



# Forwards Centre

Part of Bolton Impact Trust

## The Forwards Centre

## Teaching and Learning Policy

<b>Reviewed By</b>	<b>Nicola Berry</b>
<b>Last Reviewed</b>	<b>February 2024</b>
<b>To be reviewed</b>	<b>February 2025</b>

## Our Aims

At Bolton Impact Trust we believe that Learning is the acquisition of knowledge, skills and behaviours that are retained long-term and can be applied to a range of contexts.

Providing high-quality Teaching and Learning to all of our pupils is central to our Trust's beliefs and values:

**We believe everyone can achieve.**

**We inspire a love of learning**

**We transform potential into long-lasting success.**

We aim to:

- Ensure that everyone in the Trust is committed to delivering consistent high-quality Teaching and Learning to all of our pupils
- Motivate and inspire our pupils to develop a lifelong love of learning
- Create learning environments that are innovative, motivational and impactful on children's lives
- Offer every pupil a learning package that is personalised and relevant to them, addressing their individual needs and supporting them to make the next steps on their learning journey
- Transform potential into long-lasting success

## Our guiding principles

Research tells us that pupils learn most effectively when:

- Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued.
- They can manage their emotions and have the resilience to make mistakes and persevere.
- They are engaged and encouraged to think hard about something.
- Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.
- Teachers deliver new material in manageable amounts at the right level for each child
- Teachers model and share what success looks like.
- Teachers regularly check for understanding and promptly address misconceptions.
- Teachers create opportunities for pupils to regularly practise and retrieve what they have learned.

## Roles and Responsibilities

Senior Leaders in the Trust Central Team will:

- Have a clear and ambitious vision for providing high-quality, personalised education to all
- Hold all leaders and staff to account for high quality teaching and learning
- Ensure that resources and funding are allocated effectively to support the Trust's approach to teaching and learning
- Provide opportunities for staff to work collaboratively across the Trust to develop their practice
- Share next and best practice with leaders and teachers in the Trust via hubs and the Teaching and Learning Newsletter

Senior Leaders in each academy will:

- Promote the Trust's clear and ambitious vision for high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning in their academies
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Actively promote engagement with all of the CPD opportunities provided by the Trust to improve staff's practice and subject knowledge and monitor the impact of all continuing professional development.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

Subject Leads across the Trust will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

Teachers across the Trust will:

- Follow the expectations for teaching and professional conduct as set out in the Teacher' Standards
- Provide high-quality, well-planned and structured lessons
- Ensure that they adopt a trauma-informed approach to teaching
- Ensure that their classroom environment is an anxiety free, safe and secure place where all pupils feel valued
- Ensure that their learning environment is safe, clean and welcoming and includes displays which promote high quality teaching and learning
- Ensure that they have high expectations of all pupils
- Ensure that work is challenging and engaging
- Structure pupils' learning so that they build upon and connect knowledge to what they already know
- Deliver new material in manageable amounts and at the right level for each child
- Model and share what success looks like
- Regularly check for understanding and promptly address misconceptions
- Create opportunities for pupils to regularly practise and retrieve what they have learned
- Engage with CPD opportunities offered by the Trust

Learning mentors and Support Staff across the Trust will:

- Follow the expectations for teaching and professional conduct as set out in the Trust's Learning Mentor Standards
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Engage with CPD opportunities offered by the Trust

Governors and Trustees across the Trust will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold senior leaders to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## Learning environment

Across the Trust we will ensure that the learning environments are kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

## Teaching and Learning at the Forwards Centre

### Personalisation of the curriculum

Teaching and learning at the Forwards Centre supports pupils who may have missed significant parts of their education and who may have had a negative experience of learning which has badly affected both their academic self-worth and understanding of their place in society. It is designed to address gaps in both learning and the personal, social and emotional skills in order that children may go on to be successful in the next stage of their educational journey.

The Forwards Centre curriculum is designed to enable all pupils to experience academic success so that each child also develops belief in themselves over time. The curriculum structure is clear and has well-defined end points. This allows rigorous baseline assessments to inform the planning of an appropriate curriculum 'climbing frame' for each child. Our curriculum then allows children the time and space to climb from a point and at a pace that is right for them and experience the same joy of learning new things that others experience and should be part of every child's life. It is designed so that we can use ongoing formative assessment to track each child's individual progress, treat them as individuals and celebrate their progress on its own merit rather than simply comparing with whole class age related expectations. This individualised approach ensures that no children are disadvantaged due to their academic level, SEND need or what point on their educational journey they are at or what time in the year they arrive. Every child can experience success.

Our centre runs on a clear set of published principles designed to create a therapeutic, emotionally regulated environment where children experience and learn the social norms and expectations, they will need to be successful in their next setting. Staff live life alongside each child and consistently model positive ways of coping with the challenges that the school day brings.

The curriculum has been planned and sequenced so that knowledge and skills build on what has been taught before. It has clear end points for each subject with clearly defined 'I know' and 'I can' statements' defining the knowledge and skills children need to acquire to reach those end point. There is a focus on the 'sticky knowledge' we want children to remember and an emphasis on the use of technical language and vocabulary for each subject. Every pupil is entitled to study the full breadth of the curriculum and develop the knowledge and skills they need to be successful in their next educational setting.

The Forwards Centre has a two-year rolling programme with a breadth comparable to the national curriculum along with the additional width that comes with working on an individual basis on barriers to success with excluded pupils with social emotional and mental health (SEMH) needs. The two-year rolling curricular programme incorporates Reading, writing,

maths, science, PSHE, computing, Humanities (History and Geography), the Arts (Art and Music) and PE.

## Planning

Planning is a process not a product. Its purpose is to enable high quality delivery which enables all students to learn.

All teachers need to be clear and precise about the knowledge/skills they want students to think hard about and learn in every lesson.

Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lesson.

Knowledge of the students; their prior attainment and specific needs, is a key part of planning. When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

### Learning Intentions

It is important that teacher, students, support staff are all clear about the key learning that will take place in a lesson.

Teachers should make learning intentions explicit to students, all students should be able to explain what the key learning of the lesson is.

## Teaching

Teachers must be explicit about the key knowledge and vocabulary that all students must use.

Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use.

We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.

Lessons at the Forwards Centre may include:

### Explanations

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

### Modelling

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students,
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate questioning
5. Provide model answers

### Guided practice with scaffolding

Worked examples and scaffolding used to support all students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc

Effective class discussion and questioning can happen at this stage

### Independent, deliberate practice

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and appropriately pitched.

### Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.

If learning is not yet secure for students the lesson should be adapted or retaught differently For responsive teaching teachers can use:

### Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding.

Teachers should ask questions and then use what they learn from this process to adapt and reshape teaching within and between lessons

Questions should be targeted and used to support and challenge students.

Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

### Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.

When used at the start of lesson it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class.

## Differentiation

Our experienced staff have the flexibility to further adapt teaching and learning for each child to better meet their SEND needs or to take advantage of their specific interests. This may mean adapting the pitch of a learning activity but may also mean adapting the pace of the lesson, introducing sensory breaks or breaking activities down into small steps in order that a child does not feel overwhelmed. Over time, children may need less adaptation, however, staff are vigilant and recognise that pupils face multiple challenges in their lives and sometimes need more support and adaptation and sometimes less

## Marking and Feedback

Marking and feedback helps pupils to reach and exceed their potential in their academic subjects whilst at the Forwards Centre. It enables them to know what they are doing well and what they need to do to progress further. All work should be marked daily, before the next session. Learning Intentions are written at the top of the page. They may be written by staff or pupils depending on ability. They are highlighted green if a child has achieved the learning intention independently.

Green Highlighter – Green is for good. It is used to highlight the way a child is meeting the learning intention.

Pink Highlighter – Pink means think. It is used to highlight something that the teacher would like the child to look at again or improve.

Teachers mark in green pen and write in a way that models the standards expected.

Codes – Each piece of work is coded to enable pupil work to be used as an evidence base for assessment.

S1 – Low level support

S2 – High level support

I – Independent

WWW – What went well? – A positive comment relating to the learning intention. Written and highlighted in green.

Fix It – The words 'Fix It' highlighted in pink relating to the learning intention. The word 'fixed' is written when completed and this is highlighted green.



Challenge – This is a comment that gives a next step/challenge to move learning forward. Often given when a child has demonstrated learning clearly and has made no mistakes.

## **Assessment, recording and reporting**

When a pupil arrives at any Academy within the Trust, they are baselined over a period of at least 6 weeks or one half term in order to accurately assess where they are in their academic journey. Information from schools, previous formal assessments and diagnostic testing are all used to provide a snapshot of every pupil's current levels in order to set appropriate work for them during the induction period. Baseline levels are agreed after a full half term in our settings and are made up of both summative and formative assessments. These baselines are then used to set targets based on the Trust's agreed expected progress flight paths for key academic end points based on National expectations. This process ensures that the data gathered and the targets set are accurate for all pupils.

The Trust gathers academic progress data termly in Reading, Writing and Maths for every child in every academy. The data provided is a teacher assessed grade based on both formative and summative assessment over the term.

## **Moderation and Evaluation**

We will monitor teaching and learning in the centre to make sure that all of our pupils make the best possible progress from their starting points.

The academy lead/deputy-head/assistant head and subject leads will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil voice
- Planning scrutinies
- Work scrutinies