**1 Introduction**

At The Tutorial Foundation we believe in the concept of memorable learning and the idea that both adults and students continue to learn new things every day throughout the course of their lives. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we aim to equip students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

**2 Aims and objectives**

 2.1 At our school we aim to provide a rich and varied learning experience that allows students to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

* enable students to become confident, resourceful, enquiring and independent learners;
* foster students’ self-esteem and help them build positive relationships with other people;
* develop students’ self-respect and encourage students to respect the ideas, attitudes, values and feelings of others;
* show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
* enable students to understand their community and help them feel valued as part of this community;
* help students grow into reliable, independent and positive citizens.

Our overall aim is to develop students who are effective; confident; kind and considerate, prepared for further education and training and life beyond The Tutorial Foundation.

**3 Effective, Memorable learning**

Through this policy we aim to ensure that students learn effectively. The characteristics of effective learning are when students are **engaged**, **challenged, able to work autonomously and respond well to feedback**.

To be effective learners students need to work in a sustained manner with commitment and enjoyment, be keen to ask questions and have perseverance. They should be confident in evaluating their own work and that of their peers and be helpful and supportive to each other.

3.1 We offer opportunities for students to learn in different ways.

These include:

* investigation and problem solving;
* research and discovery;
* flexible grouping and responsive teaching;
* independent, pair, whole class work;
* opportunities to acknowledge and work towards individual and group targets;
* asking and answering questions;
* use of new technology;
* fieldwork and visits to places of educational interest;
* creative activities;
* debates, role-plays and oral presentations;
* designing and making things;
* participation in athletic or physical activity.

3.2 We encourage students to take responsibility for their own learning, to be involved in reviewing the way they learn, and to reflect on how they learn.

This takes place through reviewing the previous lesson’s learning. Students are given allocated time, normally at the beginning or end of each lesson to respond their teacher’s comments (verbal or written) and use this as an opportunity to improve their work.

**4 Effective, Memorable teaching**

Effective teaching is when teachers challenge and inspire students, expecting the most of them. Effective teachers have good subject knowledge and are also competent in teaching literacy and numeracy. The best teachers use a variety of methods to enable all students to learn effectively and manage students well, insisting on high standards of behaviour. They assess students’ work thoroughly and use assessments to help students overcome difficulties. Good teachers plan effectively, setting clear objectives that pupils understand. They use time and resources well.

4.1 At The Tutorial Foundation we base our teaching on our knowledge of the students’ levels of attainment, using current assessment frameworks for reading, writing and numeracy. We ensure that all tasks set are appropriate to each student’s level of ability. When planning work for students with special educational needs, English as a second language or the more able we give due regard to the student’s individual needs and information contained in their records. We have high expectations of all our students.

 4.2 We set individual and sometimes group targets for students every term and we share these targets with students. We review the progress of each student on an ongoing basis and set revised targets.

4.3 We plan our lessons with clear learning objectives taken from longer term schemes of work. Our lesson plans contain information about the tasks, resource and also the strategies we will employ **to ensure engagement, challenge, autonomy and feedback.**

Each teacher plans lessons on a daily basis in order account for the learning which has taken place in the previous lesson. This ensures that students can be challenged appropriately and any misconceptions dealt with promptly. Daily planning allows teachers to tailor every plan to the specific needs of their class.

 4.4 All teachers work hard to establish good working relationships with students. We treat the students with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school behaviour policy.

We expect all students to comply with these rules in order to promote the best learning opportunities for all. We praise students for their efforts so build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When students misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

 4.5 We ensure that all tasks and activities that the students do are safe. When we plan to take students out of school, we first inform parents and obtain their permission. We also carry out detailed risk assessments.

 **5 Structure of lessons and teaching methodologies**

• More personalised and memorable learning

• Clear Learning Objectives met by clearly phased lessons

• Emphasis on ENGAGEMENT, CHALLENGE, AUTONOMY AND FEEDBACK

• Specialist intervention for pupils with EAL/SEND:

**6 Learning environment**

6.1 We work hard to ensure our classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the students. We ensure that all students have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the best climate for learning and ownership of the school.

**7 Curriculum**

7.1 The curriculum is all the planned activities that we organise in order to promote learning and personal development. It includes formal requirements plus the range of extra-curricular activities that we organise in order to enrich the experience of the students. It includes how students learn from the way they are treated and expected to behave. We aim to teach students how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

 The aims of our school curriculum are:

* to enable all students to maximise their potential while at our school
* to provide an enhanced learning environment, enriched with extra-curricular activities
* for each student to enjoy their time with us and forge positive relations within the school
* to promote a positive attitude towards learning and foster a desire for lifelong learning
* to enable the development of active, responsible citizens
* to teach students the basic skills of literacy, numeracy and ICT;
* to enable students to be creative and to develop their own thinking skills;
* to teach students how their environment and society have changed over time
* to help students have an awareness of their own moral development, and to understand right from wrong;
* to help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
* to enable students to have respect for themselves and others and to be able to work co-operatively.

**7.2.1 Whole School level – long term**

This indicates which subjects are taught to each Key Stage of students. We also try to aim for continuity when students join us late in their GCSE studies – continuing with certain subjects that are not usually offered or exam boards that are not usually used. Wherever possible we seek to meet individual needs.

The curriculum also encompasses development of key skills. These skills, we believe, form the basis of success in school life and are vital to life-long learning. We teach key skills through all curriculum subjects.

For example, we give students opportunities to develop their numeracy in Geography or History lessons, ICT in maths or Citizenship and when we teach PE we stress the importance of working with others. Problem solving and improving our own learning or performance should be evident in all lessons.

The key skills that we aim to develop are:

* Communication: This includes listening, speaking, reading and writing.
* Numeracy: This includes mental calculation skills and how to apply these skills.
* Information technology: This involves using new technology to find, analyse, interpret and present information. It involves the skills necessary to use technology appropriately and safely.
* Working with others: This involves the ability to work well with others as a team member or team leader. When students are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of co-operation and mutual understanding.
* Improving own learning and performance: This involves students in evaluating their own performance, and understanding what they need to do next in order to improve.
* Problem-solving: This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

**7.2 .2 Year Group level – medium term**

Within our medium-term plans we decide which curriculum pathway (or combination of pathways) best suits each student within a year group. It may be that a Y11 can be fast tracked through certain GCSEs or it may be decided that within the timescale they are better suited to Functional Skills. We might enter a KS3 student for an Entry Level qualification or a Y10 student early for a Certificate in Prep for Working Life.

**7.2.3 Class level – short term**

Our short-term plans are those that our teachers write on a daily/weekly basis. We use these to set out the learning objectives for each lesson, to identify what teaching strategies will be employed, what differentiation there will be and what resources are required. These plans are evaluated and used to inform future planning.

**8 Assessment, recording and reporting**

We believe that effective assessment provides information that can improve teaching and learning. Assessing students’ learning and knowing their targets forms an integral part of our daily teaching and planning. We give our students regular feedback on their learning so that they understand what it is that they need to do better.

We use information collected from assessments to plan lessons based on a detailed knowledge of each student. We strive to ensure that all tasks set are appropriate to each student’s level of ability. Our lesson plans make clear the expected outcomes for each lesson and we make a note of anyone who might not achieve these outcomes and use this information when planning for the next lesson. We give parents regular updates on their student’s progress so that teachers, students and parents are all working together to raise standards for all our children.

**8.1 Assessment, recording and reporting procedures used by the school:**

**• National Exams (GCSE/Certificates/FS and ELCs):**

These are externally produced and are usually taken during or at the end of KS4 . They enable us to compare students’ and the school’s performance against local and national benchmarks. We use this information to set targets for improvement.

**• Teacher assessment**

This is used to provide ongoing information about how well students are achieving in each subject. These can be the initial benchmark assessments in English and Maths or end of topic assessments in any subject. Marking/lesson evaluation concentrates on learning objectives and focuses on how well the LO has been achieved as well as giving guidance for future improvement.

 **• Tracking**

This inhouse database shows progress and attainment of each student and ensures that all students are monitored closely in all subjects. The school has a termly cycle of assessment, recording and reporting which means that any students who are not making at least good progress can be quickly identified and provided with appropriate intervention and support.

 **• Termly reports**:

These show progress in all curriculum areas for all pupils. They are written by class teachers with a focus on attainment and effort. The school informs parents of their student’s progress in all subjects every term.

 **9. Students requiring special provision**

9.1 The curriculum in our school is designed to provide access and opportunity for all students who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual student , then we do so in consultation with their parents. This may include students who have special needs, students with English as an additional language or students who are more able.

 9.2 If a student has a special need, our school does all it can to meet these individual needs. If a student displays signs of having special needs, his/her teachers will make an assessment of this need. In most instances, by differentiating the curriculum, the teacher is able to provide resources and educational opportunities which meet the student’s needs within the normal class organisation.

If a student’s need is more severe, we consider referring the student for more support, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for students with special needs either through specialist resources, additional literacy/numeracy support or a modified curriculum.

 9.3 A number of our students have particular learning and assessment requirements. The evidence for these is compiled by our teachers and passed on to our Examinations Officer who makes the appropriate arrangements with each external Examination Board.

9.4 Within our school we recognise that we have students who could be termed academically able. Students who more able often have well developed learning skills. Subject leaders ensure that there is provision within the school for more able students so that they reach their full potential. This can involve:

* supporting staff in the identification of more able students and providing advice and support to staff on teaching and learning strategies;
* regularly reviewing the teaching for more able students and monitoring their progress;
* enrichment activities that broaden learning in a particular skill or knowledge area;
* individual activities that reflect a greater depth of understanding and higher level of attainment;
* the opportunity for children to progress through their work at their own rate of learning;

**10 The role of parents in teaching and learning**

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

* holding regular parents’ meetings to explain our school strategies for teaching and learning and to provide information about students’ attainment;
* sending termly reports to parents in which we explain the progress made by each child and indicate how the student can improve further;
* explaining to parents how they can support their student with homework. We suggest, for example, regular shared reading with less able students, and support for all students with any investigative/project work.

10.2 We believe that parents have the responsibility to support their student and the school in implementing school policies. We encourage parents to:

* ensure that their student has the best attendance record possible;
* ensure that their student is equipped for school;
* do their best to keep their student healthy and fit to attend school;
* inform school if there are matters outside of school that are likely to affect a student’s performance or behaviour at school;
* promote a positive attitude towards school and learning in general;
* fulfil the requirements set out in the home/school agreement.

**11 The role of The Advisory Board in teaching and learning**

The Advisory Board supports, monitors and reviews the school policies on teaching and learning.

 In particular it:

• supports the use of appropriate teaching strategies by allocating resources effectively;

• ensures that the school buildings and premises are best used to support successful teaching and learning;

• monitors teaching strategies in the light of health and safety regulations;

• monitors how effective teaching and learning strategies are in terms of raising pupil attainment;

 • ensures that staff development and performance management policies promote good quality teaching;

• monitors the effectiveness of the school’s teaching and learning policies through the school’s self-review processes.

The Advisory Board at The Tutorial Foundation is involved in supporting and monitoring teaching and learning. It does this in a number of ways. The Senior Leadership Team continually evaluate whole school progress using the SEF; monitor implementation of the school improvement plan, advise and support on pastoral issues and subject areas and review policies. The Advisory Board attends a termly meeting. The Advisory Board also carries out focussed visits to the school to look at specific aspects of teaching and learning.

**12 Monitoring and review**

12.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during each academic year.

Policy Sign off and review

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|  | By whom | Date |
| Reviewed by  | Emma Clyde | 14.01.2021 |
| Policy signed off by | Julia Low | 25th March 2019 |
| Next Review By | Emma Clyde | 14.01.2021 |