Map

Description automatically generated with low confidence

**LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS’ AP TOOL KIT**

Our Tool Kit is designed to support Alternative Providers (APs) in developing their effectiveness. Each section contains:

* Key principles that schools and partnerships are concerned to emphasise,
* an audit tool to help APs consider current practice.
* a set of prompts that aim to help providers write a formal policy for the area of work.
* Further references to government guidance and other sources of advice.

The great variety in size, focus and scope of individual Alternative Providers means that the way you approach each issue will be unique. LEBC audits and school, partnership and Local Authority quality assurance checks on APs value the diversity of provision. There is no expectation that you formally use the tool kit, have a standard policy document nor share any self-audit with others. We hope that it will enable you to strengthen your practice and allow you, when asked, to present evidence of self-evaluation.

**SUPPORTING ALTERNATIVE PROVIDERS**

**TEACHING AND LEARNING POLICY**

1. **Key Principles**

**Goal: Behaviour Improvement and Re – engagement**

Children and young people usually find themselves in Alternative Provision “in order to improve their behaviour”. Many of them have become disenchanted with school life and disengaged from learning. As a result, the learning experiences they receive at Alternative Settings must have as a goal behaviour improvement and re-engagement in learning.

**Goal: Rich learning experiences - vital for future life chances**

At the same time these learners are having life chances limited because they are not accessing the curriculum available to their peers, nor working towards the range of qualifications that will open a wide range of pathways for their future. It is vital that the learning activities that they experience in their alternative programme offer real educational benefit and whenever possible secure external accreditation.

**Goal: Effectively delivered learning = effective education**

The same range of imperatives therefore exist for those who deliver learning in AP settings as in schools and colleges; how to set high expectations, ensure that instruction is effective, that learners master what they are learning and that it sticks. Those delivering the learning must be able to accurately judge the progress learners are making and help them overcome barriers arising from misunderstandings or their additional needs by planning well and adapting as they go.

**Goal: Accurate feedback on progress = well planned provision**

An AP course forms a part of a matrix of provision with the aim of contributing to a “whole learner” programme. APs need to be able to describe and report on the progress each learner is making to inform the evaluation of the whole programme as well as evaluate their part of the programme

**Goal: Self Evaluation - key to improvement**

The learning activities delivered by the AP are its core function and need to be subject to self-evaluation.

1. **Audit Tool**

This “Self-Audit Document” is designed to allow you to consider whether you policy and practice is effective.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Audit Question | RED | AMBER | GREEN | Thoughts / Comments |
| Learners can confidently describe the qualification they are working towards and the sort of activities that they will be involved in, in order to get the qualification? |  |  |  |  |
| All those who work with the learners are clear on the overall aims of the offer you make? |  |  |  |  |
| Learners engage in learning activities quickly, knowing what is expected of them? |  |  |  |  |
| Procedures at the start of activities support learners in engaging quickly? |  |  |  |  |
| Arrangements for storing and accessing learners’ work are effective? |  |  |  |  |
| Staff plan the learning activities carefully and confidently in a way that ensures learning is well paced and effective? |  |  |  |  |
| Staff make good judgements about the level of challenge required to sustain learners’ engagement and progress? |  |  |  |  |
| Staff know the individual SEND of learners and make appropriate and effective modifications of learning activities? |  |  |  |  |
| Staff make sure that they spot any errors, misconceptions and difficulties that learners encounter and work to overcome these? |  |  |  |  |
| Any other adults working to support learners are well briefed and focussed on enabling learners to succeed and show awareness of the need to secure learners’ independence? |  |  |  |  |
| The learning activity shows evidence of any AP wide approaches to learning, or common themes that have been adopted? |  |  |  |  |
| Learners can describe what they are doing well, what they are finding difficult and where they need to go next in their learning? |  |  |  |  |
| Learners confidently engage with their learning and rise to challenges? |  |  |  |  |
| The system for assessing learners’ progress is accurate? |  |  |  |  |
| The assessment system gives useful information to help inform next steps for the learner? |  |  |  |  |
| The assessment system enables the AP to report confidently on progress to the learner, parents, and the commissioning organisation and in a way that assists in future planning? |  |  |  |  |
| The assessment system is used by leaders as one tool in evaluating the effectiveness of the provision? |  |  |  |  |
| Work scrutiny and lesson observation is used systematically to improve the quality of teaching and learning? |  |  |  |  |
| Leaders have a clear idea of the strengths and weaknesses of the provision and have plans to build on those strengths and address the weaknesses? |  |  |  |  |

1. **What might be in a Teaching and Learning Policy**
2. **A statement of Aims**
   1. Summary of the Curriculum Offer
   2. What your curriculum offer focuses on;
      1. The qualifications
      2. The key knowledge, understanding and skills you aim to develop
      3. Any underlying aspects that you develop alongside or as part of the main focus of your curriculum (ie key skills, lit and numeracy)
      4. Any underlying aspects of your curriculum that supports the personal development of the learners
3. **Describing the approach you take to Teaching and Learning**
   1. How your staff prepare the learners for learning
      1. How you set learners’ expectations
      2. How you expect staff to meet and greet students
      3. How you make sure learners have the equipment they need for learning
      4. How you make sure they have put away equipment they don’t need
      5. How you decide where learners will be placed in the learning space
      6. Any special routines that staff should use at start and finish of the learning
      7. Any ways of working that you establish from the start of learning such as
         1. How learners record their work (paper, electronic etc)
         2. How learners store and retrieve objects that they are working on
   2. Staff planning for the learning
      1. How you link learning sessions to the scheme of work or syllabus you are following
      2. How you set session by session learning objectives – what you want learners to achieve by the end of the session
      3. How you share these with learners
      4. How you make sure that you spot any mistakes and misconceptions that your learners experience
      5. How you address those in subsequent learning
      6. How you adjust activities in the light of individual learners’ SEND
      7. How you use other adults who support the learning alongside you.
   3. Assessing progress, giving feedback
      1. What do you do to “mark” the learners work
      2. How you give feedback and how do you expect them to respond
      3. How you assess progress
      4. How you record the progress
      5. How you report on the progress to:
         1. The learner
         2. The parents
         3. The commissioning school or partnership
   4. Are there any common themes that you all work on collectively and that you build into the teaching and learning and curriculum?

For example:

* + 1. A common policy on learning new technical terms
    2. A common approach to helping students work together in co-operative groups
    3. A consistent approach to the way staff ask questions and help the learners to answer effectively
  1. Leadership of Learning
     1. How you make sure that your curriculum and the related teaching keeps up to date with changes in syllabuses, national guidance and best practice?
     2. How you share good practice between colleagues?
     3. How you strengthen the accountability of staff for the progress of their learners?

1. **Monitoring the quality and impact of the Teaching and Learning**
   1. How to use the data of learners progress to help you judge how good the teaching is?
   2. What are your routines for “Work Scrutiny” ie looking at samples of learners work as a means of judging the impact of teaching on learning?
   3. How do you carry out observations of teaching?
   4. How do you feedback to staff and how does this link into your Training plans?
2. **Further References**

Specific policies on teaching and learning are common in most mainstream schools but less evident for specialist providers.

[https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf](about:blank)

This major document published by the Centre for Social Justice contains so much expertise drawn from everyone working in the sector, including unregistered APs. It is not a good starting point but for APS who have strong experience it is a hugely valuable resource.

[https://www.harrisockendon.org.uk/1761/6-principles-of-teaching](about:blank)

Just one example of the sort of policy documents that mainstream schools are creating. This is short and to the point!