

Title	TEACHING, LEARNING, and ASSESSMENT POLICY
Cross References	<p>External:</p> <ul style="list-style-type: none"> • Ofsted criteria for lesson observation <p>Internal:</p> <ul style="list-style-type: none"> 🍑 QA and Improvement Policy 🍑 Quality Management Policy 🍑 SEND Policy 🍑 Self-Evaluation Framework
Date	October 2024

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Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves.

Alternative Provision, Statutory guidance for local authorities 2013

Principles and Purpose

The purpose of this policy is to outline the expectations for excellent online classroom practice and assessment. The expectation is that all students are provided with high quality learning experiences.

Teaching and learning is at the heart of our work and its purpose is made more explicit within the Self-Evaluation Framework where it underpins all identified priorities. Apricot Online believes that all students, whatever their ability, should receive high-quality teaching and learning throughout the curriculum so they can achieve their maximum potential. This policy exists solely to provide this experience for the students and clients we work with.

The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson. The participation of students, however, is essential if the teaching and learning process is to be successful and this requires Apricot's teachers to deliver highly participatory lessons that require students to interact with their learning through whiteboard tools, online multimedia activities, shared screens, and audio/chat box communications. The use of a range of teaching methods, different teaching styles, differentiation, and a variety of resources and strategies that will focus on learning, as well as on teaching, are also essential.

Aims

The aim of this policy is to ensure that teaching strategies and assessment procedures are consistently used by all staff to ensure that all students make the required progress. Apricot Online aims to ensure that every class environment has a culture of learning and challenge, which allows individual students to flourish.

To Inform staff of expected good practice and improve pedagogy. To Share good practice and provide other references to support planning outstanding lessons. To raise the standard for more staff from Good teaching and learning to Outstanding teaching and learning.

Six core elements of our provision

1. Subject knowledge

Apricot believes that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of Department heads; our CPD programme and our staffing patterns ensure that all learning is led by staff with good subject knowledge. Please refer to the training policy for further details.

2. Planning

Whilst it is not always known what prior learning students have, where it is known our planning is based upon this. Apricot teachers use information on the Student Information and Risk Assessment (SIRA) form to plan effective teaching strategies, based on our knowledge of our students' needs. Teachers choose, design and adapt tasks that will challenge all students, whatever the level at which they are working.

3. Interventions

Apricot's teachers have various strategies for targeted interventions that will support students and will move them on in their learning. The Head of Teaching and Learning is ultimately responsible for any intervention that involves the referring client. Teachers monitor the success of these interventions, judging their effectiveness by their impact on students' progress.

4. Homework Assignments

Apricot regularly set tasks for home learning that are linked to our students' current learning. Home learning contributes to our students' progress.

5. Assessment for Learning

Apricot teachers are experienced teachers. They listen, observe and question groups and individuals carefully. They reshape tasks and explanations in order to improve learning. Their responses are timely and relevant.

6. Marking and feedback

Apricot teachers assess progress regularly. They discuss assessments with students so that they know how well they have done and what they need to do to improve.

For **outstanding teaching, learning, and assessment**, teachers should:

- 🍑 Ensure that all students understand the learning aims and are clear about tasks and activities including their link to prior learning
- 🍑 Ensure that tasks/activities involve both thinking and processing skills
- 🍑 Ensure that lessons are challenging and appropriately paced to develop the knowledge and understanding of the students according to their needs
- 🍑 Ensure that activities/tasks/questioning techniques provide opportunities for students to demonstrate their learning in order to make informed decisions
- 🍑 Ensure the needs of individuals are met through differentiation and outcome
- 🍑 Ensure key skills are integrated. such as working with others and problem solving

- 🍑 Ensure regular reviews to identify and celebrate learning during lessons
- 🍑 Ensure that progress and success are both checked and recognised using assessment that is understood and shared with students
- 🍑 Ensure that skills in writing, reading, communication, and mathematics are developed
- 🍑 Ensure students are stimulated, engaged, and motivated
- 🍑 Ensure that marking provides frequent, detailed, and accurate feedback and suggestions that celebrates achievement and identifies targets/areas for improvement

Authorised by: Jodie Phillips, Operations Director

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