



ALL teaching is based on AfL because it allows teachers and students to evaluate what they have learned and what the next steps are. It happens all through a lesson and might be achieved through questioning, observation, instruction and reflection. It shapes a lesson in the moment that it is happening as well as informing teachers what the next lesson will need to include. AfL enables students to be stretched and challenged or scaffolded and supported. It drives teaching and learning.

Teaching in a therapeutic way involves acknowledging that every student is different and diverse in their presentation, thinking and ability. It is about embracing this difference to harness the potential that every student has. Being therapeutic means that the environment that students learn in is inclusive, safe and supportive and is one that really meets individual emotional needs. Being therapeutic is an understanding that every behaviour communicates a message and that our role as teachers is to help guide and teach children to understand this, rather than telling them off for struggling. It is an ethos that accepts that no student can learn without having their basic needs met and a culture that has every adult going out of their way to provide this.

Therapeutic Approach

Assessment for Learning (AFL)

Independence

Independence is a key part to any lesson and will look different depending on the students that are being taught. Independent learning enables the teacher to know what skills and knowledge have been secured so that they can accurately plan the next steps. It is a great time to use AfL. Independence promotes students' ability to record, problem-solve, make decisions, reflect and organise their learning. Building independence involves deliberate teaching and modelling and is often something that builds over time with confidence. It is an essential skill in the preparation for adulthood.

Skills and concepts are learned quicker when the teacher demonstrates and shows a student what to do. This is 'their' turn to work through a chunk of learning which the student is then expected to carry out independently. It involves the teacher talking through the learning process whilst demonstrating the skill at the same time. Effective modelling involves questioning to ensure the student is fully involved. Modelling is shaped by AfL, meaning that a teacher's modelling might be quicker or slower or longer or shorter depending on the need of the student.

Modelling

Questioning

Questioning is an essential part of teaching as it helps learners to consolidate, deepen and stretch their thinking and learning. Effective questioning involves using questions to open conversations so that the teacher can probe understanding and make accurate assessments. Good questions focus on eliciting the process of learning – the 'how' and the 'why' – so that appropriate support or challenge can be provided. Questioning helps students learn because it forces them to think critically and engage with what is being taught. The ability to ask and answer questions is a key skill that all learners need to develop.

Teacher

Therapeutic Learning Practitioner

Senior Leadership Team

Learning Support Worker

Pastoral

Admin