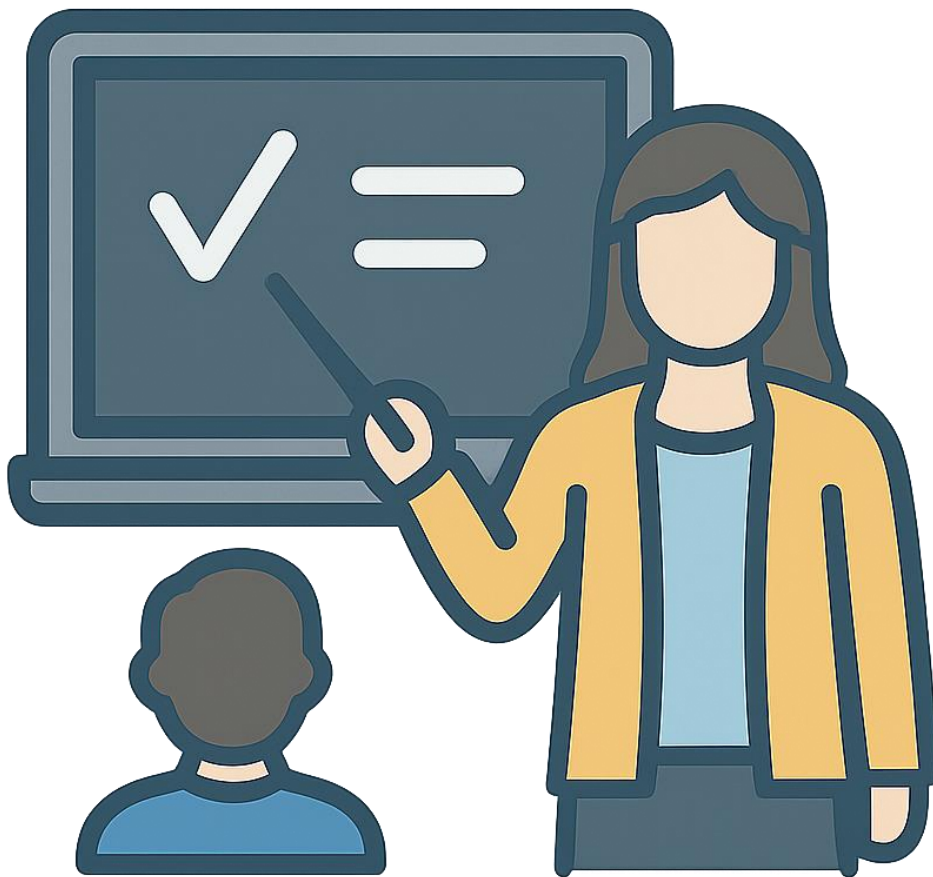


Teaching and Learning Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	23/04/2025

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1. Aims

This policy aims to:

- Establish a nurturing, inclusive and ambitious environment where students with SEMH needs can thrive academically, emotionally and socially.
- Ensure consistency in teaching and learning approaches across the setting.
- Promote high standards and positive progression outcomes for all learners.
- Foster collaboration with families, carers, and professionals to support holistic development.
- Embed the principles of trauma-informed and adaptive teaching within all learning experiences.

2. Our Guiding Principles

At Marsh Lane, students learn best when they:

- Feel safe, respected, and emotionally supported.
- Engage with purposeful, relevant, and differentiated learning experiences.
- Receive support from staff who understand their unique SEMH needs.
- Have access to structured routines and therapeutic strategies to aid regulation.
- Are encouraged to be reflective, independent and aspirational in their learning.
- Understand that setbacks are part of the learning journey.

We believe in high expectations, inclusive practices, collaboration, and holistic development.

3. Roles and Responsibilities

3.1 Teachers

- Align practice with the Teachers' Standards and our SEMH-informed approaches.
- Develop engaging, adaptive lessons that foster academic progress and personal growth.
- Communicate regularly with parents/carers and contribute to Personal Development Plans (PDPs).
- Work closely with pastoral, SEND and therapeutic teams.

3.2 Support Staff

- Provide differentiated in-class support tailored to individual needs.
- Build strong, trusting relationships with students.
- Use trauma-informed strategies and contribute to learning observations.
- Collaborate with teachers in implementing SEMH strategies and interventions.

3.3 Curriculum Leaders

- Ensure subject content is sequenced for progression and linked to life skills and employability.
- Monitor curriculum quality and assessment data.
- Share best practice and support staff through coaching and mentoring.

3.4 Senior Leaders

- Uphold the vision for inclusive, trauma-informed education.
- Provide CPD and evaluate the impact of teaching strategies.
- Monitor progress and provision through QA cycles including lesson observations and data analysis.

3.5 Pupils

- Take increasing responsibility for their learning and personal development.
- Work towards personalised targets and respect the learning environment.
- Engage in restorative approaches and personal growth activities.

3.6 Parents/Carers

- Support consistent attendance, engagement, and personal development.
- Engage in regular communication and reviews of their child's progress.

3.7 Governors

- Monitor the strategic implementation and effectiveness of teaching and learning approaches.
- Ensure resources support SEMH-specific teaching strategies and inclusive provision.

4. Planning

Curriculum planning aligns with long-term curriculum maps, medium-term schemes of work and individual lesson plans. Each layer embeds:

- Academic and vocational progress.
- Social and emotional learning objectives.
- Therapeutic and trauma-informed practices.

5. Learning Environment

Learning takes place in a calm, structured and flexible environment:

- Clear routines and visual timetables.
- Safe spaces for regulation and reflection.
- Resources accessible to all learners.
- Displays that celebrate learning and promote resilience and aspirations.

6. Differentiation and Adaptive Teaching

Staff use a range of strategies to meet diverse needs, including:

- Personalised resources and scaffolded tasks.
- Close collaboration with SENCO and therapists.
- Use of restorative and relational approaches to behaviour management.

Refer to: SEN Policy, Equality Objectives, Curriculum Policy.

Policy Owner: Chris Kelly

Date of publication:

Review date: September 2025

7. Marking and Feedback

- Feedback is formative, restorative, and student-centred.
- Given weekly through verbal discussions, visual markers (e.g. thumbs up/targets) and written comments.
- Linked to personalised PDP goals and academic targets.

8. Assessment, Recording and Reporting

- Ongoing formative assessment supports real-time teaching adaptation.
- Summative assessments (e.g. coursework, portfolios, vocational tasks) occur each term.
- Personalised Development Plans and termly reviews are used to report academic, emotional and social progress.

9. Monitoring and Evaluation

Senior leaders and curriculum leads evaluate teaching and learning via:

- Lesson observations, learning walks and book scrutiny.
- Student voice feedback and pastoral reports.
- Progress data analysis and cross-curricular moderation.

Linked to: Performance Management, CPD Strategy.

10. Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principle of Head of College:**
Chris Kelly, 23/04/2025
- **Chair of Governors/Trust Board:**
Name, Signature, Date