





# Teaching Learning & Assessment Policy

Policy agreed by Staff on:	Spring 2021
Ratified by Local Advisory Board on:	25 <sup>th</sup> March 2021
Review Date:	Spring 2022
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	LAB can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	



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## **Purpose / Background**

Pupils entering BAPA have generally experienced significant challenges in making educational progress within their mainstream school and may have low self-esteem in relation to learning. Many pupils have underlying learning difficulties which can be heavily disguised by the display of acting out and work avoidance behaviours. Emotional fragility and lack of effective interpersonal and social skills may also contribute to a pupil's profile of personalised educational support needs.

## **Policy Objectives**

Teaching, learning and assessment (TL&A) within the curriculum must directly address the social, emotional and mental health needs of all pupils in such positive ways as to facilitate accelerated academic learning. In addition, pupils must also anticipate success on transition to their next educational setting. Consequently, TL&A should facilitate this.

## **Procedures and Practices**

- Pupils are immersed in a culture of high expectations and aspiration focussed on their particular entitlement to optimum success.
- Personalisation of learning offers equality of opportunity and inclusion in the learning community at BAPA.
- Learning takes place within a social context where personalisation offers scope, and opportunities, to maximise the quality of learning relationships between learners and all those involved in supporting them, including parents and fellow learners.
- Pupils are given the opportunity to reflect on their behaviour to develop behaviours that support success.
- Skills to support success in a mainstream education setting are a constant focus within BAPA.
- Teaching learning and assessment strategies actively engage and challenge learners, and develop their ability to focus on their learning skills and their capabilities, to take ownership of their own progress.
- Account is taken of pupils' prior learning and experiences and their current attitudes and anxieties.
- The confidence and capacity of individual learners is enhanced – learners are empowered through:
  - giving the pupil a sense of their own efficacy and value as a learner;
  - developing personal skills and strategies to enable self-management and direction;
  - building a repertoire of learning strategies to offer a range of learning options;
  - developing skills for further study and employability.
- Equipping pupils with the skills of 'learning to learn' for example by:
  - self-management, organising time, workload and projects;
  - developing a sense of personal effectiveness as a learner using learning styles, developing effective learning behaviours, developing resilience and concentration;
  - building confidence in literacy, oracy and numeracy;
  - learning how to research, organise and present;
  - developing skills in analysing, explaining, justifying, demonstrating causality and developing a logical argument;
  - developing confidence in working with others, notably on a one to one basis and in small groups;
  - developing higher order thinking skills, learning to review and reflect.
- Assessment of learning is extended to assessment for learning. This implies:
  - negotiation of learning outcomes, determining relevant assessment criteria and the means of assessment;
  - agreement of who will assess what and how;
  - linking assessment with feedback, mentoring and progression.

- Through personalising learning pupils become active partners in their learning, capable of making authentic choices through:
  - involvement in planning and designing curriculum experiences;
  - participation in monitoring, review and evaluation procedures;
  - feedback to staff;
- The quality of teaching learning and assessment is evidenced through:
  - Performance management and professional development review procedures of staff;
  - Deep Dive self-evaluations;
  - monitoring and reporting on the profile of learning outcomes achieved by individual pupils;
  - pupil progress tracking systems;
  - external qualifications;
  - success of post placement.

## **Roles and Responsibilities**

The Headteacher will ensure that:

- There is a continuous cycle of self review and improvement
- All staff are appropriately qualified and have relevant experience to support pupils with SEMH needs
- The individual continuous professional development needs of staff are identified, through agreed procedures and met through a variety of personal approaches
- Management processes for the qualitative monitoring and review of teaching and learning are maintained and necessary reports are submitted to the Local Advisory Board (LAB)
- Schemes of work and lesson plans are produced which deliver the curriculum in an engaging and stimulating way
- Personalisation of learning provides a unique experience for pupils which directly reflects their identified learning needs
- The daily timetable will be managed to maximise learning outcomes for pupils and there will be an effective balance between individual, small group and whole centre learning experiences
- Networks with teachers in other settings, including the Trust are developed to facilitate the continuous cycle of improvement in teaching and learning
- Teachers use their detailed knowledge of individual pupil's progress to provide more accurate support, more differentiated teaching and more personal provision
- Existing assessment information from the pupils referring school and baseline assessment data, available on entry, will be used to inform the individual learning programme for pupils
- Staff enter into dialogue with pupils to maximise independent learning, secure self-determined targets and devise methods of self-assessment and reflection
- Assessment of learning is extended to include assessment for learning.

## **Staff**

Staff will:

- Take responsibility for continuously developing their own skills
- Ensure that all reasonable account is taken in the assessment for learning and the personalisation of learning for each pupil in their charge
- Maintain accurate pupil progress records
- Plan for the effective deployment of behaviour support staff and the efficient use of available curriculum resources
- Maintain communication links with parents/carers reporting on pupil progress and achievements
- Provide learning experiences relevant to the pupil needs and their next educational destination

## **Local Advisory Board**

The LAB will:

- Ensure the quality of TL&A at BAPA through the systematic review of reports from the Headteacher.