

Blackpool Skills Academy – Teaching and Learning Policy

1. Policy Statement

At Blackpool Skills Academy, we are committed to delivering high-quality, inclusive, and purposeful teaching and learning that supports the academic, social, emotional, and vocational development of every learner. Our goal is to equip students with the knowledge, skills, and behaviours they need to thrive in further education, employment, and life.

Teaching and learning is the foundation of everything we do, and we strive to provide an environment where all learners are engaged, supported, and challenged to reach their full potential.

2. Aims

This policy aims to:

- Ensure consistency and high standards of teaching across the Academy.
- Promote inclusive practice that meets the needs of all learners, including those with SEND, SEMH, or gaps in prior learning.
- Encourage innovative, adaptive, and engaging pedagogical approaches.
- Develop independent, resilient, and confident learners.
- Embed a culture of reflection, feedback, and continuous improvement among staff and students.

3. Principles of Effective Teaching and Learning

At Blackpool Skills Academy, we believe that effective teaching and learning should:

- Be **inclusive**, meeting the diverse needs of all learners.
- Be **relevant**, drawing connections to real-world and vocational experiences.
- Be **structured**, with clear objectives, expectations, and routines.
- Be **engaging**, using a variety of methods and resources.
- Be **relational**, built on trust, respect, and high expectations.
- Be **reflective**, encouraging staff and learners to evaluate progress and set goals.
- Embed **literacy, numeracy, and life skills** throughout the curriculum.

4. Teaching and Learning Framework

Planning

- Lessons are planned using schemes of work that align with qualifications and individual needs.
- Objectives are clearly communicated and reviewed throughout the lesson.
- Lessons include differentiation and scaffolding to support all learners.
- Opportunities for cross-curricular and vocational links are embedded.

Delivery

- Teachers create safe, structured, and stimulating learning environments.
- A range of teaching strategies are used, including direct instruction, collaborative tasks, project-based learning, and practical activities.
- Learning is broken into manageable steps with regular checks for understanding.
- Classroom relationships are positive, supportive, and behaviour is managed consistently.

Assessment for Learning (AfL)

- Learners receive regular, constructive feedback that helps them progress.
- Peer and self-assessment is used to build reflection and ownership.
- Teachers use questioning, verbal responses, and written work to assess understanding.
- Summative assessment informs progress tracking and intervention planning.

5. Learning Environment

All classrooms and vocational spaces should:

- Be calm, respectful, and well-organised.
- Display relevant vocabulary, success criteria, and learner work.
- Use visual schedules or prompts where appropriate.
- Provide adaptive seating or resources for learners who require it.

6. Personalised Learning

We understand that our learners often have complex educational histories. As such:

- Education, Health and Care Plans (EHCPs) and individual learner needs inform planning and delivery.
- Staff work closely with pastoral, SEN, and therapeutic teams to ensure consistent support.
- Individual Learning Plans (ILPs) or Support Plans are reviewed termly.

7. Professional Development

- Staff engage in regular CPD focusing on inclusive teaching, trauma-informed practice, vocational pedagogy, and behaviour management.
- Teaching is observed as part of a supportive cycle of feedback and development.
- Peer collaboration and sharing of good practice are encouraged.

8. Monitoring and Evaluation

Teaching and learning are monitored through:

- Learning walks and observations
- Work scrutiny
- Student voice feedback
- Progress and attainment data
- Reflective self-evaluation by staff

Findings inform school improvement planning and targeted support for staff and departments.

9. Responsibilities

Senior Leadership Team (SLT):

- Provide vision and strategic leadership for teaching and learning.
- Monitor standards and ensure access to high-quality CPD.

Middle Leaders / Coordinators:

- Lead subject planning and curriculum intent.
- Support quality assurance within their area.

Teachers and Support Staff:

- Deliver engaging and inclusive lessons.

- Know their learners and adapt accordingly.
- Work collaboratively with colleagues to support all learners.

Learners:

- Engage positively in lessons.
- Take responsibility for their learning journey.
- Follow expectations and make the most of opportunities offered.

10. Review

This policy will be reviewed **annually** or earlier in response to changes in statutory guidance, curriculum requirements, or school context.

Policy Date: September 2025

Next Review Date: September 2026

Approved by: Senior Leadership Team