Monitor and record responses of … note difficulties and achievements.
At the end of the lesson	• Clarify next steps in pupils' learning • Ensure pupils understand homework and are clear about any follow-up required.
After the lesson	• Provide feedback on any misconceptions, difficulties etc. issues with behaviour for learning.