Policy

Shaftesbury Millie College

October 2025

Teaching and Learning Policy

This document relates to	
Shaftesbury Millie College	✓

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Aims and objectives

Shaftesbury Millie College will provide a rich and varied learning environment that allows students to develop their skills and abilities to their full potential.

1. Our learning expectations

- Students feel safe and ready to learn.
- Support is effective and aids independence.
- Effective learning environments support engagement, motivate and stimulate learning.
- Outdoor learning experiences are designed into our learning sequences.
- Total communication approach is embedded in our learning.
- Our curriculum is relevant, well-structured and sequenced to enable personalised learning to take place.
- Lessons encourage problem solving.
- Learning is reflective and adapts to follow a student-led path.
- Learning is ambitious for all students.
- Learning is personalised and takes into consideration the holistic needs of the student with therapies integrated seamlessly.
- Engagement is a key feature of learning, with maximum participation.
- Student voice is heard and informs learning.
- Learning experiences and activities are purposeful.
- Our approach with parents and carers is positive and inclusive.
- Progress, achievement and success are celebrated.

2. Evidence-based approach

Through our teaching we aim to:

- Create a happy, secure, stimulating and safe environment which enables everyone to develop as individuals in all aspects of life.

- Enable students to become confident, resourceful, enquiring and independent learners.

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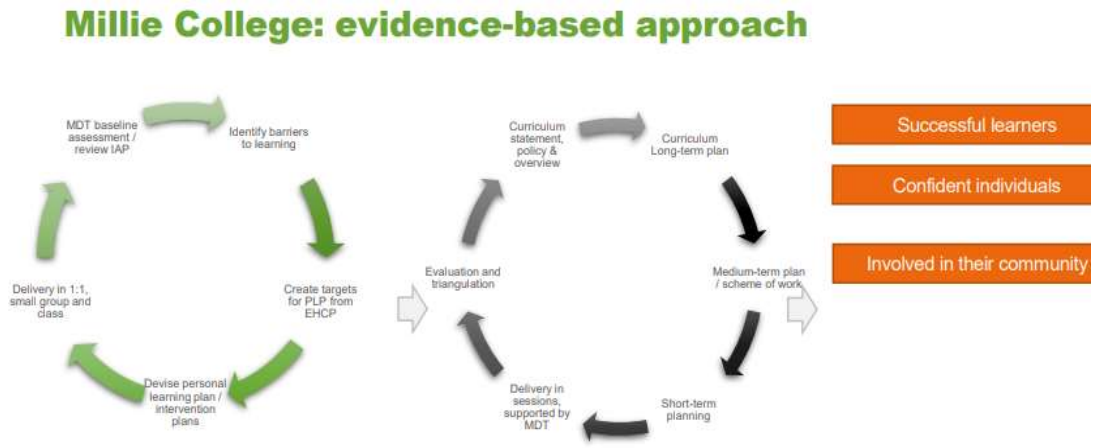
• Foster students' self-esteem and help them build positive relationships with other people.

• Develop students' self-respect, spiritual awareness and encourage respect for the ideas, attitudes, values and feelings of others.

• Show respect for all cultures and, in so doing, promote positive attitudes towards other people.

• Enable students to understand their community and help them feel valued as part of this community.

• Help students grow into reliable, independent and positive citizens.



We will provide opportunities which:

• Make learning stimulating, fun and meaningful.

• Ensure every student is offered the opportunity to become an effective learner and to succeed academically, socially, culturally, spiritually and physically.

• Build on what learners already know, structure and pace teaching so students understand what is to be learnt, how it is to be learnt and why it is to be learnt.

• Make learning an enjoyable and challenging experience; promoting learning through a variety of teaching techniques and strategies.

• Ensure learning is inclusive.

• Include a variety of teaching styles, learning activities and learning environments.

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• Use ICT and new cutting-edge technologies when and wherever appropriate to enhance the learning experience.

3. Effective learning

Students will learn in many different ways and we recognise the need to develop strategies that allow all students to learn in ways that best suit them.

Intelligence goes beyond the purely academic definition. This is taken into account when planning and teaching students with different learning styles.

Shaftesbury Millie College offers opportunities for students to learn in different ways.

These include:

• investigation and problem solving

• research and finding out

• group work

• pair work

• independent work

• whole-class work

• asking and answering questions

• use of the computer

• fieldwork and visits to places of educational interest

• creative activities

• response to musical or recorded material

• debates, role-plays and oral presentations

• designing and making things

• participation in athletic or physical activity

How do we know learning has taken place?

If students can:

• Explain the topic in their own words

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- Provide new examples of the topic at work
- Apply the acquired knowledge and skills to new, unknown situations
- Justify through offering evidence
- Compare and contrast with other situations to contextualise the knowledge
- Generalise into a broader context

Students are encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult.

4. Effective teaching

High-quality teaching, based upon well planned lessons, delivered with integrity, skill and enthusiasm for learning.

- Lessons provide opportunities for independent learning, supported by tutors' commitment to the process. Students are encouraged to take responsibility for their own thinking, standards of work and personal organisation where appropriate.
- Work is matched to each student's needs and abilities through appropriate differentiation.
- Assessment is at the heart of the learning process. Students and their parents are aware of their progress records, the criteria for making good and outstanding progress and know what they have to do to move to the next level.
- Targets are set within personalised learning plans (PLPs) and reviewed on a regular basis.
- The multi-disciplinary approach that permeates Millie College and which includes education, personal care, health and therapy, ensures each student's experience within the curriculum is of high quality, consistent in application and meets their learning, social and emotional needs.
- Lessons are planned on a consistent basis with clear learning objectives and evidence of cross-curricular themes – literacy, numeracy and ICT embedded, assessment activities outlined (formative and/or summative), range of activities/tasks and resources identified and an evaluation of the progress made.
- Planning is highly effective, detailed and outlines the key objectives for the lesson, the learning outcomes, the range of resources used, deployment of other support staff, the learning to take place at the beginning, middle and end of the lesson, differentiation for individual students and any preferred learning styles, student review and feedback and an evaluation of the session.

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• A programme of monitoring lessons through observation linked to coaching and mentoring of staff gives opportunities for improvement.

• Tutors monitor and track students' progress and coverage of the curriculum.

• Teaching support staff have clear guidelines on their work within the curriculum and know how best to work with students to meet their needs. They record their work, regularly feedback and discuss students' progress with the tutor and the multi-disciplinary team and have an input into annual reviews.

• Students specific special educational/emotional/care needs are regularly reviewed, time is allocated throughout the week and in specific blocks of time for the multi-disciplinary team to meet and evaluate progress and plan next steps.

• The learning in wider areas such as citizenship, social relationships and values is enacted through a curriculum programme and college ethos.

• Shaftesbury Millie College has a detailed programme of professional development and ensures tutors' subject knowledge, practical skills and awareness of issues are continuously updated.

• Tutors and support assistants reflect on what works well and areas of improvement, and plan their professional development needs accordingly. The college supports tutors and education support staff in developing their skills so they can continually improve their practice.

• Performance management has a strong emphasis on learning and student progress with key priorities aligned to the strategic development of the college; Blue Sky is the Management Information System the college uses to track performance management as well as quality assurance.

• We conduct our teaching in an atmosphere of trust and respect for all.

4. The role of parents and carers

We believe parents and carers have a fundamental role to play in helping our young people to learn. We ensure parents and carers are fully informed on a regular basis about what, and how, their young people are learning, by:

• Providing a guide for parents and a guide for students prior to entry.

• Holding open evenings to explain our strategies around a holistic education.

• Regular review meetings with parents.

• Sending regular reports to parents and carers in which we explain the progress made and indicate how their young person can improve further.

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- Sending out a regular newsletter.
- Providing events on various topics.

We believe parents and carers have the responsibility to support their young people and the college in implementing policies.

We would like parents and carers to:

- Be aware that college and home working together is crucial for students' development and education as well as personal progress.
- Ensure their young person has the best attendance record possible.
- Ensure their young person is equipped for attending college.
- Do their best to keep their young person healthy and fit to attend college.
- Inform the college if there are matters likely to affect performance or behaviour.
- Promote a positive attitude towards college and learning in general.

Monitoring the Quality of Teaching, Learning and Assessment

The Principal and Senior Leadership Team carry out a wide range of triangulation activities as part of the quality improvement cycle. This covers data, observations, and scrutiny as well as student voice. This is also supported by scrutiny panels through the Local Advisory Board, in their role of governance.

This will ensure the following:

- Quality of all lessons with all tutors.
- Moderation of the college's own judgements and training of senior managers, tutors, teaching assistants.
- Quality extended activities.
- Meetings held by staff to review progress.
- Discussions with students about the experiences they are receiving and what they have learnt – what are they going to do next?
- Provision for parents/carers or other stakeholders to be able to share their views.

Please refer to the Teaching and Learning Observation Handbook for more information.

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Policy review

We are aware of the need to review the Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the college site. Reviewed as deemed necessary.

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Policy Ownership

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