



**YOUTH ORGANISATION SINCE 2015**

## **Teaching & Learning Policy**

Reviewed: 2026

## **Introduction**

This policy sets out the principles and practices that underpin teaching and learning within Aspire in Arts. It is designed to ensure that all students receive a high-quality education that is tailored to their individual needs and circumstances. We recognise that students accessing alternative provision often have complex needs, including social, emotional, and behavioural challenges, as well as gaps in their education. Therefore, our approach is flexible, responsive, and focused on building positive relationships and fostering a love of learning.

## **Aims and Objectives**

The aims of this teaching and learning policy are to:

- Provide a safe, supportive, and inclusive learning environment for all students.
- Deliver a curriculum that is relevant, engaging, and differentiated to meet individual needs.
- Promote positive relationships between students and staff, based on mutual respect and trust.
- Develop students' social, emotional, and behavioural skills, enabling them to manage their emotions and build positive relationships.
- Improve students' academic attainment and progress, enabling them to achieve their full potential.
- Prepare students for successful reintegration into mainstream education or for alternative pathways, such as vocational training or employment.
- Foster a culture of continuous improvement, where teaching practices are regularly reviewed and refined.

## **Curriculum**

The curriculum at Aspire in Arts is designed to be flexible and responsive to the needs of individual students. It is based on the Arts Awards Progression pathway, with an opportunity to complete, leadership awards and D of E options but is adapted to take account of students' prior learning, interests, and aspirations.

- **Personalised Learning:** Each student will have an individual learning plan (ILP) that sets out their learning goals, strategies for achieving them, and how their progress will be monitored. The ILP will be developed in consultation with the student, their parents/carers, and relevant professionals.
- **Core Subjects:** We will provide a tuition in core subjects such as English, Mathematics. These subjects will be taught in a way that is engaging and relevant to students' lives.

- Vocational and Practical Skills: We offer a range of vocational, creative and practical learning opportunities designed to support young people in developing skills for future education, training and employment within the creative industries. These opportunities may include areas such as art and design, textiles, music production, media, beauty, and other creative pathways linked to Arts Award qualifications.
  
- Alongside creative development, young people are supported to build employability skills through work experience opportunities, portfolio development, CV writing, and preparation for further training or employment within creative and vocational sectors. These experiences aim to build confidence, independence and transferable workplace skills to support positive post-16 and post-18 destinations.
  
- Social and Emotional Learning: Social and Emotional Learning is an integral part of our curriculum. We will provide opportunities for students to develop their social, emotional, and behavioural skills through dedicated lessons, group work, and individual support.
  1. Key worker support and regular 1:1 mentoring sessions
  2. Emotional check-ins and wellbeing monitoring
  3. Individual targets within ILPs linked to emotional regulation, confidence and behaviour
  4. Small group work to develop communication, teamwork and peer relationships
  5. Restorative conversations and reflective practice following incidents or conflict
  6. Structured routines and clear boundaries to support emotional safety
  7. Access to safe spaces or time-out when students feel overwhelmed
  8. Activities that build self-esteem, identity and resilience through creative expression
  9. Support with understanding feelings, triggers and coping strategies
  10. Collaboration with parents/carers, schools and external professionals where appropriate
  11. Preparation for transitions (education, training or employment) to build confidence and independence

These approaches are tailored to individual need and reviewed regularly through ILPs, EHCP outcomes and review meetings to ensure appropriate support and progress.

- **Enrichment Activities:** We will offer a range of enrichment activities to broaden students' horizons and promote their personal development. These activities may include sports, arts, and cultural visits.

### **Teaching Methodologies**

Our teaching methodologies are based on the principles of effective pedagogy and are designed to engage students and promote their learning.

- **Differentiation:** We will differentiate our teaching to meet the diverse needs of students. This may involve adapting the content, process, or product of learning.
- **Active Learning:** We will use active learning strategies to engage students in the learning process. This may involve group work, discussions, and hands-on activities.
- **Positive Reinforcement:** We will use positive reinforcement to encourage students and promote their learning. This may involve praise, rewards, and positive feedback.
- **Technology:** We will use technology to enhance teaching and learning. This may involve using computers, tablets, and interactive whiteboards.
- **Assessment for Learning:** We will use assessment for learning strategies to monitor students' progress and inform our teaching. This may involve questioning, self-assessment, and peer assessment.

### **Assessment and Monitoring**

We will use a range of assessment methods to monitor students' progress and identify areas where they need additional support.

- **Formative Assessment:** We will use formative assessment strategies to monitor students' learning on an ongoing basis. This may involve questioning, observation, and feedback.
- **Summative Assessment:** We will use summative assessment methods to assess students' learning at the end of a unit or term. This may involve tests, assignments, and projects.
- **Tracking Progress:** We will track students' progress against their individual learning plans and share progress updates with the referring school/Local Authority.
- **Reporting:** We will provide regular reports to parents/carers on students' progress.

### **Staff Roles and Responsibilities**

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All staff members have a role to play in creating a positive and effective learning environment.

- **Teachers:** Teachers are responsible for planning and delivering high quality lessons that meet the needs of individual students. They are also responsible for assessing students' progress and providing feedback.
- **Youth Workers:** Youth Workers provide support to students with their social, emotional, and behavioural needs. They may work with individual students or groups to provide counselling, mentoring, and support.
- **Senior Leadership Team:** The senior leadership team is responsible for setting the strategic direction of Aspire in Arts and ensuring that we meet the needs of our students.

### **Positive Behaviour Management**

We believe that positive behaviour management is essential for creating a safe and effective learning environment. Our practices include:

- **Clear Expectations:** We will have clear expectations for student behaviour that are communicated to all students and staff from their induction process.
- **Positive Relationships:** We will promote positive relationships between students and staff, based on mutual respect and trust, which is reflected in our core values and code of conduct.
- **Consistent Approach:** We will use a consistent approach to behaviour management, ensuring that all staff members are aware of Aspire in Arts policies and procedures.
- **Restorative Justice:** We will use restorative justice approaches to resolve conflicts and repair relationships where required.
- **Individual Support:** We will provide individual support to students who are struggling with their behaviour.
- **Incentive Schemes:** We will use incentive schemes to encourage positive behaviour.

### **Partnership with Parents/Carers**

We believe that working in partnership with parents/carers is essential for supporting students' learning and well-being. We aim to build positive relationships by:

- **Communication:** We will communicate regularly with parents/carers about their child's progress and any concerns.

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- Involvement: We will encourage parents/carers to be involved in their child's education.
- Support: We will provide support to parents/carers to help them support their child's learning at home.

### **Review and Evaluation**

This policy will be reviewed and evaluated regularly to ensure that it remains effective and meets the needs of our students.