

TEACHING AND LEARNING POLICY

This policy is applicable to all students, staff and parents of The Wellington Academy.

DOCUMENT CONTROL

Responsible position:	Approved by:
Deputy Head for Teaching and Learning	Headteacher
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4.0	September 2021
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Linked Policies

Assessment, Marking and Feedback Policy

Homework Policy

SEND Policy (and Handbook)

Behaviour for Learning Policy

REVISION RECORD

Date	Version	Revision Description
June '13	1.0	Written in line with current processes and legislation
November '14	2.0	Reviewed and updated for MAT purposes
January '15	2.1	Reviewed for Boarding
January '19	3.0	Updated to include Teaching Principles
September '21	4.0	Rewritten to reflect Learning Cycle
June '21	4.1	Reviewed and revised with addition of assessment

1. INTRODUCTION

The purpose of this policy is to enable all new and existing staff to act in accordance with the agreed pedagogical principles and practices of the Wellington Academy.

2. AIMS AND OBJECTIVES

Outstanding teaching and learning at the Wellington Academy ensures:

- All students make outstanding progress and move on to each stage of their educational journey with the knowledge and skills to access the curriculum and excel with their learning.
- All learners are inspired through their teaching to be inquisitive, reflective and lifelong learners;
- Teachers are challenged to further improve and grow professionally and share excellent practice to further improve whole school practice.

3. THE LEARNING CYCLE

All lessons at the Academy are expected to adhere to the Learning Cycle.

- 3.1 The purpose of The Learning Cycle is to provide a structure for learning within the Academy, founded in the evidence of what works, and commonly understood and interpreted by students and teachers alike. Through the successful implementation of the Learning Cycle in our classrooms, students will benefit from our consistent approach and common language that allows them to routinely focus on maximising their own learning. The Learning Cycle has been designed to ensure that individual subjects retain their unique qualities, and the design of each phase of the cycle will remain the responsibility of the teacher and their subject area.
- 3.2 All teachers are expected to plan their learning episodes according to the Learning Cycle. For most subjects, one lesson will involve one cycle. However, for subjects such as DT, and particularly where practical lessons are concerned, it may be the Learning Cycle involves two or more lessons.
All lessons should use the PowerPoint template and headings provided. On occasions where a PowerPoint may not be used (for example a PE lesson outside), then the stages of the Learning Cycle must be explicitly referenced by the teacher.
- 3.3 For further details on the Learning Cycle teachers should refer to the Learning Cycle handbook.

4. ASSESSMENT

Effective summative and formative assessment are crucial in ensuring students make good progress, and both are established features of highly effective teaching. Please refer to the Assessment, Marking and Feedback Policy for further information.

5 HOMEWORK

For information on the Academy's approach to setting homework in lessons please refer to the Homework Policy

5 QUALITY ASSURANCE OF TEACHING AND LEARNING

Quality assurance is an integral component of ensuring teaching is consistently of a high standard. At The Wellington Academy quality assurance of teaching and learning consists of the following elements:

5.1 Informal and non-recorded climate checks by SLT.

These are conducted regularly by all members of SLT.

5.2 Learning Walks by SLT/SL's

Each member of staff will receive 10-minute Learning Walks approximately every three weeks carried out by a member of SLT and once every 6 weeks carried out by their Subject Leader. The feedback from these will be inputted on Perspective. Additional verbal feedback may be given in addition to this and will always be available on request.

5.3 Work scrutinies

These will be conducted each term by Subject Leaders and the SLT.

5.3 Performance Management

A teaching and learning target will be set for all staff annually.

5.4 External reviews i.e. Challenge Partners

Staff should consult the QA calendar for details on the timings of these. However, quality assurance of teaching and learning is an ongoing process and the purpose of the calendar is to provide a guide, not definitive dates.

6 PROFESSIONAL DEVELOPMENT

The Wellington Academy recognises that in order to ensure teaching is of a consistently high standard it is important there is a strong focus on the professional development of teachers.

Professional development is a continual process and can be both formal and informal.

- 5.1 All teachers are expected to take a full part in the CPD programme. Part time staff are expected to take part in CPD that is at least proportionate to their contract. See below for precise details:

Contract	Hours of CPD to complete
0.9	22
0.8	19
0.7	17
0.6	14
0.5	12
0.4	10
0.3	7
0.2	5

5.2 Formal CPD includes:

- INSET
- Twilight Sessions
- Learning Forums
- Departmental Development Sessions
- Teacher Rounds

5.3 In addition ITT's/NQT's are expected to complete the additional weekly sessions that are provided to support their development alongside the formal ECT programme, led through the Swindon and Wiltshire teaching School Hub.

5.4 Further CPD is available through the Trust in the form of Olevi, NPQ, and National College programmes. Teachers will be invited to take part in these programmes at the most appropriate time in their careers.

5.4 Teachers can also apply to take part in external CPD, however this will only be authorised if the course is relevant, will add value to what we offer, and cannot be replicated within the Academy or Trust.

5.5 Teachers should consult the RWBAT CPD handbook for further details as the CPD offered by the Academy and Trust.