



REACHING OUTCOMES USING TAILORED EDUCATION & SKILLS

TEACHING & LEARNING POLICY 2026 - 27

Approved by:	Mr Daniel Luford (Director)	Date: 01/04/23	
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Policy Statement

At Routes Learning we are committed to providing high-quality teaching and learning that enables every young person to make meaningful academic, personal and social progress.

We recognise that young people accessing alternative education may have experienced disrupted education, barriers to attendance, exclusion, anxiety, additional learning needs, difficulties with emotional regulation or other circumstances that have affected their engagement with education.

Our approach is therefore individualised, inclusive, structured and aspirational. We seek to understand each young person as an individual and identify the barriers that may be preventing them from accessing learning.

We believe that all young people can learn and make progress when provided with appropriate support, challenge and opportunities for success.

Teaching and learning at the provision will:

- Be ambitious and appropriately challenging.
- Be responsive to individual needs and starting points.
- Address gaps in knowledge and skills.
- Promote positive attitudes towards learning.
- Develop literacy, numeracy and communication skills.
- Support young people with confidence, independence and resilience.
- Promote good behaviour and positive relationships.
- Prepare young people for successful reintegration, further education, employment or other appropriate destinations.
- Support young people to become increasingly independent learners.

Aims

The aims of our teaching and learning provision are to:

1. Provide a safe, calm and purposeful learning environment.
2. Establish positive relationships between young people and staff.
3. Identify young people's individual strengths, needs, interests and barriers to learning.
4. Establish accurate academic starting points.
5. Provide appropriate curriculum pathways for individual young people.

6. Ensure teaching is suitably differentiated and accessible.
7. Provide appropriate challenge and promote high expectations.
8. Address identified gaps in learning.
9. Monitor and evaluate young person progress.
10. Develop young people's independence and confidence.
11. Encourage young people to take increasing responsibility for their own learning.
12. Develop skills required for successful transition to the next stage of education, training or employment.
13. Ensure young people who have experienced disrupted education are supported to re-engage successfully with learning.

Principles of Effective Teaching and Learning

Our teaching is based upon the following principles.

High expectations

Staff will maintain high expectations of young people's academic achievement, behaviour, attendance and participation.

Expectations will be realistic and appropriately adapted to individual circumstances without unnecessarily limiting a young person's potential.

Relationships

Positive relationships are central to successful learning within an alternative provision setting.

Staff will:

- Build trust and rapport with young people.
- Establish clear and consistent boundaries.
- Communicate respectfully.
- Recognise individual strengths and achievements.
- Provide appropriate encouragement and praise.
- Maintain professional boundaries.
- Avoid language or approaches that may unnecessarily escalate situations.

Individualisation

Teaching will be informed by each young person's:

- Prior attainment.
- Current knowledge and understanding.
- Special educational needs and/or disabilities.
- Communication needs.
- Literacy and numeracy levels.

- Interests and strengths.
- Emotional and behavioural presentation.
- Attendance history.
- Previous educational experience.
- Intended destination.

Where appropriate, individual learning plans will identify specific targets and strategies.

Engagement

Learning activities should be purposeful, relevant and accessible.

Staff should consider:

- The young person's interests.
- Appropriate levels of challenge.
- Short-term achievable goals.
- Practical and experiential learning.
- Opportunities for choice.
- Appropriate use of technology.
- Movement and sensory needs.
- The young person's preferred learning approaches.

Curriculum

The curriculum will provide young people with access to a broad range of appropriate learning opportunities.

The curriculum will be determined by young people's age, ability, prior attainment, needs, placement objectives and intended destinations.

Where appropriate, the curriculum may include:

- English.
- Mathematics.
- Science.
- Careers education.
- Physical education / physical activity.
- Creative and practical subjects.
- Vocational learning.
- Life skills.
- Employability skills.
- Personal development.
- Functional literacy and numeracy.

The curriculum will be reviewed regularly to ensure it remains relevant and appropriate to the needs of young people.

Individual Learning Programmes

Each young person will have an individualised learning programme based upon their identified needs and starting points.

Where appropriate, this will include:

- Baseline assessment information.
- Academic targets.
- Individual learning objectives.
- Attendance objectives.
- Behaviour and engagement targets.
- Social and emotional development targets.
- Identified barriers to learning.
- Appropriate interventions.
- Intended educational destination.
- Transition or reintegration objectives.

Targets will be specific, measurable and reviewed regularly.

Assessment

Assessment is used to understand what young people know, understand and can do and to inform future teaching.

Assessment will include a combination of:

Baseline assessment

Young people will be assessed as soon as reasonably practicable following admission.

Baseline assessments may include:

- Standardised assessments.
- Subject-specific assessments.
- Reading assessments.
- Spelling assessments.
- Numeracy assessments.
- Writing assessments.
- Teacher assessment.
- Review of previous school information.
- Observation.
- Discussion with the young person and referring school.

Formative assessment

Teachers will continually assess learning through:

- Questioning.
- Observation.
- Discussion.
- Written work.
- Practical activities.
- Quizzes.
- Retrieval activities.
- Marking and feedback.
- Review of completed work.

Summative assessment

Where appropriate, young people will undertake formal assessments to measure progress against identified learning objectives.

Assessment information will be recorded and reviewed to identify:

- Progress.
- Gaps in learning.
- Areas requiring intervention.
- Strengths.
- Areas requiring further challenge.

Feedback

Feedback should help young people understand:

- What they have done well.
- What they need to improve.
- How they can improve.

Feedback may be provided through:

- Verbal feedback.
- Written feedback.
- Demonstration.
- Modelling.
- Questioning.

Feedback will be proportionate and should contribute meaningfully to young person progress.

Differentiation and SEND

Teaching will be adapted to ensure young people can access learning while maintaining appropriate levels of challenge.

Staff will consider reasonable adjustments relating to young people's individual needs. Strategies may include:

- Breaking tasks into smaller steps.
- Providing additional processing time.
- Using visual resources.
- Providing scaffolding.
- Modelling tasks.
- Using practical resources.
- Reducing unnecessary written demands.
- Providing alternative methods of demonstrating understanding.
- Providing appropriate sensory or movement breaks.
- Using clear and consistent instructions.

Staff will be aware of young people's individual SEND needs and follow relevant support plans.

Where a young person has an EHCP, teaching and learning will contribute appropriately towards the outcomes identified within the plan.

Literacy

The development of literacy is a responsibility shared across the provision.

Staff will promote:

- Reading fluency.
- Reading comprehension.
- Vocabulary development.
- Spelling.
- Grammar.
- Writing skills.
- Speaking and listening.
- Communication skills.

Young people who are identified as having significant literacy gaps will receive appropriate intervention.

Reading opportunities should be incorporated across the curriculum wherever appropriate.

Numeracy

The provision will promote the development and application of mathematical knowledge and skills.

Young people will be supported to develop:

- Number skills.
- Calculation.
- Problem solving.
- Mathematical reasoning.
- Functional numeracy.
- Financial awareness.
- Measurement.
- Data handling.

Where appropriate, numeracy will be incorporated into practical and vocational learning.

Behaviour and Learning

Positive behaviour is promoted through clear expectations, consistent routines and positive relationships.

Staff will establish:

- Clear expectations.
- Predictable routines.
- Consistent boundaries.
- Positive recognition of achievement.
- Opportunities for young people to regulate and re-engage.

Where behaviour presents a barrier to learning, staff should seek to understand the underlying factors and use appropriate strategies to support the young person.

Behaviour management should be proportionate, consistent and in accordance with the provision's Behaviour Policy.

Supporting Young people Who Are Disengaged From Education

Staff recognise that some young people may initially find it difficult to engage with formal education.

Where appropriate, the provision may use a graduated approach involving:

1. Building a positive relationship with the young person.

2. Establishing predictable routines.
3. Identifying interests and strengths.
4. Setting achievable initial learning goals.
5. Gradually increasing learning expectations.
6. Providing appropriate choice.
7. Celebrating progress and achievement.
8. Increasing independence over time.

The aim is to move young people towards increasingly sustained, independent and academically purposeful learning.

Learning Environment

Learning environments will be:

- Safe.
- Calm.
- Respectful.
- Inclusive.
- Well organised.
- Appropriately resourced.
- Free from unnecessary distractions.

Resources should be accessible and suitable for the age, ability and needs of young people.

Staff should maintain appropriate professional boundaries and ensure safeguarding procedures are followed at all times.

Independent Learning

The provision will develop young people's ability to work independently.

Staff will gradually reduce levels of support as young people develop confidence and competence.

Young people will be encouraged to:

- Organise their resources.
- Follow instructions.
- Manage tasks.
- Solve problems.
- Ask for help appropriately.
- Evaluate their own work.
- Set personal learning goals.

- Reflect upon their progress.

Educational Visits and Practical Learning

Practical learning and educational visits may form an important part of the curriculum.

Activities will:

- Have clear educational objectives.
- Be appropriately planned.
- Take account of individual young people's needs.
- Be risk assessed.
- Follow safeguarding procedures.
- Be appropriately staffed and supervised.

Practical learning should contribute meaningfully to young people's academic, personal or vocational development.

Careers and Destinations

Teaching and learning should support young people to understand the relationship between education and their future.

Where appropriate, young people will receive opportunities to develop:

- Employability skills.
- Communication skills.
- Teamwork.
- Problem solving.
- Time management.
- Personal responsibility.
- Career awareness.
- Knowledge of further education and training.
- Understanding of the workplace.

The curriculum should support young people towards appropriate destinations, including:

- Mainstream education.
- Specialist education.
- Further education.
- Apprenticeships.
- Vocational training.
- Employment or supported employment.

Monitoring Young person Progress

Young people's progress will be monitored regularly.

The Provision Lead and teaching staff will review:

- Attendance.
- Engagement.
- Behaviour.
- Academic progress.
- Individual targets.
- Quality of work.
- Assessment information.
- Intervention effectiveness.
- Progress towards intended destinations.

Where progress is limited, staff will consider whether adjustments to teaching, intervention, curriculum or support are required.

Quality Assurance

The quality of teaching and learning will be monitored through a range of activities, which may include:

- Learning observations.
- Work scrutiny.
- Young person voice.
- Parent/carers feedback.
- Referring school feedback.
- Progress meetings.
- Staff discussions.
- Review of individual learning plans.

Quality assurance will focus on improving outcomes for young people rather than solely evaluating individual staff performance.

Staff Responsibilities

Provision Lead

The Provision Lead is responsible for:

- Ensuring the policy is implemented.

- Maintaining high expectations for teaching and learning.
- Monitoring curriculum quality.
- Monitoring young people's progress.
- Ensuring staff receive appropriate support and training.
- Reviewing the effectiveness of teaching and learning.
- Ensuring appropriate records are maintained.

Teachers and Tutors

Teachers and tutors are responsible for:

- Planning and delivering effective learning.
- Knowing their young people's individual needs and starting points.
- Maintaining high expectations.
- Assessing learning.
- Providing appropriate feedback.
- Recording progress.
- Identifying concerns.
- Supporting positive behaviour.
- Promoting safeguarding.
- Contributing to young people reviews.

All Staff

All staff have a responsibility to:

- Promote a positive learning culture.
- Model appropriate behaviour and communication.
- Maintain professional boundaries.
- Support inclusion.
- Promote safeguarding.
- Encourage young people to achieve their potential.

Young person Voice

Young people should have appropriate opportunities to contribute to their learning programme.

Their views may be gathered through:

- One-to-one discussions.
- Reviews.
- Informal feedback.
- Learning conversations.

Young person feedback will be considered when reviewing curriculum provision and individual learning programmes.

Parent, Carer and Referring School Communication

Where appropriate, regular communication will take place with parents, carers and referring schools.

Communication may include:

- Attendance.
- Engagement.
- Behaviour.
- Academic progress.
- Achievement.
- Safeguarding concerns.
- Changes to provision.
- Transition planning.

Information will be shared in accordance with safeguarding, confidentiality and data protection requirements.

Safeguarding

Safeguarding is integral to teaching and learning.

Staff must remain alert to concerns relating to young people's welfare and follow the provision's safeguarding procedures.

Any safeguarding concern must be reported promptly to the Designated Safeguarding Lead (DSL) in accordance with the Safeguarding and Child Protection Policy.

Teaching staff must not attempt to investigate safeguarding concerns themselves beyond their role and training.

Equality, Diversity and Inclusion

The provision is committed to providing an inclusive learning environment.

No young person will be disadvantaged because of a protected characteristic or because of their individual educational needs.

Teaching will promote:

- Respect.
- Tolerance.
- Inclusion.
- Equality of opportunity.
- Positive relationships.
- Understanding of different perspectives.

Curriculum materials should be appropriately selected to promote an inclusive and respectful learning environment.

Professional Development

Staff will be provided with appropriate opportunities to develop their knowledge and skills.

Professional development may include:

- SEND.
- Safeguarding.
- Behaviour management.
- Trauma-informed approaches.
- Curriculum development.
- Assessment.
- Literacy and numeracy.
- Mental health and wellbeing.
- De-escalation.
- Supporting young people with additional needs.

Training needs will be identified through quality assurance, supervision and the needs of the young person's cohort.

The policy will be amended where necessary to ensure that teaching and learning remain effective and appropriately responsive to young people's needs.