

Teaching and Learning Policy

Last reviewed: November 2025

Next review due by: September 2026

We do things differently.....

H.E.R.E

High Standards
Empathy
Resilience
Emotional Response

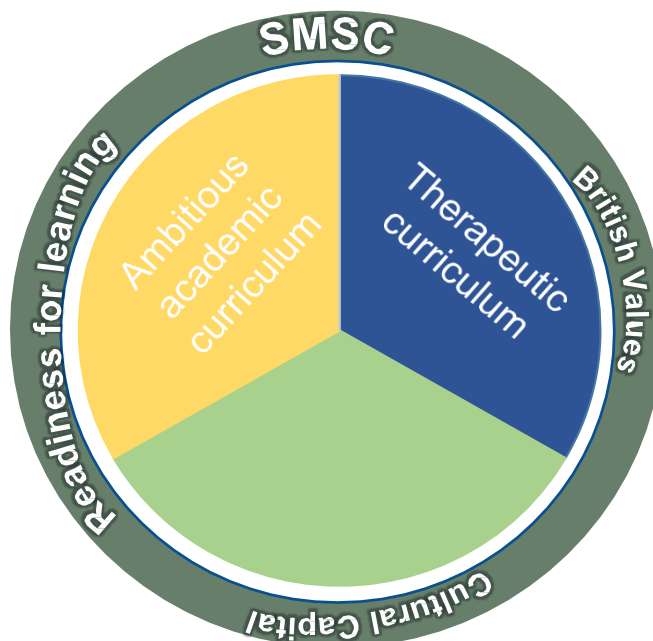
Aims

Provide an **ambitious academic curriculum** so that students can access a wide range of qualifications and vocational options that can support and impact on their further education and their employability.

To provide wide-ranging out of school opportunities to offer our students the best understanding of how to be successful in 21st Century Britain. At Arbour Academy we explore and develop all opportunities that allow pupils to experience activities beyond the classroom in line with their more socially advantaged peers

We offer a therapeutic curriculum to support our students' holistic development, fostering emotional well-being alongside academic progress. By integrating therapeutic approaches into our curriculum, we create a nurturing environment where students can thrive socially, emotionally, and academically.

To ensure that our students are in the best position to be ready to access and participate in their academic lessons. To develop our student's **cultural capital**, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils' physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to prepare our students for the opportunities, responsibilities and experiences of later life



Rationale

The rationale of this policy is to:

- Explain the curriculum design and coverage
- Explain the effective Teaching and Learning strategies involved in how we deliver education.

Why (Vision)

The rationale of this Teaching and Learning policy is to

- Ensure consistency in teaching practices across the academy.
- Maintain a consistent approach to classroom management, lesson planning, and student engagement.
- Promote evidence-based teaching methods
- Encourage continuous professional development for teachers to stay informed about the latest research and methodologies.
- Outline exemplary teaching practices that can serve as a benchmark for all educators within the school.

“At the heart of our educational mission is the belief that every pupil deserves a high-quality learning experience tailored to their unique needs. By employing the best pedagogical approaches, we aim to make learning not only impactful but enduring. It is through this dedication to excellence that we empower our students to thrive and succeed, both now and in the future.”

Curriculum Design

Programme of Education Intent	
Key Stage 3	
<p>Discreet Core subjects:</p> <ul style="list-style-type: none"> • English • Math’s • Science <p>Further Discreet subjects:</p> <ul style="list-style-type: none"> • Computing <p>Project based learning:</p> <ul style="list-style-type: none"> • Humanities • Technology • Creative performing Arts • Languages • Food and Cookery <p>Personal Development:</p>	<p>Our key stage 3 provision offers education to up to 16 learners over two classes grouped by needs and ability. Learners in Key stage 3 range from year 7 to year 9 and placements tend to be long term. Learners sometimes attend Arbour whilst they are awaiting an Education Health Care Plan (EHCP) whilst others remain with us permanently and progress through to our KS4 provision.</p> <p>Our KS3 vision is to re-engage our learners in education and to foster a love for learning. Through the teaching of discreet core subjects and assessment, gaps are identified as learners access the KS3 core curriculum. In addition to this a broad and balanced Project Based, thematic curriculum offers learners the opportunity to study Humanities, Technologies, the Arts and languages through highly engaging projects which encompass Cultural Capital. Discreet timetabled lessons in Computing also form part of our KS3 offer. Through careful and detailed curriculum planning, learning is sequenced</p>

<ul style="list-style-type: none"> ● PSHE/ RSE ● SMSC ● CEIAG ● Physical Education ● Forest School ● Outdoor Education 	<p>across KS3 and KS4 with learners building on prior knowledge as the work their way through the Arbour curriculum during their time with us.</p> <p>Alongside these our newly developed personal development curriculum encourages learners to step out of their comfort zone and develop a wide range of skills through outdoor learning, forest school activities and PE.</p> <p>In addition to the above our PSHE and RSE curriculum is delivered through discreet lessons alongside a Spiritual Moral Social Cultural programme and Careers advice and guidance which progresses through to an ASDAN qualification in both PSHE and CEIAG at KS4.</p> <p>The KS3 curriculum provides opportunities for learners to develop foundation skills and knowledge but also to give learners the tools required to access the demands of the KS4 curriculum.</p>
--	--

Key Stage 4

<p>Core Subjects:</p> <ul style="list-style-type: none"> ● GCSE English Language and Literature ● GCSE Math's and Statistics ● GCSE Science (double award) ● Entry Level and Functional Skills in core subjects <p>Additional GCSE options:</p> <ul style="list-style-type: none"> ● Independent study continuation of qualification from dual school. <p>Vocational subject options:</p> <ul style="list-style-type: none"> ● Duke of Edinburgh Award ● NCFE Hospitality & Catering ● BTEC Citizenship ● NCFE Media Studies ● GCSE Computing ● NCFE Aviation studies <p>ASDAN qualifications:</p> <ul style="list-style-type: none"> ● PSHE ● CEIAG 	<p>Our KS4 provision offers education for up to 32 learners across two-year groups with classes grouped by vulnerability and need. Learners at KS4 join us at various times of the year and the majority of these learners complete their KS4 education with us.</p> <p>Arbour's vision at KS4 is to re-engage learners with education and ensure they achieve a variety of qualifications which will provide them with the skills and currency they need to secure a pathway into post 16 learning and employment. Learners have the opportunity to leave with a number of both GCSE and vocational qualifications.</p> <p>The curriculum is delivered in a nurturing, caring and sensory based environment in which learners can access their learning without the pressures of a larger school setting. Staff at Arbour are appropriately trained with individual members of the team having undertaken qualifications such as ASD and ADHD specific training, attachment disorder, ACES, trauma informed practice and Mental Health First Aid.</p> <p>Learners are continually supported through our pastoral interventions and external agency work. Our Careers advice and guidance team alongside the pledge work closely with our staff team and learners to ensure learners (across both key stages) have a secure pathway into post 16 and gain knowledge and skills in the world of work and careers. The post 16 education application process</p>
---	--

	<p>is supported from start to finish with college and apprenticeship application support, supervised college visits, careers events, cv writing and workshops in developing interview skills.</p>
Personal Development	
<ul style="list-style-type: none"> • Duke of Edinburgh Award • Cooking • Salford Sailing Club • Boxing and local gym • Football • EBD League • Forest Schools • Commando Joes • Allotment Project • Golf • Music 	<p>The personal development programme at Arbour forms an integral part of our curriculum vision. We want learners to leave school with the currency and capital to not only be able to access post 16 provisions, but to be successful in these pathways and in life. Our personal development curriculum is planned and adapted to meet the needs of our learners. It encompasses a range of practical, hands- on learning with opportunities to develop communication, teamwork and leadership.</p> <p>Afternoon lessons at Arbour Academy focus on the development of these skills with learners accessing core lessons in Duke of Edinburgh, Outdoor Education, Physical Education and Food and Cookery. As part of this programme of study learners are also able to access the Activities at Salford Sailing Club alongside other sports programmes which focus on leadership skills. Outdoor Education and The Duke of Edinburgh scheme are supplemented by our link with Salford Sailing Club and a local allotment project and learners are encouraged to take part in a residential once per year.</p> <p>Enrichment activities play an important part of the personal development curriculum.</p>
Pastoral Support	
<ul style="list-style-type: none"> • Art Therapy • 1:1 pastoral intervention • ELSA • Growth mindset • Anger management • Art therapy • Animal therapy • Counselling • Drug and Alcohol support • Youth Police Engagement • School nurse • Education Psychologists 	<p>Our pastoral care and support systems are integral to the delivery of all of the above. We accept and understand that our learners come from all walks of life and many have experienced significant childhood trauma. Each learner has an individual pastoral support package tailored specifically to their emotional and academic needs and adverse childhood experiences (ACES).</p> <p>Through these support packages academic interventions and emotional literacy, therapeutic work is delivered to our learners. Sessions consist of 1:1/small group Literacy and Numeracy interventions alongside a wide range of behaviour and wellbeing therapies such as ELSA interventions, bereavement support, anger management, life story work, art therapy and animal therapy.</p>

Multi agency work is supported through our pastoral team, trust wide school counsellor and centre leads when needed and learners are supported with all aspects of their social, emotional and mental health. Learners receive personalised education packages in line with our whole school programme providing learners with every opportunity to succeed at Arbour Academy.

Teaching Approach

Classroom environment

We expect all classrooms to be welcoming, safe and nurturing. Classrooms should be tidy, well organised and free of unnecessary distractions

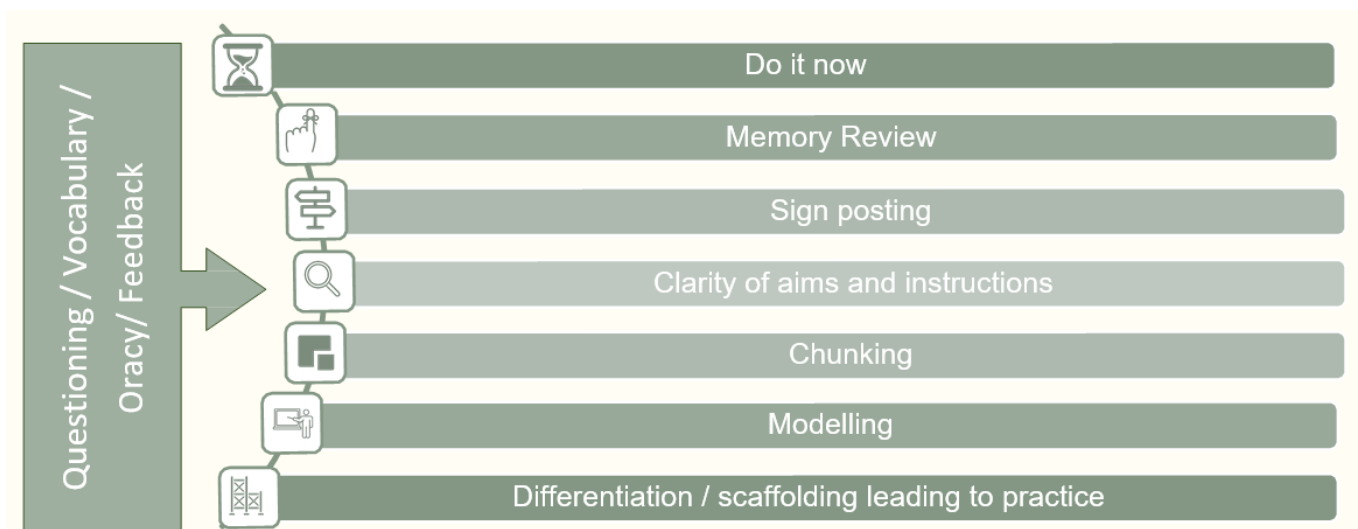
Know your pupils and develop relationships





Teachers are expected to develop good relationships with their pupils. The importance of knowing pupil's needs, strengths and weaknesses cannot be underestimated. If the student has an EHCP or a Boxall profile, teachers are expected to have read it and plan lessons accordingly.




High Expectations

Teachers are expected to develop good relationships with their pupils. The importance of knowing pupil's needs, strengths and weaknesses cannot be underestimated. If the student has an EHCP or a Boxall profile, teachers are expected to have read it and plan lessons accordingly.

Lesson Structure



Do It Now		'Do it now' tasks focus student attention on content or ask students to recall background knowledge relevant to the lesson. Having this ready on entry helps students to settle and engage early in the lesson limiting wasted lesson time.
Memory Review		The purpose of memory review tasks is to reconnect students to prior learning, strengthening memory links to prevent forgetting. By revisiting key concepts during the lesson, we ensure that knowledge is reinforced and retained for the long term.
Signposting		Signposting cues students in to what they can expect from each stage of their lesson. It provides them with structure and clarity. Signalling changes between activities help students to track where they are up to and what to expect next.
Clarity of Aims and Instructions		Setting clear and specific lesson outcomes that all students understand and can work towards achieving. Focus on providing clear and concise instructions without creating cognitive overload.

Chunking		Breaking down information and tasks into smaller manageable chunks or sections, through for example success criteria or sub sections reduces the pressure on pupils working memory.
Modelling		This involves providing worked examples with the teacher modelling self-regulation and thought processes. Remember to model the key steps and give pupils opportunities to join in gradually so you can guide their thinking before they have a go independently.
Differentiation/ Scaffolding		Scaffolding involves using a range of strategies to provide temporary support for pupils, encouraging them to think of their own problem solving and moving towards them being more independent.

Effective questioning stimulates critical thinking and deeper understanding, encouraging students to explore and articulate their ideas. Thought-provoking questions guide learning, assess comprehension, and promote active engagement in the classroom.

Oracy skills are essential for effective communication and learning. By promoting structured speaking and listening activities, we help students develop confidence, articulate their thoughts clearly, and engage in meaningful dialogue

Expanding vocabulary enhances their reading comprehension, writing skills, and overall academic achievement. We emphasize the explicit teaching of key terms and concepts, ensuring students can confidently use and understand subject-specific language.

Constructive feedback is crucial for student growth and development. By providing timely, specific, and actionable feedback, we help students understand their progress, identify areas for improvement, and take ownership of their learning journey.

Encouraging Pupil Responses

Consistent with our pupils' SEMH needs and anxiety, our observations during lesson visits have highlighted a recurring challenge: encouraging pupils to actively respond and share their answers during lessons.

We recognise the importance of ensuring all pupils feel empowered to engage actively. Therefore, it is crucial to provide strategies that actively foster engagement.

Creating an environment where every student feels comfortable and confident to participate is essential to their academic and emotional development. By implementing effective strategies tailored to their needs, we aim to cultivate a classroom atmosphere that promotes inclusivity and enhances learning outcomes.

Classroom culture	Foster a supportive and non-judgmental classroom atmosphere where students feel safe expressing themselves. Emphasize respect and empathy among peers.
Non-Verbal Participation Options	Provide alternative ways for students to participate, such as writing down their answers on a whiteboard or in a notebook, using hand signals, voting tools or participating in small group discussions.
Opt out / Come back later	Allow pupils to communicate that at a given moment that are not comfortable to respond, follow this by saying that you will come back with a question later.
Think – pair share	Implementing the Think-Pair-Share strategy allows students to first think about their response individually, then discuss it with a partner in a low-pressure setting. This approach builds confidence by providing reassurance and feedback in a supportive environment before sharing with the whole class.

Normalize Quiet Responses	Encourage and accept responses that are whispered or spoken softly. Reinforce the idea that it's okay to speak quietly if that helps them feel more comfortable.
Provide Wait Time	Allow extra time for students to gather their thoughts before responding. Avoid rushing or pressuring them to answer immediately. Use 'I am going to ask a question now to x student and come back in 2 minutes for a response'.
Use Prompts and Scaffolding	Provide specific prompts or questions that guide their thinking and help them structure their responses. Break down tasks into smaller, manageable steps.
Celebrate Effort and Progress	Acknowledge and celebrate every attempt to participate, regardless of the outcome. Positive reinforcement can help build confidence over time.

Accessibility and Inclusivity

Adaptive Teaching

At Arbour Academy, we believe adaptive teaching is the cornerstone of a dynamic and responsive educational experience. It is an approach that recognises each student's unique needs, strengths, and learning styles, fostering an environment where every individual can thrive.

Adaptive teaching involves continuous assessment, reflection, and adjustment of instructional strategies, materials, and activities to ensure that they align with the evolving needs of our students.

Proactive approaches are planned in advance of learning, whereas reactive adaptations are when the teacher, armed with their formative assessment techniques, judges who need increased support.

Proactive
Having an understanding of pupil's individual needs
Firm knowledge of IEPs and pupil passports
Using summative assessment to define starting point.
Making reasonable adjustments ahead of learning.
Use TA support
Identification of common misconceptions to look out for during teaching
Improve accessibility e.g., Font size, proximity to the teacher, visibility of the screen.
Use videos / pictures to dual code and contextualize.
Plan to explicitly teach vocabulary.
Plan to model.
Plan to scaffold.
Plan with cognitive load in mind
Provide alternative ways of answering in class.
Provide exemplars.



Reactive
Being confident to deviate from the original plan.
Using formative assessment to increase or decrease support.
Use live feedback
Adjust language
Clarify tasks
Re-explain or explain in a different way.
Use flexible groupings to respond.
Use an analogy.
Provide a prompt.
Use more live modelling for smaller groups / individuals.
Provide a check-list as a prompt.
Use questioning.

The 5 S of Adaptive Teaching

Scaffolds	Scale	Style	Synthesize	Solidify
Help scaffold students' thinking and organisation of their ideas. Use aids to support, with the aim of gradual removal. Examples could include graphic organisers, pictures, keywords, sentence starters, writing frames, checklists and structure strips.	Scale is about making adaptations to the scale of a given task to adjust the degree of challenge. For example, shortening or lengthening a descriptive writing task, increasing or decreasing the scale of distance in PE, reducing quantity, assigning fewer problems, and focusing on quality and depth of understanding rather than quantity.	Style is about making adaptations to the task structure for some students. Is there an alternative way they can demonstrate their understanding? For example, could a writing frame help provide structure for an extended piece of writing in RE.	Connect new learning to pupils' prior learning and knowledge. If there are gaps in prior knowledge, new learning will not be secure; pre-teaching or extra recap over prior content can be used.	Provide opportunities for extra practice for those who need it. This can reinforce learning and mastery.
<p>Safe</p> <p>All other scaffolds—scaffolding, scale, style, synthesize, and solidify—depend on a culture of safety. This means fostering a classroom where students know their responses are valid and they can make mistakes without fear, ensuring a secure, supportive space for learning.</p>				

Enhancements

Learning beyond the classroom

At Arbour Academy, we believe that learning extends far beyond the confines of the classroom. That's why we're dedicated to providing our students with enriching out-of-class experiences that inspire, engage, and broaden their horizons.

At the heart of our educational philosophy is the understanding that real-world experiences are essential for holistic development. These experiences enhance academic learning and foster life skills, creativity, and a deep appreciation for the world around us.

We take our commitment to out-of-class experiences seriously. To ensure a well-rounded education, each subject at Arbour Academy has an Enhancement Section in its policy. This dedicated approach allows us to carefully plan and execute a comprehensive enhancement cycle throughout a pupil's time with us.

Cross Curricular Links

At Arbour, cross-curricular links are identified and integrated at the planning stages of the curriculum to enhance learning and provide a cohesive educational experience. These links are evidenced through individual subject policies, ensuring that they are systematically incorporated and aligned with overall educational objectives.

To support this integration, we allocate dedicated time for subject leaders to collaborate and ensure that cross-curricular opportunities are maximized. This collaboration is crucial in ensuring that learning experiences are appropriate and sequential. For instance, we ensure that mathematical concepts encountered in science lessons have already been introduced through dedicated math teaching.

This approach prevents confusion and reinforces the application of knowledge across different subjects. By fostering these cross-curricular connections, we aim to create a more interconnected and meaningful learning journey for our students, encouraging them to see the relevance and application of their knowledge in various contexts.

SMSC and British Values

At Arbour we are committed to exploiting SMSC (Spiritual, Moral, Social, and Cultural) and British Values (BV) links throughout our curriculum. These connections are identified and integrated at the planning stages, ensuring that they are embedded within our educational framework and evidenced through individual subject policies.

Subject leaders meticulously map out these SMSC and BV links in their policies, ensuring a coherent and comprehensive approach. This integration extends beyond the classroom and is reflected in various aspects of school life, including:

- SMSC Lessons:
- Dedicated lessons that explicitly address SMSC and BV themes.
- Assemblies and Collective Worship: Opportunities to explore and celebrate these values as a school community.
- Praise and Reward System: Recognising and reinforcing behaviours and achievements that align with our SMSC and BV objectives. HERE Principles: Upholding the principles High Standards, Empathy, Resilience and Emotional Response in all interactions.
- Relationships: Fostering positive relationships between students, and between students and adults, as well as among adults across the school.

We aim to 'live' what is learned and apply it to everyday situations within our school community. This holistic approach ensures that the values and lessons taught are not only understood intellectually but are also practiced and demonstrated in daily interactions and behaviours.