



Teaching & Learning Policy

Policy reviewed: December 2025

Description of Changes:	<ul style="list-style-type: none">December 2022 - Updated The Blueprint for Teaching<ul style="list-style-type: none">- Reference to Pen Profiles replaced with Learning Profiles
	<ul style="list-style-type: none">December 2023 – No changes
	<ul style="list-style-type: none">March 2024 – Complete refresh of policy, rewritten as new
	<ul style="list-style-type: none">December 2024 - No changes
	<ul style="list-style-type: none">December 2025 – Aims and objectives updated<ul style="list-style-type: none">- The Blueprint for Teaching replaced with The Four-Part Lesson- Removal of 'a silent starter' from Behaviour for Learning- Classcharts replaced with Arbor throughout- Rewards and Sanctions updated to reflect academic achievement

Next review date: December 2026

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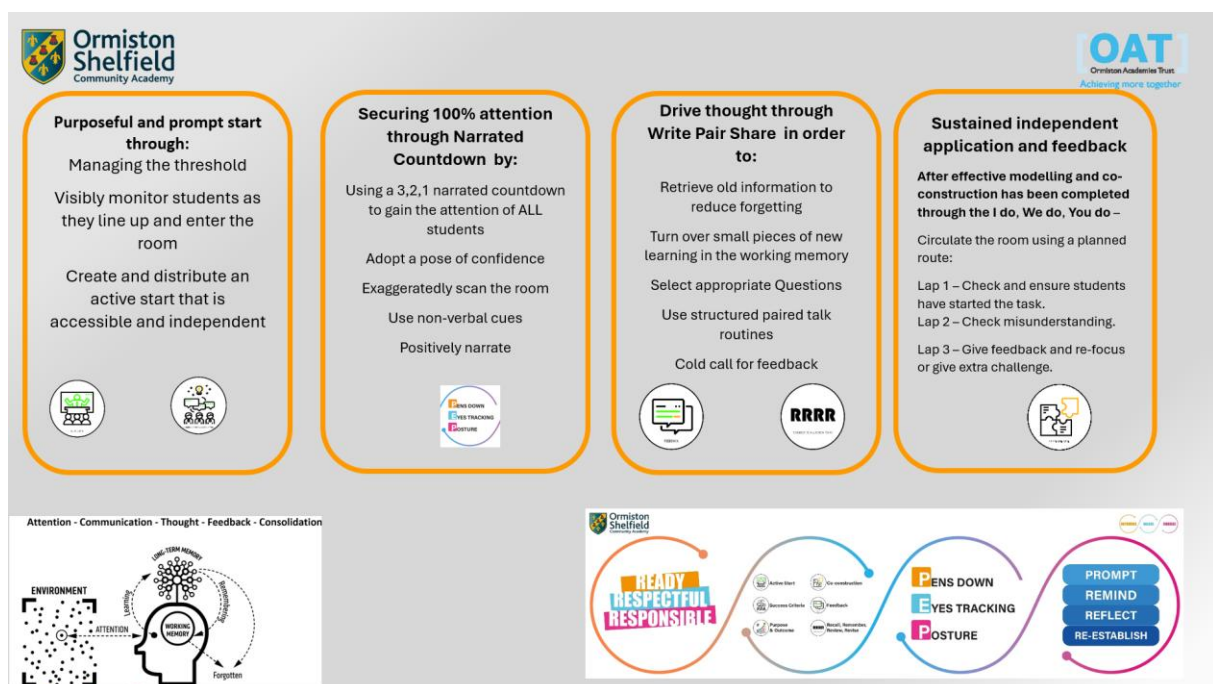
Aims and Objectives

The aims of the Teaching and Learning Policy are to:

- Ensure consistent and effective quality first teaching, where every lesson counts and students progress in their learning;
- Outline expectations in relation to teaching and learning;
- Provide clarity about what constitutes effective teaching through:
 - Securing attention
 - Optimising communication
 - Driving thought
 - Sustained independent application
- Provide guidance for staff in relation to the provision of effective strategies to ensure the academic needs of our students are met;
- Outline the academy framework for monitoring and evaluating the quality of Teaching and Learning within curriculum areas and across the whole academy;
- Provide clarity in relation to behaviour routines within lessons;
- Outline staff development opportunities available in relation to whole school priorities and individual professional objectives.

The Four Part Lesson

Lesson at Shelfield will follow a four-part lesson structure. This should support staff to structure a lesson effectively to maximise the learning of students in all subjects. This is based upon Willingham's simple model of memory and a set of evidence-based principles from cognitive science. Our lessons also use the both the Blueprint as a common language to allow the most effective teaching to take place. Staff will identify specific opportunities in their lessons to use the Blueprint through the four-Part lesson approach to enhance the students' learning experience.



Adaptive and Inclusive Teaching

Adaptive and Inclusive teaching is teaching that is responsive to pre-existing needs and contexts, and emerging gaps or misconceptions. Identification of potential barriers and reducing the impact of these is crucial. Adaptive and Inclusive teaching is being responsive to information about learning, then adjusting teaching to better match student need.

Teachers should develop a repertoire of strategies which they can use daily and flexibly in response to individual needs. Useful starting points to ground our approaches might include explicit instruction, when we think about our instruction and modelling, to how we help children to remember and transfer information to their long-term memory. It is how we support children to work independently, through scaffolding, flexible grouping and using



technology, deployment of SEND Practitioners, and a process of developing a repertoire of strategies which can be used daily and flexibly.

It is important for children to feel they are going to be able to access the lesson before they enter the classroom – they need to feel 'my needs have been anticipated and built into the lesson plan'.

Adaptive and Inclusive teaching *is not* setting different work, or different tasks for different children.

Teaching Disciplinary Literacy

Teaching students reading, writing and oracy is the responsibility of all teachers in this academy. Every subject has differing literacy requirements but there are academy wide expectations and strategies which support specific subject needs.

Reading

Teachers should be giving students appropriate opportunities to read in lessons. The reading material should be challenging, yet accessible, and intended to secure knowledge and confidence in the subject. Students reading aloud should be purposeful and relevant to the learning.

Reading strategies used in lessons will include:

- Skimming and scanning for information and key meanings;
- Teacher modelling fluent reading;
- All students having a reading opportunity in every lesson where they read subject specific matter;
- Appropriate reading age and ability strategies (e.g. highlighting/finger tracing/phonics sounding);
- Graduated and scaffolded reading of increasing challenge;
- Reading for pleasure (e.g. homework)

Writing

Teachers should scaffold and support writing through modelling of effective writing and co-construction using the whiteboard/visualiser, and oracy opportunities to rehearse successful writing.

Strategies to develop writing in lessons could include:

- Use of Because But So
- Use of kernel sentences
- Use of writing frames
- Use of appositives



Oracy

Teachers should identify opportunities in lesson where students can use structured talk to engage students in the learning of key vocabulary, concepts and ideas. The use of the academy directed talk strategies should be used to help structure and formalise these opportunities.

Directed talk strategies used in lessons will include:

- Introducing students to key knowledge skills and vocabulary;
- Supporting students to construct extended pieces of writing;
- Engaging students in the application of key knowledge.

The Learning Environment at Shelfield

Students learn best where the classroom is calm and purposeful, and teachers teach best when they are in classrooms which are orderly and organised.

All seating plans are to be available on Arbor and should take into consideration the information available for students.

Teachers have a responsibility to keep classrooms tidy and ready for classes. This includes ensuring:

- desks are graffiti free at the start and end of the lesson;
- litter/paper/worksheets are tidied away at end of lesson;
- any computer issues are reported in a timely manner;
- chairs and tables are left as you would wish to find them;
- equipment (including laptops) are put away;
- No drinks bottles in lab/ICT areas, and all drinks bottles should be in bags or on the floor;
- any damage to classroom environment is reported to Site Team

Expectations of Exercise Books/Work Evidence

The purpose of exercise books/folders is to be a central place where learning is recorded for students to learn from and for revision for tests/assessments.

Exercise books should:

- Allow the teacher to assess impact of teaching, monitor and give feedback to students;
- Allow CL and other staff involved in QA to assess the impact of teaching and the curriculum.

The expectation of how work will be set out:

- All work must contain a title and a date;
- Work in books/folders should demonstrate challenge and outcomes that show independence;





- All worksheets should be secured into exercise books/folders;
- Learning Journeys, CKOs and other dept specific information must be in the right place in books/folders;
- Self-assessments/corrections are visible in green pen and teacher corrections in red pen.
- Any adaptations for SEND are appropriate and impactful. Examples of adaptations may be:
 - resources designed to explicitly support the needs of students with dyslexia
 - responses that involve scaffolding
 - examples of modelling and live marking
 - the use of a scribe, where this is the young person's normal way of working

Behaviour for Learning

Behaviour management within the classroom is the responsibility of the teacher supported by support staff if present. Behaviour is directed by students and staff being: **Ready, Respectful** and **Responsible**

Behaviour begins at the classroom door with:

- A clear entry routine;
- A strategic seating plan;
- A positive entry narrative;

Behaviour in the classroom includes:

- An active listening routine (countdown/pens down)
- Strategic questioning of 'cold calling'

All of these elements will allow for a prompt and purposeful lesson.

Academic Rewards and Sanctions

Teachers have a variety of rewards at their disposal and should reward students who demonstrate our academy values. Lessons driven by focusing on narrating the norm of wanted behaviours help in preventing teachers from focusing on the minority of students who do not abide by the academy expectations. Students should be rewarded with Academic merits for academic behaviors and recorded on Arbor, and the academy behaviour policy followed when students fail to comply.

Behaviour/ Reasonable adjustments:

While it must not be assumed that every/any incident of misbehaviour will be connected to a student's SEND, all staff should consider behaviour in relation to a student's SEND, as outlined in their Learning profile, in the first instance. Consideration should be given as to whether children's needs are being adequately met and whether they can effectively access the curriculum.





The SENDCo and academy staff, together with any specialists, will consider a range of evidence (including the student's Learning profile) and effective teaching approaches, appropriate equipment, strategies, and interventions to support the student's progress.

Teacher Development Pathways

All staff are responsible for their own professional development. The academy will provide opportunities for developing our staff through the ADP and DDPs priorities and will support staff through:

- Instructional coaching
- INSET tailored to the needs of the academy and the subject areas
- Any member of staff identified as requiring further improvement in their teaching through QA procedures can access further focused support to enable them to develop their teaching.
- External support for subject enhancement (SKEs)
- OAT provided subject meetings, courses, programmes
- Leadership programmes such as NPQs
- Support in postgraduate studies related to subject or education

Any member of staff identified as requiring further improvement in their teaching through Academy or departmental QA procedures will also be given focused support to enable them to develop their teaching. This support will be more intensive and will involve a commitment from the member of staff to improve.

Roles and Responsibilities

The Principal is responsible for:

- Monitoring standards across the academy

Vice Principal for Quality of Education and Assistant Principal for Teaching and Learning are responsible for:

- Working with all Curriculum Leaders to support whole academy developments in relation to teaching and learning;
- Monitoring the overall quality of teaching and learning and identifying strengths and areas for development;
- Providing relevant information on whole academy teaching and learning for Governors;
- Ensuring that all new staff who join the academy are supported through the Shelfield Induction Programme;
- Managing any focused observations/training for staff who consistently deliver unsatisfactory teaching and learning;



The Senior Leadership Team are responsible in relation to their areas of responsibility for:

- Identifying and sharing good practice across the academy in order to continue improving the impact of teaching and learning;
- Working with Curriculum Leaders to develop teaching and learning;
- Curriculum Leaders in quality assuring schemes of work and assessment procedures;
- Supporting Curriculum Leaders in quality assuring data input and planning next steps based on assessment data.

Curriculum Leaders are responsible for:

- The quality assurance of teaching and learning in their curriculum areas with the follow up actions required from the process;
- Ensuring that schemes of work are developed and have identified learning objectives, outcomes and learning activities that ensure challenge and progress;
- Ensuring assessments are fit for purpose and moderation of assessment data is rigorous and allows for accurate data to be submitted;
- Ensuring their teaching staff are following academy expectations for entry routines, teaching routines and behaviour routines;
- Ensuring an effective learning environment in relation to the spaces used by their staff;
- Supporting staff in relation to behaviour and ensuring/maintaining effective parental contact;
- Working with the department to ensure sufficient resources are available to deliver the curriculum effectively;
- Monitoring that homework is set in accordance with the Homework Policy and all CKOs are uploaded onto Arbor.

Teaching staff are responsible for:

- Planning lessons based on departmental schemes of work that allow for quality first teaching and assessment;
- Ensuring registers, rewards and sanctions for each lesson are accurately recorded on Arbor;
- Ensuring that progress and challenge are at the heart of all lessons;
- Ensuring students are assessed in line with curriculum expectations; ensuring all data is recorded accurately and assessment results acted upon;
- Working with the Curriculum Leader to develop their own teaching;
- Being a supportive member of their department team;
- Managing behaviour effectively within their lessons and maintaining communication with home contacts as required;
- Adapting their teaching and resources to support the needs of all students;
- Initiating and committing to their own professional development through engaging actively with all professional development opportunities provided.



The SENDCo is responsible for:

- Providing relevant information for teachers in relation to students on the SEND Register;
- Being available for SEND related coaching needs
- Providing resources for students with SEND and teachers of students with SEND;
- Tracking and monitoring the progress of students with SEND through SEND QA procedures;
- Providing specific intervention for students with SEND;
- Supporting departments and teachers with students with SEND interventions;
- Direct the SEND Team to support students appropriately.

10. Monitoring and Evaluation of the Quality of Teaching and Learning

The quality of teaching and learning will be monitored through a whole academy approach using a range of procedures to ensure the process is developmental as well as informative.

10.1 Support Programme will include:

- Instructional Coaching
- In-class support
- Extended feedback with development points and action points
- Access to personalised CPD
- External support, including school visits
- Access to Staff Development Pathways

11. Links with other Policies

- Assessment, Recording and Reporting Policy
- Behaviour Policy
- Homework Policy
- SEND Policy
- Ormiston Shelffield Community Academy Quality Review