

# LEGACY EDUCATION

## Teaching, Learning & Assessment Policy

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*"Character Above All Else"*

Approved by: Director

Responsible Person: Curriculum Lead / DSL

Last Review Date: December 2025

Next Review Due: December 2026

## 1. Statement of Intent

- 1.1. At Legacy Alternative Provision (Legacy AP), our teaching and learning philosophy is guided by our core belief that character development and personal growth are inseparable from academic progress.
- 1.2. We aim to deliver high-quality teaching that re-engages students, builds confidence, and develops the skills and behaviours they need to succeed in life, learning, and work.
- 1.3. Our motto — “**Character Above All Else**” — underpins every lesson, mentoring session, and coaching interaction.

## 2. Purpose and Scope

- 2.1. This policy outlines Legacy AP’s approach to teaching, learning, and assessment across all subjects, including academic, vocational, and physical programmes.
- 2.2. It applies to all staff, visiting tutors, and partner organisations contributing to the Legacy AP curriculum.
- 2.3. The purpose of this policy is to:
  - Ensure high-quality, consistent teaching across the provision
  - Promote active engagement and participation in learning
  - Provide clear expectations for planning, delivery, and assessment
  - Establish how progress is monitored and communicated

## 3. Principles of Effective Teaching and Learning

- 3.1. Legacy AP’s teaching model is founded on five core principles:
  1. Relationships First: Learning begins with trust.
  2. Relevance: Learning is meaningful and connected to students’ goals.
  3. Routine: Predictable systems help students feel safe.
  4. Reflection: Students think about progress and next steps.
  5. Rigour: High expectations are non-negotiable.

## 4. Teaching Expectations

- 4.1. All staff at Legacy AP are expected to:
  - Create calm, safe, and purposeful learning environments
  - Plan engaging lessons with clear learning intentions and success criteria
  - Differentiate effectively to meet the needs of all learners, including SEND and SEMH
  - Use questioning and discussion to promote thinking and resilience
  - Embed literacy, numeracy, and digital skills across the curriculum
  - Integrate character and employability themes naturally within lessons
  - Model professionalism, respect, and accountability in every interaction
  - Follow Rosenshine’s Principles of Instruction, using an “I, We, You” model of teaching:
    - o I – the teacher explicitly models new learning or skills

- o **We** – the teacher and students practise together, using guided questioning and feedback
- o **You** – students apply learning independently, demonstrating understanding and confidence
- This structured, supportive approach helps build both competence and self-belief — essential for our learners’ success.

## 5. Learning Environment

- 5.1. Our learning environments reflect our values:
- Displays celebrate progress and achievement
  - Physical spaces reinforce discipline and respect
  - Classrooms are calm and structured
  - Students take responsibility for their workspace and conduct

## 6. Differentiation and Inclusion

- 6.1. Legacy AP is an inclusive setting. Teachers and mentors adapt lessons to meet individual needs through:
- Adjusted tasks and pacing
  - Small-group or one-to-one support
  - Visual, verbal, and kinaesthetic teaching methods
  - Trauma-informed strategies
- 6.2. Our aim is that every learner experiences success regardless of starting point.

## 7. Assessment for Learning

- 7.1. Assessment is continuous, purposeful, and linked to progress:
- Identify gaps in knowledge and understanding
  - Adapt teaching accordingly
  - Provide constructive feedback
  - Involve students in self- and peer-assessment
  - Inform target-setting
- 7.2. Each student has an Individual Learning Plan (ILP) tracking academic and personal progress.

## 8. Feedback and Marking

- 8.1. Feedback is timely, meaningful, and designed to move learning forward:
- Recognise what the student has done well
  - Identify one area for improvement
  - Provide reflection and action time
  - Reinforce effort and progress
- 8.2. Verbal feedback is prioritised for its immediacy and relational impact.

## 9. Assessment and Reporting

- 9.1. Assessment occurs at three levels:
1. Baseline Assessment – upon entry to identify starting points
  2. Ongoing Assessment – observation and evidence tracking
  3. Progress Review – half-termly updates on engagement and outcomes
- 9.2. Reports are shared with parents/carers and referring schools.

## 10. Quality Assurance

- 10.1. Quality assurance is achieved through:
- Learning walks and observations
  - Feedback and professional development
  - Peer observation and reflection
- 10.2. Findings inform CPD priorities and policy review.

## 11. Staff Development

- 11.1. Legacy AP invests in staff through ongoing CPD:
- Trauma-informed and relational practice
  - Behaviour management and positive handling
  - Mental health awareness
  - Curriculum planning and assessment workshops
  - Coaching and mentoring

## 12. Evaluation and Impact

- 12.1. The impact of teaching and learning is measured by:
- Improved attendance and engagement
  - Positive behaviour and participation
  - Academic and vocational progress
  - Student and parent feedback
  - Successful reintegration or progression
- 12.2. Data and qualitative evidence inform ongoing improvement.

## 13. Related Policies

- 13.1. This policy should be read alongside:
- Curriculum Policy
  - Behaviour & Exclusions Policy
  - Safeguarding & Child Protection Policy
  - SEND Policy