**Portsmouth Inclusive Education Quality Mark**

**Objectives and their related strands linked to:**

**Standard 6 –** Teaching and Learning

**Overview of all Standards**

**Standard 1 –** Welcoming School and Ethos (includes access & environment)

**Standard 2 –** Leadership and Management

**Standard 3 –** Behaviour and Safeguarding

**Standard 4 –** Curriculum and Opportunities

**Standard 5 –** Social & Emotional Health & Well-Being

**Standard 6 –** Teaching and Learning

**Standard 7 –** Monitoring Progress and Attainment

**Standard 8 –** Participation of Students & Young People

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Standard 10 –** Transition

**Standard 6 – Teaching and Learning**

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| **6.1 How effectively the school fosters and develops independent learning for all learners.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Staff are aware of the key aspects of quality first teaching.  E.g. Learning environments are carefully tailored to meet the full range of learners’ needs.  Individual provision plans are used for targeted children. | Staff are fully aware of the key aspects of quality first teaching/universal provision and use them to ensure all lessons are engaged.  E.g. Learning environments are carefully tailored to meet the full range of learners’ needs.  Individual provision maps, which have been developed in consultation with students and parents/carers clearly identify a wide range of strategies to support independent learning. | Teaching is designed to help students to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.  Staff providing individual support can describe how this fosters independent learning.  In its work to become dyslexia friendly/autism friendly/communication friendly, the school can demonstrate how universal classroom provision enables students with these needs to access learning independently. |

**Standard 6 – Teaching and Learning**

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| **6.2 How effectively the school plans for future improvements to provision and outcomes for all learners through reviewing the impact of its policies and practice.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Teachers’ planning in lessons demonstrates an understanding of students’ current attainment, including those with particular needs or whose attainment may be significantly different to the norm for the class/group.  All teachers know who are their vulnerable learners and can describe how they are meeting different needs.  The school can demonstrate a range of strategies to address any underachievement.  E.g. An individual provision map has been developed and is understood by teachers and is reflected in their planning. | Students with individual provision maps know their specific learning targets/personal development targets and the provision that is helping them to achieve these targets.  All staff can describe how students are being supported to meet their specific learning and personal development targets throughout the school day.  E.g. Within class teaching, practical lessons, at lunchtime, within a PE lesson, whilst receiving an intervention. | A wide range of self-evaluation evidence demonstrates that the engagement of vulnerable learners is improving rapidly or is outstanding, particularly where concerns have been identified previously.  E.g. A new arrival who was at risk of exclusion in a previous school is fully engaged within learning and is making at least good progress as a result.  Teaching and learning across the school is securely good with outstanding features for all learners. |

**Standard 6 – Teaching and Learning**

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| **6.3 How well staff use their knowledge of the students to ensure appropriate learning for all.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Teachers’ sound knowledge of students enables them to plan appropriate learning opportunities.  Staff have access to and choose appropriately from a range of available resources to support learning for all. | Opportunities are provided for students to record their work in a variety of ways.  Teachers regularly evaluate the effectiveness of adult support and promotes increasing independence.  Resources and curriculum materials are selected to reflect the backgrounds and experience of all learners, the diversity in society and the local community, promoting positive images of all groups.  Teachers plan the deployment of support staff in the classroom with a clear rationale for improving outcomes for students. | There is a flexible approach to the organisation of the teaching and learning environment that promotes co-operative learning.  Teaching and learning activities are based on an understanding of how students learn so that they are accessible to all.  Reasonable adjustments are anticipated to remove barriers to learning and participation.  Flexible groupings offer all students and there are opportunities to participate in collaborative learning.  Teachers evaluate the impact of the deployment of support in the classroom and make adjustments to improve outcomes for students.  Staff have regular professional development opportunities to ensure they are able to meet the needs of all students.  The school collaborates with other partnership or locality schools to develop teaching and learning. |

**Standard 6 – Teaching and Learning**

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| **6.4 How effectively data is collected to record attainment and track progress.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Attainment and progress is recorded to show attainment and progress for all groups within the school.  Data is analysed by groups and actions identified and taken. | The students are actively supported in evaluating their own learning and agreeing outcomes.  Equality monitoring information is gathered, analysed and acted upon.  E.g. Raw data on boys/girls or FSM achievement. | Teacher assessments are used to create new targets for all disadvantaged groups.  E.g. PLPs, PEPs.  A detailed analysis of groups, including overlapping groups such as SEND and disadvantaged students is undertaken.  This leads to tailored actions to support individual vulnerable students. |

**Standard 6 – Teaching and Learning**

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| **6.5 The extent to which staff use language to support students to monitor and regulate their own learning.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Staff are aware of both their verbal and non-verbal communication in their interactions with students.  Staff use restorative language to build and maintain relationships. | Staff actively attune to students by noticing, commenting and responding sensitively to their communications.  There is a clear training program to support staff's understand of the use of language and self-regulation. | The language used by staff is chosen sensitively and is supportive to students in monitoring and regulating their own learning.  On the rare occasions this does not happen it is followed up and support, advice or training is provided to staff as required. |

**Standard 6 – Teaching and Learning**

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| **6.6 The extent to which staff model appropriate communication in their teaching and in all their interactions.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The importance of modelling interactions is part of the Behaviour Policy. | Staff model good relationships and interactions throughout the day.  Children are taught communication skills within the curriculum. | Children and staff consistently use appropriate communication. This is evident in learning walks and notes from lesson observations which highlight good relationships and interactions between staff and student. |

**Standard 6 – Teaching and Learning**

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| **6.7 How the learning environment is used to enhance learning opportunities for different groups.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Staff check out the learning environment to explore how it meets the needs of the students.  The planning of the environment takes account of the triggers for students. | Working walls support learning and are used within lessons.  Adjustments are made to the interior and exterior environment to make it accessible to all students.  E.g. Handrails, sensory garden, etc. | There are displays of outstanding work - What a good one looks like.  Displays promote interaction.  E.g. Use of questions and prompts.  Displays support the development of the areas for improvement within the curriculum identified within the School Improvement Plan.  Creative use of the environment is established as the norm for all. |

**Standard 6 – Teaching and Learning**

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| **6.8 The extent to which routines and procedures are used to enhance learning and ensure the students stay safe.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school has clear routines and procedures for celebrating learning and movement around school.  Agreed routines are consistently applied across the school. | Reasonable adjustments are made and students understand why these are in place. | Through student surveys and reviews, students can demonstrate that they have clear understanding of the school's routines and procedures.  The setting has activities that are well organised, structured and planned for and ensures that, where possible, advanced warning is given (to both student and parent/carer) of any changes to familiar routines in a way that is meaningful and helpful, with particular reference to students with neuro diverse needs. |

**Standard 6 – Teaching and Learning**

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| **6.9 The extent to which expectations for learning are shared to ensure students feel safe in their learning environment.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Timetables and visual timetables are shared to ensure students are aware of the learning throughout the day.  The name of the school's DSL is on display across the school.  The pastoral team is well known and accessible to all students.  Assemblies are used to promote safety.  E.g. Anti-bullying. | Where appropriate, individual visual timetables are used to ensure all students have an understanding of the events within a day.  Ideas for self-help strategies and coping mechanisms are available and accessible to students.  Contact details of agencies which support students.  E.g. NSPCC are available across the school. | There are systems in place to ensure the students feel safe.  Students report in surveys they feel safe and know what to do if they wanted to share their worries or concerns.  The experience of vulnerable students are sought by trusted professionals and these students also state that they feel safe. |

**Standard 6 – Teaching and Learning**

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| **6.10 The extent to which students are involved within their learning.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Students openly discuss their learning.  Students know their next steps in learning. | Students know their next steps in learning. They self-assess and evaluate their work against success criteria. | Students independently evaluate and assess their own work to set their next steps.  Peer marking or peer feedback is used to establish collaboration in learning. |