



Teaching and Learning Policy

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Introduction

This document outlines the Teaching and learning aims, principles and strategies at the Two Bridges School. This policy should be read in conjunction with other key policies ie; SEND and equal opportunities policies.

We believe that the school curriculum comprises all learning and other experiences that are planned for its students and that the National Curriculum is an essential part of this.

In fully adopting the National Curriculum the school supports two fundamental aims which are to provide opportunity for all students to learn and achieve and to promote students' spiritual, moral, social and cultural development to prepare all students for the opportunities, responsibilities and experiences of life.

Rationale

Two Bridges School is committed to delivering high quality teaching & learning, for all students, across all sites. All the students have the right to access a broad, balanced curriculum that also recognises their need for a more individualised and personalised curriculum.

The staff have a collective and individual responsibility to strive to deliver lessons and learning experiences of the highest quality within the confines of a broad, and balanced curriculum.

Two Bridges School identifies the need for continued professional development, professional mentoring and strong systems of support and analysis to empower staff to achieve these ambitions.

Aims and Objectives

- to ensure high quality teaching and learning experiences for students of all abilities and aptitudes
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to raise attainment by increasing levels of student engagement, motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote an understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform teachers, students, parents/carers, Management Committee and the wider community about the aims and processes of teaching and learning

- to identify specific areas of responsibility at a whole school, Individual site/area and individual level

Definition of Learning

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking. When discussing learning within the school we must take into account the specific learning backgrounds that PRU students may have come from.

Curriculum Intent

Creating a Positive Atmosphere

At Two Bridges School we believe that learning most effectively takes place when:

- the environment is secure, stable and stimulating
- student's self-esteem is high
- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- students can self-assess, know what they need to do to improve and are able to set appropriate targets
- students have opportunities to transfer skills, knowledge and understanding to other contexts
- students understand the wider context in which learning takes place
- students develop good habits in learning behaviours to take on to other sometimes more busy environments.

Inclusion

Students from vulnerable groups with complex needs are over represented in the school. Two Bridges School recognises its responsibility to provide a broad and balanced curriculum for all its students and in so doing acknowledges that teachers will need to modify, as necessary, the National Curriculum to provide students with relevant and appropriately challenging work at each key stage.

At Two Bridges School we have many students arriving from many different settings, who are in varying and different places of their educational journey. Our core curriculum of Maths, English and Science aims to put the individual student at the centre. We endeavour to make learning personalised on a needs first basis (Maslow before Bloom) ensuring that students social, emotional, and educational needs can be always met to promote a learning environment that is most conducive with progress. Our core Curriculum is structured in a way that promotes skills for learning, whilst finding and filling common misconceptions and gaps in learning. Using a baseline assessments of core subjects when each student arrives, we can build a picture of the knowledge a student has and progress each student has made, we combined this with communication with their previous schools and we endeavour to collect work from students' previous schools to help build this educational picture. The core curriculum deals with filling gaps by including key skills at the start of the course of learning, these skills will differ based on the prior learning of each student.

Our options provide students the opportunity to choose a subject, from Art, Photography, Sport, Childs play and development, Travel and Tourism and Music. These options enable our students to achieve qualifications in an area of study that is aligned with their interest. We take the same needs first approach with our options subjects as we do with core, to ensure the most productive learning environment. Every child is recognised as a unique individual their needs are at the forefront of their learning. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

Our trauma based timetable also supports students where wellbeing or SEMH needs make a 25 hour offer too challenging. We have designed a flexible timetable that means a student can attend as much as is possible for them without missing lessons unlike the missed lessons that a usual part time timetable would cause.

Setting suitable learning challenges and personalised learning.

Many excluded students lack consistency in their learning. As a consequence programmes of study will need to monitor, assess and address any gaps in their knowledge. Individualised programmes should avoid repetition and provide enough challenge for progression. Programmes of study should account for any other special educational and emotional needs that a student may have.

Pastoral Support Plans: PSP

Occasionally it is necessary to put students on 1:1 support plans if their behaviours are causing risk to themselves or others. This 1:1 time should be used to keep students up to date with missed lessons and also to look to building positive relationships to better improve behaviours in the future.

Personal Learning Plans: PLP

When additional support is identified for any student a PLP would be created. This is done in conjunction with teaching and support staff, the lead SEND professional, the Head of KS4 and any external professional where a mainstream EHCP is in place. The PLP identifies the preferred strategies and learning styles/techniques that can be best used across all subjects. It may include subject specific details where appropriate and will also identify particular causes of anxiety or disruption for the student ie triggers to negative reactions.

Pen Portraits

Every student will have their own unique Pen portrait which captures for staff the key aspects of the needs, learning experiences and challenges being faced by each student. These are updated termly and shared with teaching and support staff.

Mental Health and Teaching and Learning:

Where a student has mental health needs (please read our definition and strategy for mental health and support in the Schools Mental Health and wellbeing policy) we may provide personalised opportunities to continue with access to their teaching and learning but with adjusted outcome expectations. ie; where a student would like to study art or music for its therapeutic benefits but not have the pressure of the GCSE examination requirements. In addition if the mental health needs of a student mean they would choose to continue to study a course started in their mainstream school then we would work to achieve teaching in this course to ensure continued value for the work completed previously even if it is a subject we do not ordinarily offer.

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Quality of Teaching and Learning:

Quality Assurance

The quality of teaching and learning is regularly reviewed and monitored through the following actions:

- Learning walks by the HT, Head of KS4 or lead for Teaching and Learning.
- Observations in class by pastoral managers or other supporting staff
- Formal observations of teaching by mentors or peers
- Biannual SIP visits
- Management committee monitoring visits

Planning

- All lessons should be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the subject area.

- Long term and medium/ short term templates are to be used for planning in every subject area All lesson plans should demonstrate how the lessons will build on students' current knowledge, understanding and skills so that sustained progress can be made.
- For formal observations, lessons should be recorded on the agreed format for a lesson Plan.
- Activities and tasks should be planned to reflect a well balanced range of activities and to include a range of teaching and learning styles.
- Lessons should be differentiated and personalised to take into account learning needs; assessment data must be used to plan effectively to support and challenge every learner. All schemes of work and resources should be tailored to accommodate the interests and learning needs of all individual students.

Learning Environment

- Ensure that there is a positive learning environment characterised by consistent high teacher and learner expectations.
- Ensure that there are high quality displays in the classroom that reinforce expectations. Display exemplar work together with levels and assessment criteria.
- Make sure the classroom is well organised and tidy.
- School rules and rewards should be on display.

At The Start of a lesson

- A register must be kept by subject teacher for each lesson.
- The teacher should issue appropriate rewards to students as and when earned.
- The teacher should engage students' interest with a warm up or starter activity.
- Behaviour for learning policy should be applied from the very commencement of the lesson.

During The Lesson

- The lesson should use time well and be structured with appropriate pace and challenge. Learning objectives and outcomes should be shared with the students, ideally linked to GCSE levels.
- A balance should be achieved between whole class interactive, class teaching, individual work, group work, testing and assessment.
- A range of learning styles should be accounted for, ensuring that visual, auditory, and kinaesthetic learning styles stimuli are provided.
- Provide opportunities for students to self and peer assess and set targets for their own progression especially through engagement with purple pen.
- Praise should be used, wherever possible, for achievement and effort as well as to model good behaviours for learning.

- Build enjoyment into a lesson; the teacher should let love for the subject and personal enjoyment of learning shine.

At The End Of The Lesson

- A review of what students have learnt should take place.
- Check learning against outcomes shared at the beginning of the lesson.
- Allow time for questions and thoughtful answers.
- Give praise to the class as a whole or individuals for their learning.
- Complete reward sheets collectively as a group developing student reflection skills.
- Establish an orderly end to the lesson before students are dismissed. The teacher should stand by the door while students are leaving, ensuring an orderly exit from the classroom.

Behaviour for Learning

- Students must see that if they disrupt learning there will be a consequence.
- The teacher must follow the Management of Behaviour Guidelines and the Behaviour Policy, pointing out to the student which stage they are at. Where at all possible stages should not be missed.
- Where a student settles the teacher should make sure praise is given for his/ her work as soon as is practically possible.
- The teacher must be prepared to follow-up any poor behaviour in the lesson with appropriate reporting and problem solving sanctions or actions needed. It is very important to ensure there is a conclusion with the member of staff concerned, Head KS4 or PMs may be required to support in this.
- If a student is temporarily removed from the lesson the classroom teacher remains responsible for that student's learning. The teacher must ensure that the student is set appropriate work and that this work is marked alongside other students in the group.
- Teachers must also follow up poor behaviour with an appropriate action.
- Teachers should use positive recognition as often as possible and foster participation through, sensitive and productive handling of students' mistakes as this will boost self esteem.
- Teachers should always be calm and courteous; this will foster mutual respect.

Assessment for Learning

Assessment exists to help the teacher to help the student. It ensures more effective teaching by providing the evidence for closer matching of tasks to the student's needs. It assists the student by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self-assessment

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents days/meetings to explain our school strategies for teaching
- Sending regular reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explaining to parents how they can support children with their work

We would like parents to:

- Ensure that their child has the best attendance record possible
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general

This policy has been developed through staff discussion, research and development and represents good practice for working with SEBD students. It is formally reviewed annually as well as amended on an on-going basis.

Approved on behalf of Management Committee

Name.....

Signature..... Date