

The Wellington Academy

# TEACHING AND LEARNING POLICY

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## 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.

Outstanding teaching and learning at the Wellington Academy ensures:

- All students make excellent 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, ambitious and independent learners.
- Teachers are challenged to further improve and grow professionally and share excellent practice to further improve whole school practice.

# THE LEARNING CYCLE

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

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.

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.

For further details on the Learning Cycle teachers should refer to the Learning Cycle handbook.

# TWA ESSENTIALS

The Teaching Toolkit identifies 6 essential strategies that should be a feature of all lessons at TWA. These are

- Signal-Pause-Insist (STARS)
- Cold Calling
- Checking for Understanding
- Live Modelling
- Scaffolding
- Think Pair Share (or other oracy opportunities)

The Toolkit contains full details of these techniques and how they can be used most effectively.

# HOMework

We believe homework is important – it helps students extend their learning, builds important self-study skills, and fosters greater curiosity in the curriculum.

In Years 7 and 8 students will be set a weekly homework for English, Maths, Science, and MFL. Completion time will be approximately 45 minutes for each subject but this may vary slightly. They will also be set an extended homework on a rotation in each of their other subjects. There will be a 3 week window for these to be completed, and it is estimated they will take approximately 3 hours typically to complete. Please see appendix 1.

In Years 9, 10, and 11 students will typically be set a piece of homework a week from each subject. This will take approximately 45 minutes for each subject. However, particularly in Years 10 and 11 occasional pieces will take longer.

Homework will be set on Arbor.

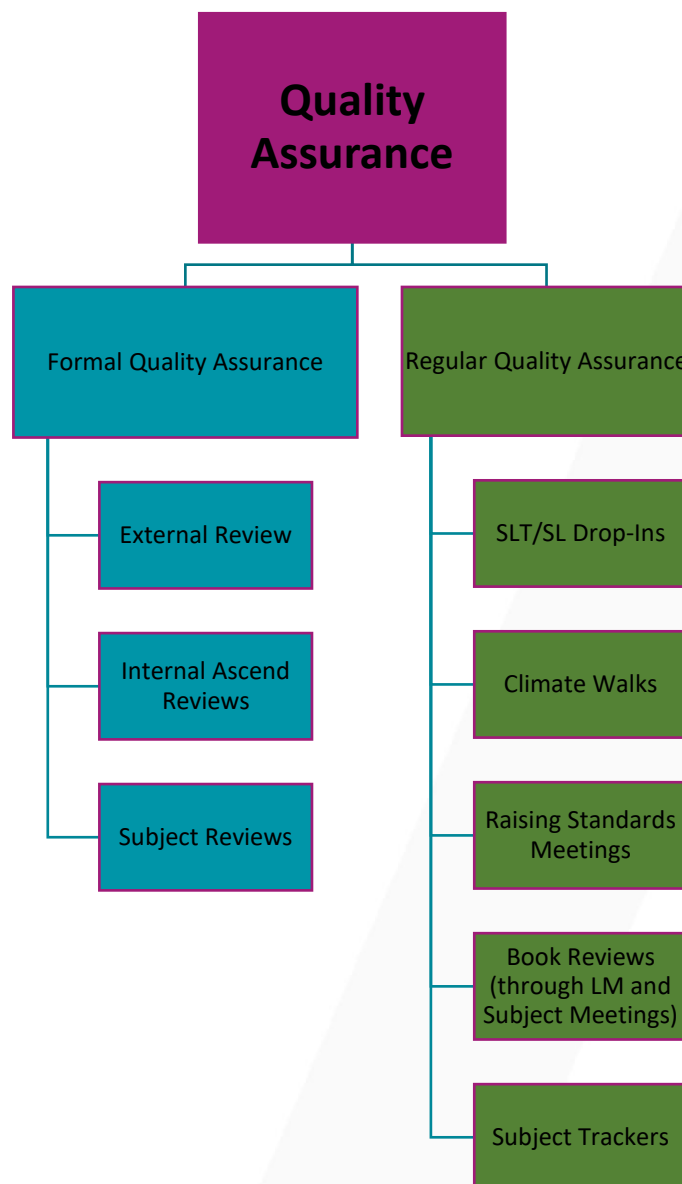
Should a homework not be completed, on the first occasion a student may be given a short extension (typically 24 hours). If this is then not handed in at the agreed extension time a C1 detention will be set. Should a student repeatedly miss homework deadlines then a C1 may be set without an extension. The expectation is that homework will be handed in on time.

Should parents or students have questions around the completion of a piece of homework they must contact the teacher at least a day in advance of the deadline to ask for further information.

Homework should be relevant, engaging, and challenging. It should also be accessible and scaffolded where needed.

Feedback on homework should take place in line with the Academy's expectation on feedback (See Marking and Feedback Policy).

# QUALITY ASSURANCE OF TEACHING AND LEARNING



## Purpose of Quality Assurance

The purpose of our QA programme is to ensure that leaders at all levels are confident in their assessment and understanding of the school's strengths and the areas needing development. It is designed to ensure that a comprehensive overview of the school is provided, and that rapid action can be taken to drive up standards where needed. There is a strong focus on SLT:SL collaboration in this process to ensure middle leaders are empowered to drive change and improvement in their subject areas.

## **Subject Reviews**

Each subject area will have one review per year. This will be led collaboratively between the SLT and the Subject Leader. Each review will include:

- Curriculum Review
- Observations of teaching
- Book Looks
- Curriculum discussions with the Subject Leader and teachers.
- Student Voice

They will take 2-3 days, dependant on the size of the team.

## **Book Reviews (through LM and Subject Meetings)**

Books/folders will be reviewed each half term in subject meetings and then in the subsequent SLT:SL Line Management meeting. Actions will be agreed based on these reviews and shared with the subject teams by the subject leader.

Books will also continually be reviewed through the regular cycle of drop-ins.

## **Drop Ins**

Each teacher will receive at least two SLT led drop ins once per half term, and one led by their Subject Leader. A record will be created on Steplab of each drop in. The record will identify the positives seen and formative comments will also be recorded. Where consistent strengths are identified these teachers will be invited and encouraged to support the Wednesday morning CPD briefings as appropriate. The SLT will have timetabled drop in slots to support with completion and will be directed to different subject areas every three weeks. These drop ins will be reviewed weekly in the SLT meeting, and with subject leaders in their line management sessions.

N.B. – From 2024-25, all teachers will be asked to complete drop ins of colleagues. This is a developmental opportunity and does not form part of the QA cycle.

## **Raising Standards Meetings**

Formal Raising standards meetings are held and recorded between the DHT for RS and SL's after each set of Y11 mocks and the Y10 summer exams. Furthermore, reviews of KS3 exam performance will also take place through SLT:SL Line Management.

## **Subject Trackers**

Each subject has a subject tracker, updated by the SL. This is reviewed fortnightly in SLT:SL Line Management meetings and provides a record of progress against the Subject Development Plan, RS meetings and QA outcomes. Actions from Line management meetings are also recorded and reviewed on the Subject Tracker.

# PROFESSIONAL DEVELOPMENT

The Wellington Academy recognises that 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.

We hold weekly CPD briefings for all teachers on a Wednesday morning from 8.15-8.25 and a half termly afterschool CPD sessions.

A coaching programme has been designed to ensure all teachers receive incremental coaching for a set of sessions during the academic year. Coaches are fully trained through the Steplab coaching programme. Observations of teaching within this programme should last for approximately 15-20 minutes and then a coaching conversation of up to 30 minutes will follow.

All teachers are asked to undertake drop ins to observe other teachers. These are developmental opportunities for teachers to see what teaching looks like in other classrooms and other subject areas.

Staff have access to NPQ's, Pixl CPD, and other external professional development opportunities. In deciding whether to fund external CPD we will consider its relevance to the needs of the member of staff and the school, the cost, and the capacity to cover teaching on the relevant days.

## LINKED POLICIES

Appraisals and Capability Policy

Assessment, Marking and Feedback Policy

Homework Policy

SEND Policy and Handbook