



CREATIVE Education Provision

IWYS Alternative Provision

Teaching and Learning Policy

Approved by:	Charmaine Baines	Date: December 2024
---------------------	-------------------------	----------------------------

Last reviewed on:	December 2024
--------------------------	----------------------

Next review due by:	September 2025
----------------------------	-----------------------

Contents

1. Aims	2
2. Our guiding principles	2
3. Roles and responsibilities	3
4. Planning	4
5. Learning environment	5
6. Differentiation/adaptive teaching	5
7. Home learning	5
8. Marking and feedback	5
9. Assessment, recording and reporting.....	8
10. Monitoring and evaluation	6
11. Review	6
12. Links with other policies.....	6

1. Aims

This policy aims to:

Explain how we'll create an environment at our provision where pupils learn best and love to do so

- › IWYS expectations are to make sure everyone is committed to achieving a consistent approach to teaching and learning across our provision
- › Promote high expectations and raise standards of achievement for all pupils in our provision
- › Involve pupils, parents/carers and the wider IWYS community in pupils' learning and development

2. Our guiding principles

Pupils learn best at our provision when they:

- › Have their basic physical needs met
- › Feel secure, safe and valued
- › Feel a sense of belonging to the group
- › Are engaged and motivated
- › Can see the relevance of what they are doing
- › Know what outcome is intended
- › Can link what they are doing to other experiences
- › Understand the task
- › Have the physical space and the tools needed
- › Have access to the necessary materials
- › Are not disrupted or distracted by others
- › Can work with others or on their own, depending on the task
- › Are guided, taught or helped in appropriate ways at appropriate times
- › Can practise what they are learning

- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our provision is a shared responsibility, and everyone in our provision community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our provision will:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- › Actively engage parents/carers in their child's learning regular parent updates and open days/mornings
- › Update parents/carers on pupils' progress and produce an written report on their child's progress
- › Meet the expectations set out in [IWYS-Curriculum-Policy.pdf](#)

› 3.2 Support staff

Support staff will:

- › Know pupils well and differentiate support to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness
- › Use agreed assessment for learning strategies
- › Use effective marking and feedback as required
- › Engage in providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Ask questions to make sure they've understood expectations for learning
- › Identify and use resources to support learning
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners

Meet the expectations set out in [IWYS-Curriculum-Policy.pdf](#)

3.3 Subject leaders

Subject leaders at our provision will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows pupils to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Timetable their subject to allocate time for pupils to:
- › Achieve breadth and depth
- › Fully understand the topic
- › Demonstrate excellence

- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their subject/phase
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in [IWYS-Curriculum-Policy.pdf](#) [IWYS – EAL Policy](#) [IWYS-Behaviour-Policy.pdf](#)

› 3.4 Senior leaders

Senior leaders will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Celebrate achievement and have high expectations for everyone
- › Hold staff and pupils to account for their teaching and learning
- › Plan and evaluate strategies to secure high-quality teaching and learning across the school
- › Manage resources to support high-quality teaching and learning
- › Provide support and guidance to other staff through coaching and mentoring
- › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- › Address underachievement and intervene promptly
- › Meet the expectations set out in [IWYS-Curriculum-Policy.pdf](#) [IWYS – EAL Policy](#) [IWYS-Behaviour-Policy.pdf](#)

› 3.5 Pupils

Pupils will:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- › Be curious, ambitious, engaged and confident learners
- › Know their targets and how to improve
- › Put maximum effort and focus into their work
- › Complete home learning activities as required
- › Meet the expectations set out in [IWYS – EAL Policy](#) [IWYS-Behaviour-Policy.pdf](#)

3.6 Parents and carers

Parents and carers of pupils at our provision will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance

- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning

Lessons will be planned well to ensure good short, medium and long-term progress. IWYS is registered as an AQA Centre. Students are able to achieve certificates of achievement throughout the year, promoting learning in all subject and cross curriculum subjects

5. Learning environment

When pupils are at school, learning will take place in the main F12 suit, art room, and educational visits. These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- › Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- › Posters of material pupils have previously learned about and can identify
- › Accessible resources for learning such as books, worksheets and other equipment
- › A seating layout that allows everyone to see the board and participate
- › Displays that celebrate and support pupils' learning

6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- › Pupils with special educational needs and/or disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils
- › Pupils that are gifted and talented/most able –
- › Using support staff effectively to provide extra support
- › Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress [IWYS-SEND-POLICY-2024-2025.pdf](#)
- › Using ability groupings for certain subjects where appropriate

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given verbally, in pupils' books and PLSPs

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment 6 weekly via students 6-week progress plans

We will provide regular targets for pupils and provide termly verbal. Pupils will receive a written report annually [IWYS-Assessment-Policy.pdf](#)

10. Monitoring and evaluation

We will monitor teaching and learning in our provision to make sure that all of our pupils make the best possible progress from their starting points.

Subject leaders/ curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks
- › Reviewing marking and feedback
- › Termly pupil progress meetings
- › Gathering input from the school council
- › Planning scrutinies
- › Book scrutinies

11. Review

This policy will be reviewed every year by the proprietor a shared on the IWYS website.

12. Links with other policies

This policy links with the following policies and procedures:

- › [IWYS-Behaviour-Policy.pdf](#)
- › [IWYS – Curriculum Policy](#)
- › [IWYS SEND POLICY 2024 – 2025](#)
- › [IWYS-Assessment-Policy.pdf](#)
- › [IWYS-Equality-Diversity-and-Inclusion-Policy.pdf](#)