



Tuition, Medical and Behaviour Support Service

Teaching and Learning Policy

Adopted:	6 May 2021
Next Review:	May 2022
Governing Committee:	6 May 2021
Responsibility:	Alison Harper



We are driven to support each student, inspiring them to reach their full potential by removing barriers to access an aspirational, personalised curriculum; empowering them for the next stage of their education and beyond. We work to ensure that each student is 'World Ready'.

Our school community prioritises:

WELL-BEING Well –being is essential for our entire community. We work to create a safe, caring environment in which everyone is physically and mentally healthy, happy and ready to learn. Safeguarding is at the heart of everything we do.

OVERCOME BARRIERS Our students are able to overcome barriers as their specific personal, social and academic needs are identified and met. We strive to improve student resilience, motivation, self-confidence, independence, attendance and engagement with education.

RELATIONSHIPS We establish and maintain positive working relationships with students, parents, multi-agency professionals and the local community. We model these effective relationships for our students, providing the tools for them to form their own.

LIFELONG LEARNING We create nurturing, challenging and empowering learning opportunities for students and a good education regardless of circumstances . We offer a broad, balanced curriculum on par with their mainstream peers that is ambitious, relevant and accessible for all students extending beyond the academic.

DEVELOPING A VOICE We guarantee everyone within the community has a voice and that their contribution is valued.

We aim to do this through:

REFLECTION We improve future performance through the continuous evaluation of our practice . We provide opportunities to succeed while valuing and reflecting on times we do not.

ENRICHMENT We enrich the lives of our students, raising aspirations and extending beyond the curriculum.

ACHIEVEMENT We develop and celebrate the achievements and successes of each individual with a route to appropriate accreditation and qualifications.

DIVERSITY We promote tolerance and respect for individual differences, abilities, needs and beliefs.

YES TO SUCCESS We equip children and families with the knowledge, skills, independence and resilience to face next steps and future challenges; preparing for adulthood and life in modern Britain.

At TMBSS we believe in supporting every student to become “World Ready” and the notion that learning should be a rewarding and enjoyable experience for everyone; learning should be fun.

Through our teaching we equip students with the knowledge, skills and understanding necessary to be able to make informed choices about the important things in their lives inspiring and empowering them for the next stage of their education and beyond

Rationale:

To ensure consistently high standards and the opportunity to achieve.

To share the fundamental principle that high expectations lead to positive outcomes.

To identify students requiring additional learning opportunities or a more bespoke approach through enrichment, vocational or work experience opportunities.

To have safeguarding at the core of everything we deliver including both explicit lessons and embedded foci within all curriculums.

To foster an environment of unconditional positive regard, which is supportive, inclusive and stimulating

To model and develop high quality teaching through a robust appraisal system.

To promote literacy and numeracy at every opportunity and encourage students to enquire, question, debate and reason.

To utilise a range of resources to help develop creative expression, depth of knowledge and imagination.

To find opportunities to promote SMSC and Fundamental British Values encouraging our students to become respectful and tolerant members of society.

To take a multi-agency and multi adult approach in supporting students to have high expectations of themselves and others.

To promote equality and transparency for both staff and students.

What learning looks like at TMBSS:

We recognise that every student learns in a different way. We equally recognise that the journey that has brought our students to TMBSS has often been difficult, traumatic, and unconventional. However, at TMBSS we support students to engage with education.

We are always mindful that learning is not only about academic progress but it is also about developing social and emotional skills over time and building relationships. We use an individualised approach rather than a 'one size fits all' model.

We encourage students to take responsibility for their own learning and aim for all students to be involved as far as possible in considering what helps them learn. We help them to reflect on what aspects of learning they find challenging and help put strategies in place to overcome those challenges.

Teaching and learning in practice:

Primary Provisions:

The majority of students attend our Primary provision for either a morning or an afternoon placement. Following a 16 week assessment period students move towards a period of reintegration to fulltime provision at their mainstream school or they begin integration to a setting appropriate for their individual needs. The breadth and depth of curriculum coverage is therefore delivered in shared partnership with our mainstream schools.

In primary there is a two-year cycle of planning for all subjects, this forms the Primary Curriculum overview. The Primary Curriculum overview consists of medium-term planning which help to focus the teachers two weekly planning and enables them to set clear objectives for coverage in their weekly planning. Weekly planning is more class specific and includes differentiated tasks for individual students.

Primary subject leads are expected to prepare medium term plans for their subject area linked to the National Curriculum/Assessment Objectives.

Maths and English are planned for using 'The Hamilton Trust' medium term plans.

All planning follows a formulaic sequence of learning however due to the nature of our students it is recognised that on occasion plans will need to be adapted at the time of teaching to meet the needs of the students. The pace, pitch and opportunity for students to engage is determined by the teacher and is evident within both formal and informal lesson observations. It will be clear what the focus of each lesson is and what the expectation is but how this is delivered may well vary as we allow for 'in the moment' learning.

At the start of each placement baseline assessments are undertaken and the results of these enable the teacher to carefully plan an individualised intervention package for each student. The interventions may include; spellings, reading, handwriting, fine motor skills tasks, 'Read, Write, Inc.' phonics/reading/writing tasks, 'Big Maths' and '5 Minute Maths'.

Where baseline assessments indicate a need for a greater focus on early phonic skills students may receive daily intervention activities which will replace the group literacy session. The purpose of the daily, targeted interventions is to promote accelerated learning in time allowing the student(s) to access the class/group literacy lessons. Students are reassessed termly and the student's individualised interventions are adjusted to meet their needs.

How reading and maths are taught across the primary phase is reflected in the Primary Maths Policy and Primary Reading Policy.

Secondary Provisions:

Termly plans for all subjects are identified in subject schemes of work which include learning objectives, knowledge and skills to be covered. The schemes of work All teachers are expected to use the schemes of work as a basis for their medium term planning of student's individual programmes and for the groups they are teaching.

The time to complete units is likely to vary significantly across secondary centres, depending on the needs of individual students and timetabling within each centre. Planning needs to reflect this and is therefore differentiated accordingly by individual teachers.

Teachers will also identify SMSC and enrichment opportunities, literacy and numeracy links and any topics that contextualise careers and work related learning to help prepare them for adulthood.

All planning follows a formulaic sequence of learning, however at TMBSS we embrace the opportunity to explore different learning opportunities as they arise though discussion during lesson. We also recognise that the students need to be ready to learn before any learning can take place, therefore teachers are not criticised if they do not always follow the planned lesson. The pace, pitch and opportunity for students to engage is determined by the specialist teacher and is evident within both formal and informal observations. It will be clear what the focus of each lesson is and what the expectation is.

Examples of how we teach reading and maths at TMBSS can be seen in Appendices 1 and 2.

Vocational opportunities:

We recognise that some students are better suited to follow a more practical programme and we have a range of vocational opportunities for our students to engage in. Practical opportunities provided by external providers enhance the learning experiences of our students. The quality of teaching and engagement from our students is consistently high for our vocational providers. Every vocational provider has an annual safeguarding check, termly monitoring and termly evaluation to ensure outcomes remain in line with whole service practice. See Appendix 3 for a list of the vocational providers we currently use.

Fundamental British Values

The service is committed to serving our community and surrounding areas. We recognise that the United Kingdom is a richly diverse, multicultural and multi-faith country, and understand our responsibility in promoting and encouraging a culture and ethos that upholds Fundamental British Values.

We are highly inclusive and reflect British Values in all that we do. We nurture our pupils on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our pupils to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our centres, our local community and the wider world. More information can be found on our website.

Enrichment opportunities

As a service, we feel that enrichment activities are essential to academic success and social and emotional development.

Enrichment improves student's confidence, helps them develop good relationships with others, it promotes critical thinking and problem solving skills. It can improve their ability to engage by making learning more meaningful. Enrichment activities are enjoyable, this helps students to become more engaged in their learning and retain more information.

Enrichment activities are typically practical, interactive and project focused, and challenge students to use old concepts in new ways, while bringing new concepts to light. Exposing students to new ideas and giving them opportunities to explore new interests can unlock hidden interests and talents and lead to different career paths and hobbies in the future.

Social-Emotional Benefits:

Enrichment activities give our students opportunities to build relationships. It allows students to work with staff often outside of the classroom and collaborate with other students at different levels or ages to themselves. This encourages students to work cooperatively with others.

Personal benefits:

Students also develop personal qualities they may not have previously known they had. Such as:

- Increased self-confidence
- Increased self-esteem
- Developing new skills
- Creativity
- Perseverance
- Resilience
- Building positive relationships
- Leadership and decision making skills

Monitoring:

Monitoring is carried out through lesson observations and monitoring visits. The process is set out in the TMBSS appraisal policy and states:

“This service believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers’ performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform service improvement more generally. All observation will be carried out in a supportive fashion, in line with the classroom observation protocol.

In this service teachers’ performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the service. Classroom observation will be carried out by those with QTS.

All teaching staff will receive 1 formal observation per year. In addition, there will be a maximum of 4 ‘drop in’ observations conducted over the appraisal cycle and staff will be given 24 hours’ notice of it taking place. Where there are concerns it might be necessary to have additional formal observations and a reduction in the ‘drop ins’. This is at the discretion of the appraiser following discussion with a member of the Senior Leadership Team. All staff can only have a maximum of three formal observations. Teachers (including the Head of Service) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.”

The sharing of good practice is encouraged in subject coordinator meetings. This is to ensure all staff are aware of expectation and strive to model and promote the very best teaching that our learners deserve.

Termly monitoring visits to every centre by the Head and Deputy include a book scrutiny from a range of students across all subject areas. Feedback is given verbally and in writing to the centre manager and shared amongst staff. The monitoring visit provides the Head and Deputy with a clear and consistent understanding of practice across our centres and also to identify supportive measures and guidance as the need arises.

From December 2020 monitoring has been carried out observing our *TMBSS Covid Lesson Observation Protocol* – see Appendix 4.

Rights and Responsibilities:

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he role of Governors:

Our governors determine, support, monitor and review the school’s policies on teaching and learning.

Our governors support the use of appropriate teaching strategies by allocating resources effectively and monitoring how effective teaching and learning strategies are in terms of raising pupil attainment and destinations for our year 11s.

Our governors ensure that the school buildings and premises are effective in supporting successful teaching and learning.

Our governors ensure that staff development and appraisal policies promote good quality teaching, monitor teaching strategies in the light of health and safety regulations and scrutinise the effectiveness of teaching and learning policies through the school self-review processes.

The role of parents:

We believe that parents have a fundamental role to play in helping their children to learn.

We work hard to inform and support parents in how they can help further their children's learning and confidence at TMBSS. Our review process ensures parents are fully informed of their child's progress and are consulted on the actions and recommendations made about their child's future.

During the induction/transition process, a member of our SLT conducts a home visit which is followed by a centre visit. The allocated centre manager and administrator will endeavour to keep parents informed at every stage. Contact from parents is actively welcomed.

Reporting to Parents:

Primary Provisions

All Primary students have a home/school book which is used to communicate with parents, and schools, on a daily basis.

At the end of the assessment period, at 16 weeks, the class teacher writes a detailed Education Report outlining the progress the student has made during their placement and sets out next steps. This is presented at the first review meeting and recommendations regarding future placement are made. Additional review meetings are planned to review the student's reintegration.

At the end of the academic year parents receive an annual school report sharing the achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

Within the Primary Phase we hold an Open Day each term where parents are invited into centres to meet with the teacher, have a look at their child's classwork and discuss the placement. This is an opportunity to look at the progress made and interventions in place to support their child.

Secondary Provisions

Parents receive weekly reports throughout the academic year. This outlines their child's attendance and engagement in lessons.

A report outlining the student's academic progress is produced for sharing and discussion at review meetings and parents will receive an annual school report sharing the achievements during the year, how they are achieving relative to their expected progress and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers at any time.

All year 11 students attend a progress meeting with their parents, the centre manager and the careers coordinator in the autumn term. The purpose of this is to discuss current progress, expected grades and post 16 plans. The outcome of these meetings are to formulate an action plan to support the student in achieving the outcomes required for them to successfully transition to the post 16 provision of their choice.

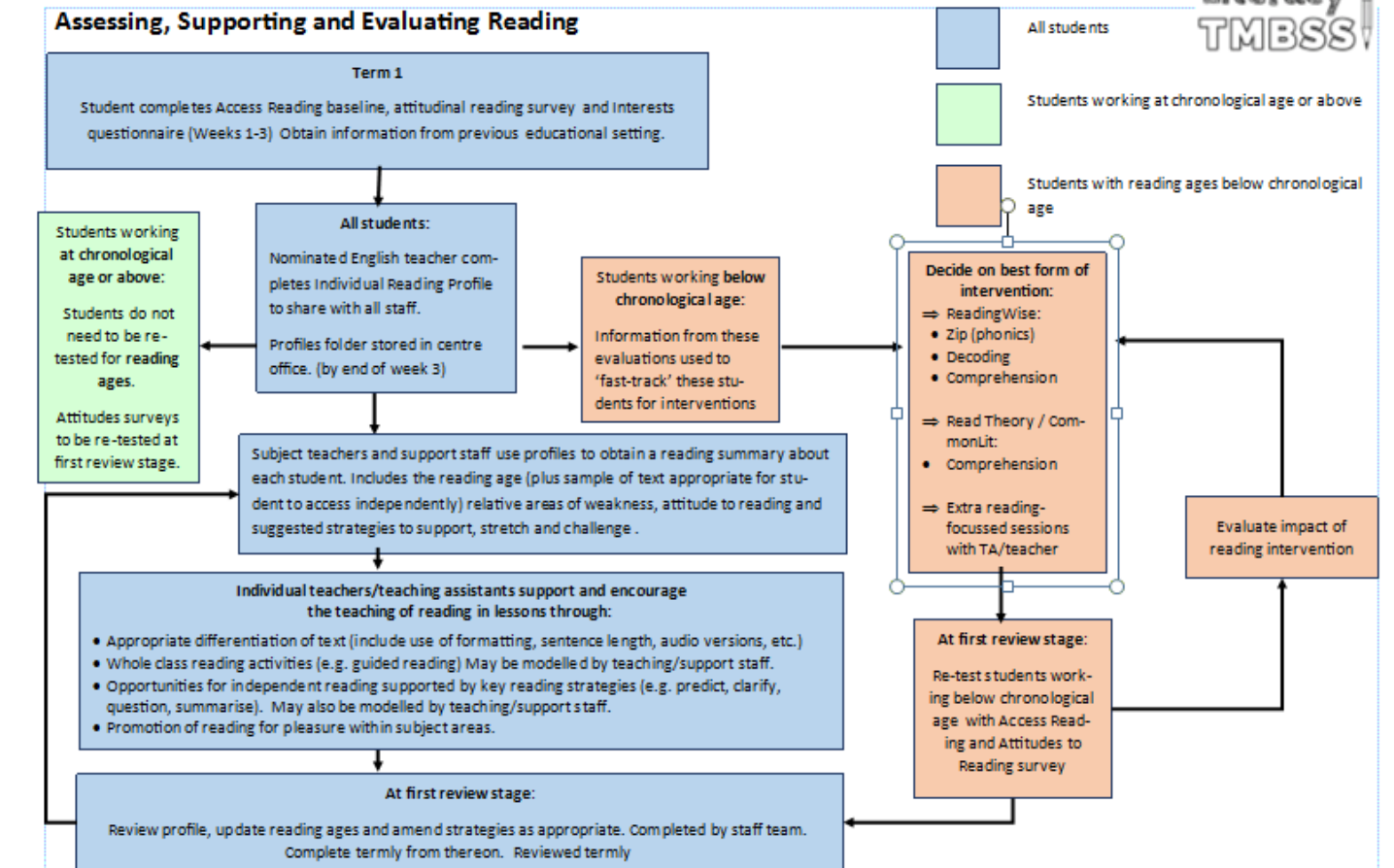
Attendance:

Parents are responsible for ensuring that their child attends school regularly.

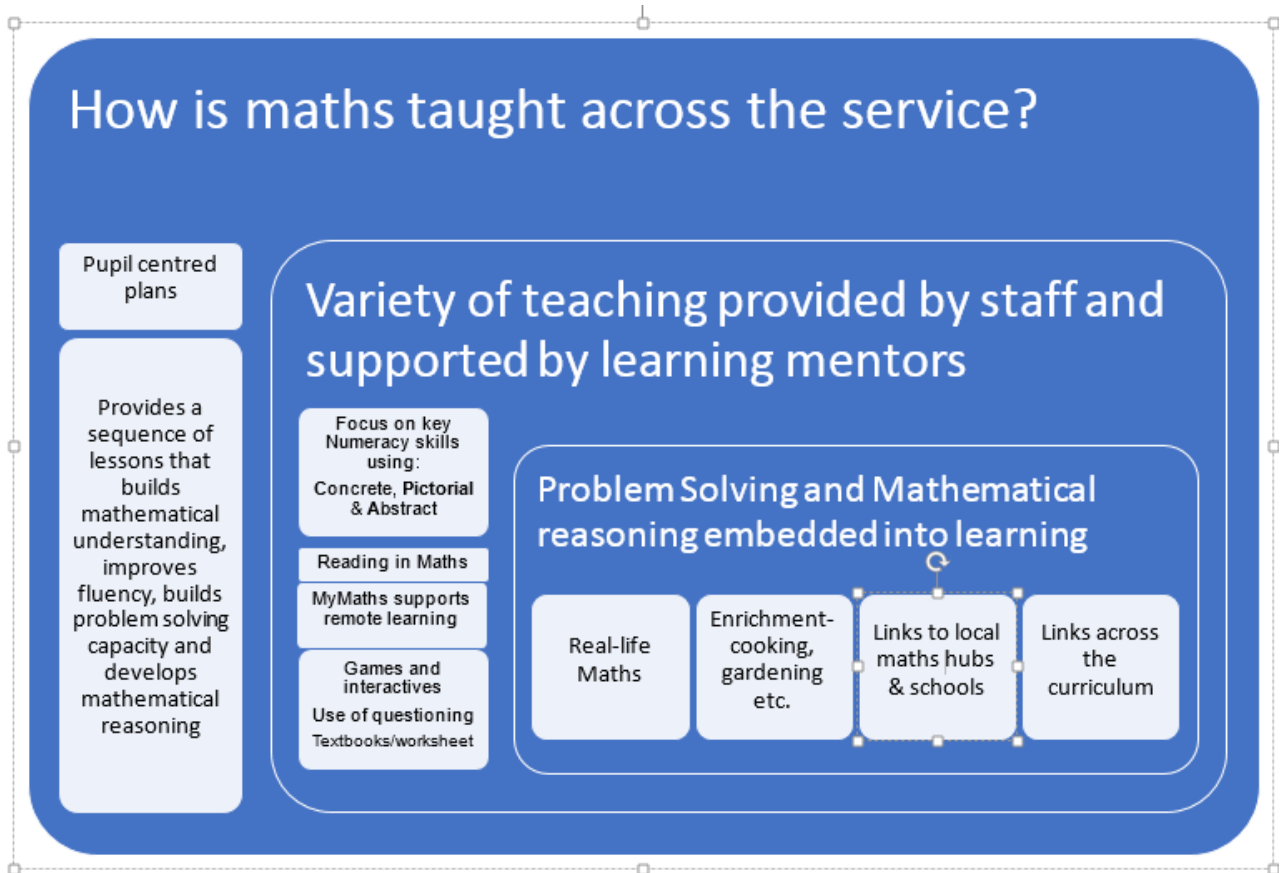
Holidays during term time should be avoided as these interrupt the student's progress. Parents are asked to inform the school of any absence on the first day so that we know that they are safe at home (see attendance policy).

TMBSS promotes an open and honest dialogue between staff and parents.

Appendix 1: How Reading is taught across the service



Appendix 2: How Maths is taught across the service



Appendix 3 – List of the vocational providers used by TMBSS 2020-2021

Provider	Location	Subjects covered	Potential Qualifications
Red George	Market Drayton	Animal Care	ASDAN
Grease Monkeys	Shrewsbury	Motor Vehicle	Level 1 Motor Vehicle
Renu	Dorrington Oswestry Telford	Hairdressing Beauty Therapy	Level 1 in Hairdressing Level 1 in Beauty Therapy Level 2 in Hairdressing Level 2 in Beauty Therapy
Cavalier Centre	Much Wenlock	Equine	Level 1/ EL AQA unit award scheme (UAS) horse care
Crossbar Coaching	Shrewsbury	Maths English Sport	Princes Trust Functional Skills
Project Farm	Shrewsbury	Animal Care	
Crowmill Craft Centre	Alveley	Construction Woodwork	
Lower Bush Farm	Ludlow	Construction Animal Care	Level 1 in Landbased Studies
Shrewsbury Town in the Community	Shrewsbury	Life skills Work experience	

Appendix 4: Covid lesson observation protocol

From December 2020 monitoring has been carried out observing our *TMBSS Covid Lesson Observation Protocol*

1. Observer to check with the Observee if a face mask is required.
2. Classroom to be well ventilated.
3. Check that there is sufficient space for the Observer to maintain 2m social distancing at all times.
4. Hands to be sanitised before entering the room.
5. Observer to sanitise any equipment or furniture they have been into contact with. 6. Observer to wear gloves if handling books.