

# Teaching & Learning Policy



**Alcester  
Academy**

TO BE THE BEST THAT WE CAN BE

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<b>Reviewed by</b>	<b>HR/Standards Sub-Committee</b>
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## **1 Introduction**

**1.1** The Academy places learning at the centre of its ethos. It holds the belief that all students have the right to thrive and fulfill their potential which is achieved through a curriculum that is tailored to the needs of all learners and teaching that is of the highest standard.

**1.2** The aims of the policy are:

- To recognise that it is the responsibility of the teacher to provide the highest quality teaching and learning for all students in order to promote high levels of attainment and progress.
- To recognise it is the responsibility of school leaders to support and facilitate improvement in teaching and learning through well planned, appropriate professional development opportunities and through a rigorous appraisal process.
- To monitor the quality of learning and teaching via a transparent, effective quality assurance procedure (to include learning walks, book looks, observations and student/staff surveys.)

## **2 Teaching and Learning**

**2.1** Teaching staff are expected to adhere to the Professional Standards for Teachers at all times (Appendix 1).

**2.2** Teachers should plan and deliver learning experiences that enable all students to make progress during the course of the learning cycle. A learning cycle may be completed across a single lesson or over a series of lessons. These experiences should be stimulating and engaging and should have appropriate levels of challenge.

**2.3** Teachers should communicate optimism by using positive language, both verbal and non- verbal. They should set high expectations of all learners, clearly defining the effort and behaviour for learning non-negotiables that students should be demonstrating during lessons. These expectations are clearly defined in the Academy Behaviour and Discipline Policy.

**2.4** Although the academy does not favour one style of teaching, teachers should use well-judged and inspirational teaching strategies that engage all abilities of students.

**2.5** Teachers should take the opportunity to develop literacy and numeracy skills as defined in the Literacy and Numeracy Policies. All teachers have a responsibility to develop literacy and numeracy across the academy.

**2.6** All teachers have a responsibility to address SMSC (social, moral, spiritual, cultural) issues where appropriate.

**2.7** All teachers have a responsibility to promote British values where appropriate.

**2.8** All teachers have a responsibility to promote Careers in the curriculum where appropriate.

**2.9** All teachers must make the lesson objectives and success criteria explicit to learners. These must be displayed throughout the lesson and discussed with the class to ensure learning and success criteria are fully understood by all.

**2.10** Teachers should use robust assessment and tracking systems in order to inform planning for groups of learners, and should use effective AFL (assessment for learning – formative teaching) techniques to check pupils' understanding systematically and effectively throughout lessons. This will enable effective intervention where required. Teachers should adapt lessons where necessary.

**2.11** Teachers must make effective use of additional adults (and deployment of teaching assistants) in the classroom in order to support student progress. This should include: regular liaison/communication with additional adults about expectations/their role within the lesson.

**2.12** Teachers must provide quality marking, responsive and constructive feedback as detailed in the Marking and Feedback Policy.

**2.13** Teachers must engage with Google Classrooms to provide feedback, setting of assignments and/or homework and to keep updated with a personalised online record of CPD opportunities, pedagogy updates and professional development learning.

**2.14** Teachers must extend learning through the setting of challenging, stimulating and appropriate home learning in line with the Academy's Homework Policy

**2.15** It is the responsibility of the Head Teacher and the School Leadership Team to create the learning ethos and share these values and expectations with the staff. These values will be reflected in the Academy Improvement Plan and in the Professional Development and support offered to staff throughout the academic year.

**2.16** All teachers must plan and deliver schemes of learning and curriculum palettes with a focus on the Alcester Academy Teaching and Learning framework: Including the 5 Focus: Establishing a purposeful learning environment, determining prior knowledge, frequently check understanding of all learners, adaptive teaching and providing opportunities to discuss learning.

### **3 Planning and preparation**

**3.1** Subject leaders are responsible for the long term and mid-term planning of curriculum content and curriculum palettes in their departments. These plans should give a clear overview of the sequence of learning including the skills, knowledge and understanding that students will develop over the course of the year and/or key stage.

**3.2** All teachers are expected to follow schemes of learning and curriculum palettes which are prepared in advance. All teachers are expected to plan individual lessons, including the lesson objectives, tasks and planned differentiation (including the deployment of additional adults).

### **4 Continual Professional Development**

**4.1** Early Career Teachers will have a training schedule that covers the key areas required for completion of the ECT year.

**4.2** New starters will have a planned Induction Programme. The schedule will include legal requirements such as safeguarding and health and safety, but will also cover the content of key academy policies. It is expected that all new starters attend these sessions.

**4.3** All teachers are expected to attend Professional Development sessions. These sessions will be published in advance on the forward planner.

**4.4** Bespoke Professional Development opportunities will be made available for staff that have specific needs outside, or additional to, those covered by the whole school Professional Development programme.

**4.5** An optional professional development programme is also available in which staff can request training in areas in which they feel they would benefit from additional support. The decision to enable staff to attend external professional development will be at the discretion of the line manager, lead for professional development and the Head Teacher.

## **5 Monitoring, Evaluation and Review**

**5.1** The effectiveness of teaching and learning will be monitored regularly by school leaders through a robust quality assurance and appraisal process, which include regular drop-ins, book looks, learning walks and lesson observations. Staff training will be adapted in response to these findings.

**5.2** Subject leaders will monitor the effectiveness of teaching and learning in their subject areas through rigorous application of the department Self Evaluation and Department Improvement Plans.

This policy should be read in conjunction with the Lesson Observation Policy

## **6. Appendices**

1. Professional Standards for Teachers
2. Alcester Academy Teaching and Learning Framework

Signed: \_\_\_\_\_

Chair of Governors  
**Mr M Dean**

Signed: \_\_\_\_\_

Headteacher

Date: \_\_\_\_\_

(ratified by the Full Governing Body on 9<sup>th</sup> December 2025)

**Preamble**

Teachers make the education of their pupils their first concern, and are accountable to achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical, forge positive professional relationships; and work with parents in the best interests of their pupils.

**Part One: Teaching - A teacher must:****1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study

**3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

**4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum; within the relevant subject area(s)

**5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

**6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

**Part two: Personal and professional conduct**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



# T&L Framework

## Expert Teaching at Alcester Academy

At Alcester Academy we are committed to supporting and championing our staff to become evidence-led, expert practitioners who deliver quality-first lessons supported by a broad and balanced inclusive curriculum which allows our learners to thrive. Our teaching is underpinned by a unique approach we call 'The Palette.'

Just like the blending of colours, we expertly blend the interdisciplinary links between each of our school priorities to maintain the expert delivery of 'The Learning Process' at Alcester Academy.

### The Learning Process

#### Cognitive Load Theory (Sweller 1988)

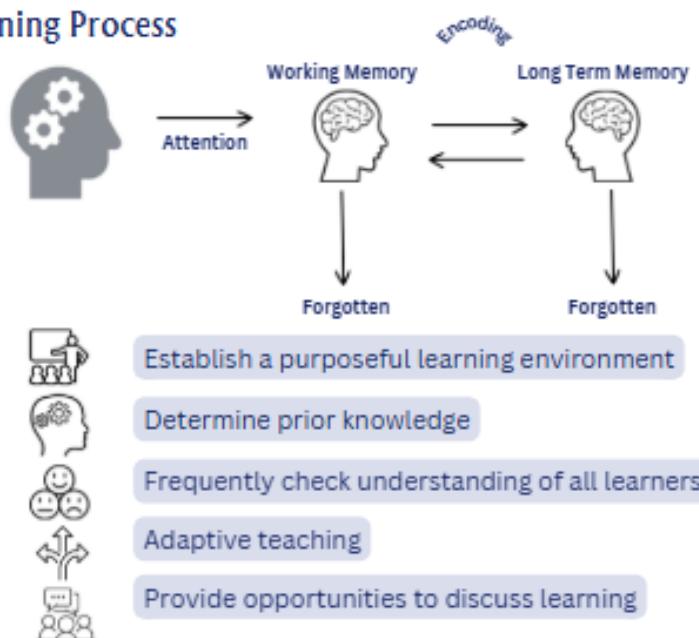
This is one of our key pedagogical approaches of successful teaching and learning at Alcester Academy. Both staff (through CPD) and pupils (through Personal Development) learn about the process of learning and how to apply this successfully in the classroom.

#### The 5 Focus

Our underlying curriculum aims:

- ignite the opportunities for all groups of learners to succeed in and outside of the classroom environment.
- Understand the individual needs of all pupils and supports their educational journey in a safe learning environment

To achieve our curriculum aims we use 5 essential aspects of pedagogy to underpin our lessons. These are rooted in research.



### Behaviour for Learning

At Alcester Academy we have a culture where our school values are at the very core. Both pupils and staff are very clear about our high expectations in and outside of the classroom which include a consistent approach to behaviour for learning:

- Arrive on time, correct uniform, correct equipment, ready to learn
- Respect for staff and address in a formal manner
- Participate actively in your learning
- Respect for the learning environment
- Do not leave the classroom without permission
- An orderly exit
- Leave the classroom tidy and wait to be dismissed behind your chair
- Adhere to the school values at all times

By having a shared set of values it enables us to work positively alongside one another with the behaviour for learning and teaching and learning palettes blending perfectly together.



### Literacy

Literacy underpins the Academy's curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes; using language to learn through communicating, thinking, exploring and organising. By helping pupils to express themselves clearly both orally and through their reading and writing, we enhance and enrich teaching and learning across the curriculum. All teachers use our 'Literacy 3' approach when marking, with every exercise book and booklet displaying the following literacy codes for a consistent, whole school approach:

Code	Explanation
SP	Spelling (subject specific)
GL	Capital Letters
PG	Punctuation and Grammar

### Feedback



Staff at the Academy provide 'responsive teaching' in the classroom with pupils receiving verbal feedback consistently during each of their lessons and written feedback a minimum of every 3 weeks on a cyclical basis (in addition to class based assessments and formal examinations.)

We believe that questioning is a very important part of responsive teaching and developing expert learners. We have a focus on 3 specific evidence based questioning techniques: Cold Calling, Front Loading and Think, Pair, Share.