

Teaching and Learning Policy

2018/19



TBAP AP AND SPECIAL ACADEMIES

 WEST	 COURTYARD	 LATIMER	 BEACHCROFT	 BRIDGE	 16-19	 OCTAGON	 CAMBRIDGE	 UNITY	 OCTAVIA	 ASPIRE	 EAST
 NORTH WEST	 NEW HORIZONS	 CSS Commissioning & School Support	 TBAP Teaching School Alliance	 tbapfoundation EVERY CHILD A CHANCE	 SUPPORT						

TBAP Teaching and Learning Policy

The TBAP Vision 2020 underpins learning and teaching within the TBAP Trust. The TBAP Curriculum is broad and balanced and reflects the personalised needs of individuals learning and achieving in TBAP Academies, it is firmly rooted in principles of equality and inclusion and reflects the needs of learners with special and additional needs.

Starting at Great

All our lessons are planned to be *beyond great*, and are based on our lesson observation framework which outlines what a great AP classroom experience looks like. Teachers plan using long, medium and short terms plans and share resources across the Academies to improve practice and share expertise.

Our classrooms have displays and visual stimulus that aids learning, and motivates and encourages as well as reinforcing key *Literacy* and *Behaviour for Learning* concepts.

Our assessment of learning and teaching is based on the TBAP Progress 5 and TBAP Attainment Best 5 measures, and progress of learners is monitored through Pupil Asset and SIMs. Our teachers are regularly observed and lessons are judged against key aspect of Part 1 of DfE Teachers' Standards*. Following each observation, teachers are given supportive and coaching feedback. High quality CPD, coordinated by the Teaching School Alliance, supports that the best AP teaching possible. We celebrate the success of achievements of all our learners and staff.

Success by Any Means

Lessons within our academies are 45 minutes long, following the National Curriculum at KS1 – 3, nationally-accredited programmes at KS4 and the International Baccalaureate at KS5.

Our curriculum offer is rooted in the need to confirm that all learners have developed the skills and secured accreditations they need to move on into the next phase of education, training or employment. As such, our curriculum is based on a core offer of English, Maths, Science, IT, Humanities and Social Sciences, Creative Arts and Sport and varies to meet individual needs. At KS1 – 3 the curriculum is often delivered in a thematic or project-based model.

Additionally, teaching style varies to meet the needs of the learners, and can be whole-class teaching (not usually more than 8 per class), group work, small group interventions and one-to-one learning.

* Please refer to TBAP Lesson Observation form also found in TBAP Handbook and available on the **Team TBAP portal** see below. A Link to Teachers' Standards document can be found below

Precise Inclusion

Information about each TBAP learner, gathered at induction and through the ongoing cycles of progress check points, informs planning, personalisation and interventions. Education Health and Care Plan (EHCP) and Special Educational Need and Disability (SEND) information about is shared to inform learning experiences.

Resources, including additional adults, are carefully selected to have the greatest favourable impact on learner outcomes. Enrichment is used as a learning space for life skills, cultural experiences and including our learners in the wider community.

Full Curriculum Plans for each Academy can be found at:

www.tbap.org.uk/curriculum/index.php

The Key Stage 4 Curriculum Accreditation Map can also be found through the same link.

DfE Teachers' standards document can be found at:

www.gov.uk/government/publications/teachers-standards

This policy was agreed **March 2018** and will be reviewed annually by the TBAP Trust Board

Date of next review: March 2019