



Teaching Learning & Assessment Policy

Policy agreed by Staff on:	Spring 2024 Reviewed by Deborah Hudson
Ratified by Local Advisory Board on:	Spring 2024
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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 focused on their entitlement to achieve optimum success.
- Personalisation of learning promotes equality of opportunity and inclusion within the learning community at BAPA.
- Learning takes place within a social context where personalisation offers scope and opportunity to maximise the quality of relationships between learners and those supporting them, including parents and peers.
- Pupils are given opportunities to reflect on their behaviour in order to develop behaviours that support success.
- Skills that support success in mainstream education settings remain a constant focus within BAPA.
- Teaching, learning and assessment strategies actively engage and challenge learners and develop their capacity to focus on learning skills and capabilities, supporting ownership of progress.
- Account is taken of pupils' prior learning, experiences, and current attitudes or anxieties.

The confidence and capacity of individual learners is enhanced by empowering pupils through:

- Developing 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.

Pupils are equipped with the skills of 'learning to learn', including:

- Self-management skills such as organising time, workload and projects.
- Developing resilience, concentration and a sense of personal effectiveness as a learner.
- Building confidence in literacy, oracy and numeracy.
- Learning how to research, organise and present information effectively.
- Developing skills in analysing, explaining, justifying, demonstrating causality and forming logical arguments.
- Developing confidence in working with others, particularly one-to-one and in small group settings.
- Developing higher-order thinking skills and the ability to review and reflect.

Assessment of learning is extended to assessment for learning, which includes:

- Negotiation of learning outcomes, relevant assessment criteria and methods of assessment.
- Agreement on who will assess, what will be assessed, and how assessment will be carried out.
- Linking assessment with feedback, mentoring and progression.

Through personalised learning, pupils become active partners in their learning and are supported to make authentic choices, including:

- Involvement in planning and designing curriculum experiences.
- Participation in monitoring, review and evaluation processes.
- Providing feedback to staff.

The quality of teaching, learning and assessment is evidenced through:

- Performance management and professional development review processes for staff.
- Deep Dive self-evaluations.
- Monitoring and reporting on individual pupil learning outcomes.
- Pupil progress tracking systems.
- Achievement of external qualifications.
- Success of post-placement outcomes.

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 continuing professional development needs of staff are identified through agreed procedures and met through a range of appropriate approaches.
- Management processes for the qualitative monitoring and review of teaching and learning are maintained, and that necessary reports are submitted to the Local Advisory Board (LAB).
- Schemes of work and lesson plans are produced to deliver the curriculum in an engaging and stimulating way.
- Personalisation of learning provides a unique experience for pupils that directly reflects their identified learning needs.
- The daily timetable is managed to maximise learning outcomes, ensuring an effective balance between individual, small-group and whole-centre learning experiences.
- Networks with teachers in other settings, including those within the Trust, are developed to support continuous improvement in teaching and learning.
- Teachers use their detailed knowledge of individual pupils' progress to provide accurate support, differentiated teaching and personalised provision.
- Existing assessment information from pupils' referring schools and baseline assessment data available on entry are used to inform individual learning programmes.
- Staff engage in dialogue with pupils to maximise independent learning, secure self-determined targets, and develop methods of self-assessment and reflection.
- Assessment of learning is extended to include assessment for learning.

Staff will ensure that they:

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

The Local Advisory Board will:

- Ensure the quality of teaching, learning and assessment at BAPA through the systematic review of reports provided by the Headteacher.