



Teaching & Learning Policy

Policy Details	
Date Review	March 2025
Date of next review	March 2026

At YBS we promote best practice that establishes consistency in Teaching and Learning in the school. We aim to ensure that all students are provided with high quality learning experiences that lead to a consistently high level of achievement and attitude. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good progress in all aspects of their learning.

Our Courses:

Tutors and all adults involved with the students are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending regular training, observing good practice, building knowledge and best practice.

Learning:

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests) it also requires very good subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all students to learn effectively.

We aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;

- ensure students can develop as literate, numerate and technologically competent individuals, within a balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for students to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all students to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

In the course of their daily work the staff will contribute to the development through:

- providing a calm and effective working environment, in which each student can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Roles and Responsibilities

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;

- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all student to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual student according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and student progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Partisan Views

At YBS the legal duties are set out in Part 2 of the [Schedule to the Education \(Independent School Standards\) Regulations 2014](#) we ensure all viewpoints are balanced, when presented via teaching and interactions throughout the school and no member of staff promotes partisan views. At your beauty school we take a reasonable and proportionate approach to ensuring political impartiality, alongside our other responsibilities. We do not promote partisan political views in any of our subjects at YBS.

We ensure that any political issues are raised or brought to the attention of the students, the staff ensure that any opposing views are explained in a well balanced presentation.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;

- informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, onsite events, school salon etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen student's knowledge and skills;
- supporting school events;
- voluntarily helping

Planning:

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Organisation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

Planning and the learning environment will incorporate as many styles of working as possible.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;

- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. Volunteer helpers assist with the many aspects of school life, including supporting reading and practical sessions. Students are welcomed into school and certain standards of dress and conduct are expected.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Learning Plans where appropriate.

Students with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, 1:1 Tuition or our inclusion manager where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

Assessment, Recording and Reporting

Regular assessments are made of students' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual students. It involves identifying each student's progress in each area of the curriculum, determining what each student has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each unit

Suitable tasks for assessment include:

- oral questioning
- assignments
- observations
- exams

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps students understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between student and teacher;
- of written work is used sensitively and with discretion so that a student can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Records of progress kept for each student are:

- updated as a minimum annually by teachers;
- examined by teachers at the start of each unit as they prepare for the next unit;
- retained throughout the student's time at the school and appropriate records passed on to other schools when students leave.

Monitoring and Evaluation

Student's work will be monitored regularly in each unit area by the IQA. A termly review of monitoring procedures is held with all members of the teaching staff in the form of the students' Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. The tutors will observe each in a specified curriculum area on a regular basis.

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all students with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- students are encouraged to communicate findings in a variety of ways;
- opportunities are provided for students to become involved in decision making and to take responsibility, along with staff, for their own learning.

We recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

At YBS we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every student can improve and an awareness of the importance of student's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning.

This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

Learning Processes and Learning Styles

students enter school at different stages of development. Students learn in different ways and at different rates of progress. In the course of learning, students develop their skills through a variety of processes and learning styles.

These include:

- investigation;

- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At YBS opportunities are organised to allow students access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each student has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. VAK. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible.

These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able students;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers feel that students learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence

- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the student
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve eg appropriate time scale

Successful teaching takes account of student's prior learning and must ensure continuity and progression.

Successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all students
- interactive – student's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which students can select materials suitable to the task in hand;
- all students know where classroom resources are kept and the rules about their access and use;
- students are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- student work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources appropriate to the age range.

Specialist resources will be stored in the appropriate manner. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Students will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all students have equality of access.

At YBS the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen student's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as students' progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage students to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all students engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Headteacher and the Health and Safety Officer.