ALTERNATIVE PROVISION

Teaching and Learning Policy

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Approved by: RAISE-AP Educational Directors

Approval Signatures

RAISE-AP Directors

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Philosophy

"If kids come to us from strong, healthy, functioning families it makes our jobs easier. If they do not come to us from strong, healthy, functioning families it makes our jobs more important"

Barbara Colorose

Learning is the process by which young people acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and facilitating their learning is central to our work as educators emanating from our commitment to their becoming mentally and emotionally strong, healthy, functioning citizens, able to make the best progress possible and the impact on the world of their dreams. We therefore expect all of our teaching colleagues to deliver high quality, stimulating and dynamic lessons, where all pupils are supported, challenged and inspired to make the best possible progress and to become excellent learners.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive to teach knowledge and skills in partnership with empowering our pupils to learn how to learn. We also seek to embed a lifelong interest in and understanding about the value of learning.

Teaching

For teaching to be at its best, we will:

- Provide a learning experience for every child that takes full account of their individual needs, interests and aspirations, that provides intervention at the point of need, and that enables gaps in understanding to be closed;
- Create opportunities for retrieval practice (practising remembering) and for developing working memory capacity in all our young people.
- Ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives;
- Ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, and to achieve well in our provision and beyond;
- Make links with the learning that students do in different areas of the provision and outside of it;
- Encourage every student to develop their spiritual, moral, social and cultural values, and to understand and exercise the balance that exists between their own rights and their responsibilities to others, the RAISE-AP community and our country;

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- Enable students to develop resilience and a mindset that responds to feedback to deepen knowledge and understanding and to setbacks as the steps to new improvements;
- Participate in a reflective process to maintain excellent standards of teaching and learning, and ambitious improvements where necessary, so that students and colleagues are inspired;
- Celebrate success in learning via a range of methods and forums so that a culture of excellence and mutual praise is embedded;
- Promote a healthy lifestyle and an understanding of the importance of learning to support one's wellbeing and good mental health;
- Identify and share good practice across all curriculum areas as well as provide support and professional development for ourselves and each other to improve;
- Ensure that the curriculum taught is broad and balanced, fit for purpose for our students, and, in line with the above points, is more than just what is required by examination specifications;
- Strive to improve levels of achievement and attainment as a consequence of all we do in the classroom and diminish the gap between those who are disadvantaged and the rest of our students.

Learning

For learning to be at its best, all teachers and other colleagues supporting learning in the classroom will:

- Ensure that staff have high levels of subject knowledge and to seek opportunities to continuously develop this; active engagement in subject communities and research informed practice both within and outside of RAISE-AP is a crucial part of this;
- Provide opportunities for the development of working memory capacity, using Understanding Memory: A Classroom Guide as stimulus for activities, interventions and for medium and long term curriculum sequencing and planning;
- Support and challenge students to give of and achieve their best;
- Recognise students when they try their best and when they achieve success;
- Expect students to ask questions, grapple for answers and understanding, and think hard;
- Provide high quality, dynamic and stimulating lessons including high levels of types of interaction for all students;
- Provide regular and meaningful home learning, and notify students and parents/carers of the expectations of these;
- Provide opportunities and guidance to apply and develop literacy, numeracy and subject specific skills;
- Provide high quality feedback to which there will be an expectation that students respond in a range of ways;

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- Work collaboratively to ensure a focus on ongoing professional development by identifying and sharing best practice in teaching and learning across all areas of the curriculum;
- Develop a range of teaching and learning styles to create an exciting and creative classroom climate;
- Listen to students' views and be responsive to their reflections and thoughts about their learning diet;
- Evaluate and reflect on their practice and make best use of available resources for their own professional development and for the students to use including the provision's VLE.

Students

For great learning to take place, students must:

- Arrive prepared to learn, with the correct equipment, completed home learning, and a willingness for each new lesson to be a genuine opportunity to make progress;
- Engage with opportunities and strategies provided to them to develop their working memory, and to learn to practise remembering for themselves, so that information in their long-term memories remains there and can also be used when new information/ideas are learnt;
- Participate fully in lessons and take an active part in learning within and beyond the classroom, never waiting for the teacher or other students to simply give them the answers;
- Grapple for knowledge and solutions to problems and tasks, strive for continual improvement and for being the best they can be in all their lessons;
- Question what is put to them to deepen their understanding;
- Take pride in creating a climate and an environment in which all learn effectively, proactively and in the spirit of mutual respect;
- Take pride in the presentation and organisation of all written work, seeing it as a journal of their developing knowledge and skills;
- Develop and apply their literacy and numeracy skills across the curriculum, striving to make connections and to understand differences;
- Be enthusiastic, resilient and responsible in learning new knowledge and improving skills;
- Attempt assessed tasks with every effort and respond positively and in detail to feedback with a keenness to improve their work as a result;
- Rise to challenges, including when faced with new, difficult ideas or with working with those with whom relationships do not come naturally.

Planning and Preparation

RAISE-AP will ensure all teachers are given the support and guidance they need. Our expectation is that:

- All teachers should be responsive in their teaching, refining their approaches to respond to challenges within their classrooms;
- All teachers should plan lessons that allow all students to make good progress in their learning and deepen understanding;
- Learning Outcomes/Objectives and Success Criteria should be evident and clear to the pupils, as should the 'how' of their learning;
- Lessons should have a coherent structure enabling students to make the most progress possible without time lost;
- A variety of learning activities should be planned, taking into account the individual needs of the students;
- The use of resources, including ICT, must be carefully planned to enhance learning;
- A variety of assessment activities and methods should be used, engaging and challenging pupils to think deeply and participate;
- Lessons should demonstrate teachers' deep knowledge and understanding of the scheme of work / exam specification they are delivering
- Teachers should encourage a range of individual, small group and whole class activities, all of which promoting successful independent learning of skills and deepening understanding;
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement;
- Appropriate department and provision policies should be followed for behaviour management, assessment, the organisation and presentation of written work and home learning.

Assessment and Feedback

"Good feedback leaves learning with the learner"

Dylan William

Where assessment & feedback enhances great learning and progress:

Effective feedback is essential to the progress and attainment of our students. At its heart, it is an interaction between teacher and student:

- A way of acknowledging students' work
- Checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress

All of our students should be able to answer two questions about their learning:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

Marking is part of feedback. The 3 principles of effective marking are that it should be:

- Meaningful: marking varies by subject and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and to use this to be responsive in their teaching, incorporating the outcomes into subsequent planning and teaching

- Manageable: This should be sensitive to workload and proportionate to the impact it has on pupils' progress. Feedback should be more effort for the recipient than the donor.

- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work. Other forms of feedback can be as valuable as written marking. It will be the professional judgement of the teacher on which form of feedback will be most likely to secure student progress.

Dylan Wiliam, recommends a balanced diet that he calls 'four-quarters marking' and we would encourage all departments to incorporate this approach:
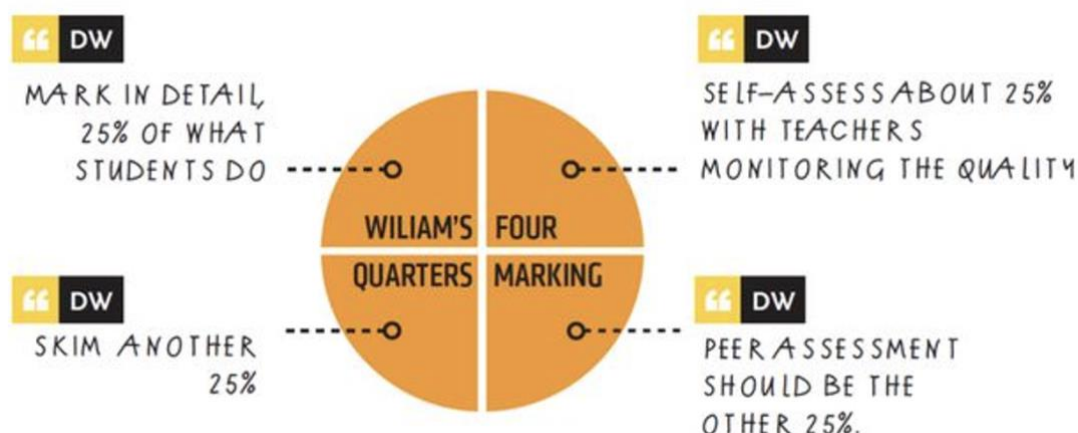
- Teachers should assess students' written and verbal work regularly using the 4 quarters feedback model.
- A variety of assessment activities and methods should be used, engaging and challenging students to think deeply, participate in their learning, develop their working memory capacity and their ability to retrieve content from their long term memory;
- Assessment will take many forms including: working memory stimulating quizzing/games, retrieval practice opportunities; tests and exams; independently completed home learning tasks; responses in class questioning; plenary activities; extended writing of a variety of types; group and paired activities; exit tickets;
- Summative examinations and end of unit tests will be used in a timely fashion to gather progress data and in order to mimic and prepare pupils for terminal assessment activities;
- Students will be provided with opportunities to retake assessment activities in order to 'move on following successful experiences', having had the opportunity to learn from the previous feedback;
- Teachers will understand the difference between and make use of both summative and formative assessment so as to feedback frequently in each manner to pupils as appropriate;
- Assessment criteria will be made clear through the learning objectives / outcomes for each lesson or series of lessons;
- Individual teachers should have a mark book which records student progress in relation to their curriculum understanding. This will allow for whole department conversations on what aspects of the curriculum have been learnt and what have not. There is no specified format for this. Analysis of assessments and tracking data (as well as PLCs) will inform teaching and the structure/type of intervention strategies at a class and student level. This will allow for reactive/responsive teaching to take place.

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- Curricular targets will focus on aspects of the curriculum, knowledge, skills and concepts that have been covered well and can now be sustained as well as those areas that need to be improved;
- We encourage teacher feedback when in written form to be sensitive to work load at all times. Individual comments in student books are not encouraged. Feedback may take different forms such as grids, tables, electronically generated forms, or whole class feedback sheets.

'Feedback should be more work for the recipient than the donor'.

Dylan WIlliam

- When feedback has been given students should be given the time to review their learning and improve. When given the opportunity to identify their own improvements, pupils are more likely to remember this in the future;
- Students provided with live verbal feedback will be expected to make those adaptations in the moment.

Departments

Subject Leaders are responsible for setting their faculty feeding and marking policy and ensuring that it is consistently applied across teachers and class groups. Subject Leaders must consider the cost/reward impact when considering any department wide written feedback that they ask colleagues to deliver and must look at how to be sensitive to workload.

Tracking pupil progress

All teaching colleagues have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against the department's curriculum aims. This is reported to parents/carers termly. All teachers will identify students in their class in need of additional support, including vulnerable groups such as disadvantaged students, SEND students and the most able, and intervene at the point of need in lessons as well as in their planning and in department interventions.

All Subject Leaders have the responsibility to monitor assessment across their department, to analyse data, to identify individuals or groups who are making less progress than expected, and to intervene where necessary to help students catch up and get back on track. Mark books should be featured within this conversation as a way of understanding what students have and have not grasped within particular topics.

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The Head of Provision will use the department data for those they line manage to discuss intervention for individuals and groups of students, as well as to set, with Subject Leaders, ambitious targets for excellence in terms of the quality of teaching and learning.

For excellent teaching and learning to be sustained, the review cycle of it is ongoing, regular, and reflective for all, involving:

- Performance Development objectives, discussions and professional development ideas;
- Lesson observations;
- Learning Walks and Micro Views;
- Work scrutiny;
- Student surveys;
- Individual (or peer to peer) use of filming/sharing best practice;
- Curriculum conversations with curriculum areas.

Quality Assurance: Excellent Monitoring and Evaluation of Teaching and Learning via Line Management, Performance Development, Lesson Observations/Learning Walks will:

- To help inform judgements of the quality of teaching and learning across the provision
- Monitor the enacted curriculum and to work with curriculum areas to see how well it is being implemented
- Monitor and evaluate the progress of students during a lesson and over time
- Identify group and individual professional development needs and opportunities across the teaching and support staff.
- Involve teachers in self-evaluation of their own subject knowledge and understanding of changing curricular and pedagogical initiatives;
- Involve teachers in self-evaluation of the quality and effectiveness of their own teaching and classroom climate, and in involving themselves in high quality professional development;
- Involve teachers in monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally;
- Necessitate teachers contributing to thorough and honest examination analysis documents following terminal examinations, which have a reflective eye to the past and a robust look to the future as to how excellent teaching and learning will either be sustained or achieved.

Informal learning walks will be conducted weekly allowing for 'micro view' into the curriculum. These are intended to be developmental and stimulate conversation about how well the curriculum aims are being achieved within lessons.

RAISE-AP implement a coaching model of lessons observations. Currently, in this school, teachers' lessons will be observed on an appropriate and reasonable number of occasions based on individual circumstances of the teacher (for example ECT's, staff in need of additional support, staff on development programmes).

Roles and Responsibilities

The RAISE-AP educational directors are responsible, in consultation with the Head of Provision for establishing the policy and for reviewing it at the appointed date.

The Head of Provision is responsible for leading and embedding a culture of excellent teaching and learning and professional development across the provision.

The Head of Provision is responsible for the implementation and day-to-day management of the policy and procedures. They will evaluate the quality of teaching and learning in the whole provision and offer support and professional development to maintain high standards.

Subject Leads are responsible for ensuring the curriculum meets the needs of the learners; that standard operating procedures are implemented across the department; monitoring and evaluating the quality of teaching and learning; providing support and professional development to enhance teaching and learning across their department and for tracking the progress of pupils, intervening accordingly

All colleagues are responsible for applying the provision's teaching and learning policy and procedures to provide high quality learning experiences for all students.

Raise Values

Our RAISE-AP values (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations), invest (tailoring setup for our young people) social skills (becoming part of a community) which are linked to our Teaching and Learning policy.