



Best Foot Forward - Teaching, Learning & Assessment Policy

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Purpose / Background

Students starting a Best Foot Forward provision have generally experienced significant challenges in making educational progress within their mainstream school and may have low self-esteem in relation to learning.

Many students 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 students in such positive ways as to facilitate accelerated academic learning. In addition, students must also anticipate success in their transition to their next educational setting. Consequently, TL&A should facilitate this.

Procedures and Practices

- Students are immersed in a culture of high expectations and aspiration, focused on their particular entitlement to optimum success.
- Personalisation of learning offers equality of opportunity and inclusion in the learning process community at Best Foot Forward.
- Learning takes place within a social context where personalisation offers scope, and opportunities, to maximise the quality of learning relationships between learners and all those involved in supporting them, including parents, Tutors and Mentors.
- Students are allowed to reflect on their behaviour to develop behaviours that support success.
- Skills to support success in a mainstream education setting are a constant focus within Best Foot Forward
- Teaching, learning and assessment strategies actively engage and challenge learners, and develop their ability to focus on their learning skills and their capabilities, to take ownership of their own progress.
- Account is taken of students' prior learning and experiences, and their current attitudes and anxieties.
- The confidence and capacity of individual learners are enhanced – learners are empowered through:
 - giving the pupil 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.
- Equipping students with the skills of 'learning to learn', for example, by:
 - self-management, organising time, workload and projects;
 - developing a sense of personal effectiveness as a learner using learning styles,
 - developing effective learning behaviours, developing resilience and concentration;
 - building confidence in literacy, oracy and numeracy;
 - learning how to research, organise and present;
 - developing skills in analysing, explaining, justifying, demonstrating causality and developing a logical argument;
 - developing confidence in working with others, notably on a one-to-one basis.
 - developing higher-order thinking skills, learning to review and reflect.
- Assessment of learning is extended to assessment for learning. This implies:
 - negotiation of learning outcomes, determining relevant assessment criteria and the means of assessment;
 - agreement of who will assess what and how;
 - linking assessment with feedback, mentoring and progression.
- Through personalising learning, students become active partners in their learning, capable of making authentic choices through:
 - involvement in planning and designing curriculum experiences;
 - participation in monitoring, review and evaluation procedures;
 - feedback to staff;
- The quality of teaching, learning and assessment is evidenced through:
 - Performance management and professional development review procedures of staff;

- Deep Dive self-evaluations;
- monitoring and reporting on the profile of learning outcomes achieved by an individual students;
- pupil progress tracking systems;
- external qualifications;
- success of post placement.

Roles and Responsibilities

The Best Foot Forward CEOs will ensure that:

- There is a continuous cycle of self-review and improvement
- All staff are appropriately qualified and have relevant experience to support students with SEMH needs
- The individual's continuous professional development needs of staff are identified through agreed procedures and met through a variety of personal approaches.
- Management processes for the qualitative monitoring and review of teaching and learning are maintained, and necessary reports are submitted to the Local Authority and referring agents.
- Schemes of work and lesson plans are produced, which deliver the curriculum in an engaging and stimulating way
- Personalisation of learning provides a unique experience for students, which directly reflects their identified learning needs.
- A student's weekly timetable will be managed to maximise learning outcomes for students and offer a variety of learning opportunities in different subjects and disciplines.
- Networks between tutors and mentors are developed to facilitate the continuous cycle of improvement in teaching and learning.
- Tutors and mentors use their detailed knowledge of individual pupils' progress to provide more accurate support, more differentiated teaching and more personal provision.
- Existing assessment information from the students' referring school and baseline assessment data, available on entry, will be used to inform the individual learning programme for students.
- Staff enter into dialogue with students to maximise independent learning, secure self-determined targets and devise methods of self-assessment and reflection.
- Assessment of learning is extended to include assessment for learning.

Staff

Staff will:

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