



IMEDIA SCHOOL

TEACHING AND LEARNING POLICY

What Learning means at iMedia School

Learning is about acquiring and retaining knowledge, understanding, values and wisdom and practically applying such information to solving and resolving issues in all aspects of everyday life. It has to be promoted as a lifelong experience which enables the learners to make evaluations about the world and fully understand the options that are open to them and the consequences of chosen beliefs and actions. In this way learning is an experience that is constantly added to and built upon. It requires the learner to be mentally active and proactive rather than passive.

Aims of the school

All the students who attend iMedia school are between the ages of 14 and 16 and have been unable to cope in mainstream Secondary education for a variety of reasons usually associated with attendance, behaviour, relationships with other students, relationships with adults or factors in their immediate environment which have impacted upon their ability to learn. As such our aims will be:

1. To re-engage these young people with the learning process.
2. To offer them effective adult role models who genuinely care for their academic progress, welfare and safety and demonstrate this in their day to day dealings with the students.
3. To gradually raise the self-esteem and the subsequent learning expectations of the students.
4. To openly celebrate and monitor their success and achievements in a way that highlights their progress and moves them forward along their learning pathway.
5. To examine past assessments, establish the damage and gaps that have occurred, repair these failings and wherever possible get students back on track.
6. Ensure that every student has achievable short and long term aspirations that lead to viable post 16 progression routes.
7. To ensure that all staff have access to the tools, techniques and training that make the aforementioned possible.

What we offer

- A balanced curriculum that includes the compulsory subjects of English, Maths, Science, PHSE, Art& design and PE.
- An initial assessment that gives each student a realistic starting point for their learning experience, and ongoing monitoring, with formal monthly updates so that students understand the nature and level of progress that they are making.
- Individual Learning Plans that underpin the teaching style and strategies employed in the classroom.
- Courses commensurate with ability so that those students capable of obtaining GCSE qualifications do so whilst those for whom Functional Skills are a more realistic option follow that path. For some students a mixed menu of qualifications may be appropriate.
- Lessons specifically geared to emphasising the essential qualities in the British way of life. These include input and discussions around democracy and political systems; understanding, empathy and tolerance concerning different beliefs, faiths and values: an understanding of bigotry and how this can lead to discrimination and persecution of

minority groups; the qualities that lead to good citizenship and how young people can develop these so that they can contribute and shape society in the future.

- The opportunity to explore individual strengths and weaknesses and how these can shape future events and job opportunities.

Responsibilities and expectations

A. Students

- To ensure that their attendance and punctuality are good.
- Be able to achieve the right frame of mind to learn.
- To focus on their own learning and not interrupt the learning of others.
- To take responsibility for their own learning and behaviour.
- Ask teachers for help when they are struggling to understand what is expected of them.

B. Staff

- Plan lessons that take into account prior attainment, learning needs and different learning styles, in order that all students can access the curriculum and make progress.
- Encourage students to develop extra skills to support their own learning.
- Use appropriate assessment techniques to monitor and transmit progress.
- Have high expectations of students and themselves.
- Keep up to date with their subject knowledge.
- Ensure that the classroom is a safe and welcoming place for all students.
- Use techniques that stretch and challenge students.
- Be aware of students who are not making the required or expected progress and plan appropriate interventions.
- Be aware that Safeguarding and Health and Safety are of paramount importance and that they have an important role to play in overseeing and supporting these at all times through vigilance, observation and, when necessary, action.

C. Head teacher

- Create the kind of school environment where teaching and learning can take place effectively.
- Ensure that staff have INSET opportunities that allow them to develop not only their subject skills but also aspects of wider training essential to Safeguarding and Health and Safety.
- Risk assess all the activities in which students are engaged to ensure they are always in safe learning environment.
- Have an overview of each student's academic progress and direct staff intervention when necessary.
- Be responsible for the collection of achievement data.
- Liaise with parents about their child's progress and advice and assist them in supporting their child.
- Be trained in and vigilant regarding extremist views and how they are perpetrated amongst young people.
- Create and encourage off site activities which support and enrich the in-school experiences of the students.

- Ensure the implementation of the School's Behaviour Policy at all levels so that it protects the learning opportunities of all students.
- Conduct high level interviews with students regarding academic progress or behaviour when appropriate.
- Liaise directly with all outside agencies so that information relating to a student that affects their ability to learn or their current behaviour patterns may be taken into account and where appropriate shared with other staff so that effective temporary measures can be put in place.

D. Parents/Carers

- Do their best to ensure that their children are fit and healthy to attend school.
- Inform the Head teacher of any issues that may affect their child's learning.
- Support their child's regular attendance.
- Ensure that any homework set is completed.
- Attend all academic reviews for their child so that they are aware of the progress they are making and can assist with their long term aspirations.

Monitoring and Review

We are aware of the need to review this policy on a regular basis so that we can take account of new initiatives, adapt to any changes in the nature of the student cohort, respond to changing DfE requirements and implement new technologies that may assist with the learning process.