



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Teaching and Learning Policy

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose

At The Walderslade & Greenacre Schools Partnership, our Teaching and Learning policy has been created to ensure that our students have access to an education which enables them to succeed and progress. We want our students to develop academically, but also to become well-rounded adults who thrive in an educational and working environment.

Our policy provides staff with recommended structures, alongside compulsory ones, that support their teaching by bringing key pedagogy skills to the forefront. Staff have flexibility within lesson planning to provide students with opportunities to enable them to thrive, however core principles are interwoven throughout the learning journeys in all subjects. We insist on our students receiving an education which challenges them and allows them to develop, which is why the Teaching and Learning policy is so clearly linked to the Curriculum policy.

Within lessons, staff and students should be demonstrating the school's core values of being aspirational, resilient and respectful in all lessons and students should be rewarded for this. Staff should be role modelling the values to students.

Intent

'The Relentless Pursuit of Excellence and Growth'

Our aim is to provide our students with the best possible educational experience that we can offer. Throughout the partnership, staff and students should embody the 'Relentless pursuit of Excellence and Growth'.

We want all of our students to develop independence, resilience and a positive growth mindset within their learning and to develop a culture within the partnership and in the local community where learning and education is valued and students are aspirational about their future goals and opportunities.

Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Senior Leaders

Senior leaders at our school will, led by the Teaching and Learning Lead will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.
- Meet the expectations set out in our linked behaviour and curriculum policies.

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

Middle Leaders

Middle leaders at our school will:

- Help to create well-sequenced, knowledge-rich, broad and balanced curriculum plans that build knowledge over time.
- Sequence lessons in a way that allows pupils to make good progress.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Timetable their subject to allocate time for pupils to achieve breadth and depth, fully understand a topic, address misconceptions and demonstrate excellence.

- Moderate progress across their subject by systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
- Actively engage parents/carers in their child's learning through communication such as meetings, phone calls and emails.
- Update parents/carers on pupils' progress through calendared reports and annual parent/carer consultation evenings.
- Celebrate achievement and have high expectations for everyone.
- Meet the expectations set out in this policy.

Support Staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Meet the expectations set out in this policy.

Parents and Carers

Parents and carers of pupils at our school will:

- Value learning.
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.

- Support and give importance to home learning.

Pupils

Pupils at our school will be expected to:

- Take responsibility for their own learning, and support the learning of others.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson.
- Be curious, ambitious, engaged and confident learners.
- Know their targets and how to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.
- Meet the expectations set out in our linked behaviour and curriculum policies.

Planning

Planning is a process and not a product. It has one purpose: to enable high quality delivery which enables all students to learn. All teachers need to be clear and precise about the knowledge/skills they want the students to learn in every lesson.

Planning is about hard thinking and not form filling. Teachers should spend time thinking about what they want students to learn first before they consider what they want them to do. All tasks should be designed to encourage and promote active and independent learning. The questions teachers need to ask when planning a lesson are:

- Where are the students starting from?
- Where do you want them to get to?
- How will you know when they are there?
- How can you best help them get there?

Departments are encouraged to share the planning of lessons or units amongst staff within the departments and between schools in order to reduce staff workload. However, it is the teacher's responsibility to adapt any shared resources to meet the needs of their group rather than deliver a 'one size fits all' lesson.

Where shared planning is implemented in departments, it is the classroom teacher's responsibility to adapt the lesson to the specific needs of their students. Additionally, department leads and staff who are second in charge should quality assure the shared lessons sent out and hold staff to account should the lessons not reach their expectations.

Teaching staff have been provided with a shared template for lessons to ensure consistency across both provisions and to avoid cognitive overload.



Supportive resources are available to staff for planning lessons (see appendix A)

Presentation

Students should write in black or blue pen. Maths teachers may insist that students use pencil. Students should write the CQ and date at the start of a new lesson. Drawings and graphs should be done in pencil. Peer and Self-Assessment, as well as any improvements made by the student themselves, should be done in red pen. Students should also reflect on their lesson, using red pen, when completing the CQR (critical question reflection).

Critical Questions

Critical questions are a powerful tool in teaching as they promote critical thinking, enhance comprehension, encourage active learning, develop problem-solving skills and foster inquiry, curiosity and effective communication. By incorporating critical questions into their teaching practice, students become empowered to become independent thinkers, lifelong learners and active participants in their own education. Teachers, students and support staff must understand the clear goal, whether that be at the end of an individual lesson, or at the end of a topic. Critical questions, instead of objectives, allows for progress to be evident and clear. Students should also have frequent opportunities to reflect on their critical question throughout the lesson, including at the end of the lesson.

Critical questions should ensure that the lesson is 'taught to the top' offering challenge to all students. Critical questions are most effective when answering 'how' and 'why' and should allow and encourage students to think critically.

Lessons should include an opportunity for students to reflect on their success towards answering the CQ- this will be known as the CQR (critical question reflection) and will allow opportunities for assessment for learning every lesson.

Long Term Planning

Learning journeys and curriculum maps must be in place in every subject. Teaching schedules should reflect this and should be published and accessible for all staff to support teacher's individual lesson planning. When planning individual lessons, teachers should be clear where they fit into their subject's overall curriculum. Teachers will know what prior knowledge needs to be taught before their lesson can be accessed by the students, and when they will be able to retrieve the key learning of a lesson in future lessons.

Short Term Planning

We do not expect teachers to produce individual lesson plans, but we do expect to see evidence of short-term planning (e.g., in teachers' planners or an electronic equivalent). Teachers may be asked to produce a lesson plan if areas of development in delivery highlight that lesson planning is weak. The

school's voluntary lesson plan does not need to be used in every lesson but is designed to support teachers with recording cognitive thought when planning a lesson. Support staff may also ask for evidence of lesson planning to support their practice during specific lessons.

Starter Tasks

Lessons should include a clear starter or 'do now' activity. Exceptions include lessons in which the aim is to complete an assessment or in which the objective is to continue a controlled assessment. The starter should be used to:

- Establish any prior knowledge the students have.
- Identify any early misconceptions.
- Engender a sense of intellectual curiosity about the focus of the lesson.
- Recap Prior learning, setting the current lesson's context within the learning journey.
- Include recall or retrieval practice.
- Encourage critical thinking.

Literacy

We are all teachers of literacy; therefore, the teaching of vocabulary should be deliberate in all lessons and well-planned for, linked carefully to the relevant Curriculum Map and Learning Journey. Every lesson should contain at least one key word which is embedded into the lesson; it could be explicitly taught, embedded throughout the lesson in a written or verbal way or applied during extended writing elements of the lesson. Vocabulary should be used and taught within the context of the lesson and students should be supported in their understanding and application of the key word. During live marking, teachers must make a concerted effort to mark for literacy, eradicating errors and to ensure errors are not repeated.

Behaviour for Learning

Students should enter the classroom punctually and in an orderly fashion. Students should then be engaged and completing a starter activity set by the teacher. The end of a lesson should be controlled by the teacher allowing for a smooth and orderly exit from the classroom. Staff should follow the school's behaviour policy to support with dealing with behaviour for learning. Staff should embed routines into their lessons which support the engagement and participation of all students.

Any disruption to learning must be dealt with consistently, efficiently and in line with the school's behaviour policy. Students should have a clear understanding of the expectations within the classroom and should adhere to them. Staff must have high expectations of all student's behaviour, work and ability. Failure to comply with the teacher's expectations should result in them being sanctioned appropriately and parental contact made. Students should have the opportunity to achieve and be recognised for positive behaviour for learning. Rewards should be evident in a lesson and should be in line with the school policy.

Heads of Department/ Faculty must monitor logs and sanctions set by teaching staff and ensure appropriate actions and interventions take place to minimise impact on student's learning.

Adaptive Teaching with Engaging Tasks

Tasks within a lesson should engage learners in tackling the CQ to the best of their ability. Lessons must be pitched to the top, aspirational and challenging. Support and scaffolding should be put in place to ensure all students can access the lesson and reach/exceed their potential. Staff must consider how support will be given to students who need it in order for them to access the work.

Tasks should seek to engage learners as active participants in the lesson and should be designed to ensure learning is taking place effectively and information is retained. Tasks in lessons should be designed to promote and encourage independence, mastery and autonomy through teacher led support, guided practice allowing for independent practice to take place.

Lessons should also be planned to develop a love for learning and to promote inquiry and curiosity.

Sequencing & Learning Journeys

Lessons should include tasks sequenced in such a way as to scaffold the successful achievement of the CQ. Tasks should support students in developing skills and/or knowledge to the point where they can independently complete the CQ. Time should be given to rehearse, secure and master skills and to apply any skills or knowledge to relevant tasks and to improve and reflect.

If misconceptions, misunderstandings or gaps in knowledge are identified, staff must ensure that content is revisited to correct the misconceptions and close the gaps.

Lessons should link together in a learning journey that covers the skills and knowledge laid out in the Curriculum Map. Students should understand and be able to discuss their personal learning journeys.

Retrieval- Quizzing and Interleaving

All lessons should include tasks where students are required to retrieve information to consolidate and secure learning. A range of strategies could be used to achieve this including quizzing and interleaving.

Regular quizzing as part of lessons helps students develop confidence in recalling information. Interleaving is an important strategy to help students not only recall information and concepts taught last lesson, but also those taught last week, last term and last year. Quizzing helps reinforce learning by requiring students to retrieve information from memory, which strengthens neural connections and promotes long-term retention. Interleaving quizzes aligns with the spacing effect, which suggests that spreading out learning over time leads to better retention than massed practice. By revisiting material periodically through quizzes, students reinforce their learning and improve memory consolidation.

Knowledge organisers must be used in lessons to support the learning of students.

Teachers should use the data from quizzes as an indicator of understanding and it should be used to inform planning. Quizzing can also identify misconceptions, allowing the teacher to correct these before moving on to new concepts.

WGSP Teaching and Learning Model - Embedding High Quality Teaching Strategies in Lessons

Using high quality teaching strategies allows all students to access learning and succeed with even the most challenging content if scaffolded appropriately. What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. Teachers must be given the flexibility to flourish in their own environment as long as solid progress is being met. However, it is expected that high-quality teaching strategies are used effectively in lessons. We have created a teaching and learning model (appendix B) that consists of the 8 interrelated pedagogical principles that are essential to excellent teaching and learning, some of which are specific to our context. There is no expectation that these should be included every lesson, however they should be included within ‘learning cycles’. (*Making Every Lesson Count, Shaun Allison and Andy Tharby*)

Our 8 pedagogical principles include:

- Literacy.
- Positive classroom climate.
- Challenge and adaptive teaching.
- Explanations.
- Modelling.
- Deliberate practice.
- Questioning.
- Feedback for progress.

Challenge

So that students have high expectations of what they can achieve.

All lessons must be challenging, aspiration, accessible and pitched to the top. Curricula have been designed to challenge students appropriately, fostering critical thinking, problem-solving and creativity.

Teachers employ a multitude of instructional strategies to cater to individual needs to ensure that all students are challenged appropriately. We should have high expectations of all students all of the time. All students should be presented with ‘desirable difficulties’ in order to promote stamina and resilience and improve long term performance. This pushes students outside of their comfort zone, discovering

depth and connections between concepts in all subjects. All students should be working harder than the teacher over time and should begin learning as soon as they arrive. All time within that lesson should be used wisely and effectively. All lessons should be 'pitched to the top' and Every lesson Counts

Adaptive Teaching

So all learning and progress are accessible to all students.

Through adaptive teaching, teachers will continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. Teachers will employ a variety of techniques such as flexible grouping, targeted interventions and personalised learning approaches to address individual strengths and areas for development. If learning is not yet secure for students, the lesson should be adapted or re-taught differently to support the progress of the students.

Adaptive Teaching- SEND

High quality teaching is crucial to the progress of pupils with SEND and teachers are vital orchestrators of 'assess, plan, do, review' – the graduated response process detailed within the SEND Code of Practice. This is the first step in identifying barriers and developing strategies to support all pupil, including those with SEND. Adaptive teaching strategies sit firmly at the heart of this: adapting planning prior to the lesson and adjusting practice during the lesson. (Education Endowment Federation)

Explanation

So that students acquire new knowledge and skills.

Clear explanation of concepts, objectives and outcomes are essential for effective teaching and learning. Teachers will provide explicit instructions, breaking down complex ideas into manageable parts and use appropriate language and examples to enhance understanding. Teachers focus on developing students' conceptual understanding rather than relying solely on memorisation. Teachers emphasise the "why" behind concepts, encouraging students to make connections, apply their knowledge in different contexts and transfer their learning to new situations. This can only be done by expert explanation and instruction. Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small chunks/steps.

- Limit the amount of material students receive at one time.
- Give clear and simple instruction and explanations.
- Think aloud (metacognitive talk) and model steps. These steps could be given as step-by-step guides and checklists.
- Use more time to provide explanation and provide many examples. Think about dual-coding and other methods such as visual aids.
- Ensure all students are listening, not just looking- embed routines into lessons to achieve this.

Ask questions to re-engage students and be prepared to re-teach the concept if necessary.

Modelling

So that students know how to apply knowledge and skills.

Teachers model desired skills, behaviours and processes to demonstrate expected standards and best practices. Through explicit demonstrations and metacognitive strategies, they showcase the thinking processes involved in problem-solving, analysis and decision-making. Modelling helps students develop a deeper understanding of the subject matter and enables them to apply the skills independently. Teacher will be teaching every lesson to the top with expert instruction and modelling. Fundamentally, to learn how to do something new, students need to watch and listen to experts guiding them through the process, step by step, before they can make an educated attempt themselves. Effective modelling supports explanation and can help to make abstract ideas concrete.

- Demonstrate the worked activity in front of students.
- Think aloud to show thought process.
- Show that it is ok to make mistakes and empathy.
- Integrate quick fire questioning.
- Provide model answers.

Deliberate Practice

So that students have the opportunity to apply skills and knowledge independently to achieve mastery.

To enhance learning, students engage in guided practice where they receive structured support and feedback from staff. This includes scaffolded activities, small-group discussions and cooperative learning opportunities. Deliberate practice is integrated to promote mastery by providing opportunities for students to apply knowledge and skills independently, ensure that there is a variety of activities in lessons which encourage students to think and respond in different ways and receive constructive feedback for improvement. This period of time allows for staff to use effective class discussion, independent learning or effective questioning. Students will be provided with the required time they need to practise new material in a number of ways in order to master it.

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner. When used at the start of a lesson, as a starter activity, it can help to recap prior knowledge needed for the lesson in question and support the teacher with understanding the prior learning of the class.

Staff are given the guidance below to support effective teaching and learning within lessons:

Lessons/ Sequence of lessons should include the following:

- Review of learning.
- Recap of Prior knowledge.
- Recall and retrieval practice.
- Appropriate challenge, scaffolding and support.
- Independent practice.
- Silent work.
- Collaborative learning methods.
- Effective and deeper questioning.
- Effective explanations.
- Checking student's understanding.
- Provide models or worked examples.
- New material presented in chunks.
- An understanding of the learning process.
- The opportunity for students to practice, rehearse and improve.
- Misconceptions are actively sought out by teachers and addressed.
- Misconceptions are considered prior to the lesson and time is planned to re-teach content where necessary.
- The needs of all students are met.
- Activities that are varied and purposefully planned.
- Student feedback.
- Live Marking.
- Pupil Improvement Time.

Questioning

So that students are made to think hard with breadth, depth and accuracy.

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding. The most effective teachers ask more questions and check the responses of as many students as they can, and as often as they can, then use what they learn from this process to adapt and reshape teaching within and between lessons. Questioning should be done through cold calling, with targeted questioning used to support and challenge students. Ensure that questioning is effective and purposeful. Mini-whiteboards must be incorporated into the planning of lessons. They offer a range of benefits that enhance student engagement, participation, and teachers can quickly assess students' understanding in real-time. By observing students' responses, teachers can identify misconceptions and provide immediate corrective feedback.

Feedback for Progress

So that students understand what they need to do to improve their work to achieve better outcomes.

Feedback is a powerful tool that can significantly enhance student learning and outcomes. In order for feedback to be effective it should be:

- Timely.
- Continuous.
- Focussed.
- Clear and actionable.
- Positive and constructive.
- Personalised and individual to a students' needs.
- Focussed on the learning process.
- Developmental, encouraging growth mindset.
- Able to allow students to engage in dialogue about their work.
- Able to allow students to reflect on the feedback.

Assessment for Learning strategies should be employed in lessons regularly as a tool to support effective teaching and learning and enhance outcomes.

Rewards and Motivation

A school ethos of encouragement is central to the promotion of good learning and work habits. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that working hard is valued and rewarded. Rewards will be offered for effort, progress and achievement. A key part of the system is an emphasis on praise, both informal and formal, to individuals and groups.

All teaching staff will celebrate achievement and have high expectations for everyone. During lessons, staff will reward effort, progress and achievement through praise and the use of value points. Additionally, teaching staff will use praise and positive language to highlight students who exemplify the academy's values and expectations in a bid to motivate and to model these to build a positive learning environment.

Assessment

Teachers will use a mixture of formative and summative assessment to track the progress of their students over time. It is recognised that with exam groups, more regular assessment may be useful and the use of past paper questions and their corresponding mark schemes within lessons is recommended as an excellent way to assess progress within lessons and to familiarise students with



the expectations of the examiner. Teachers must gather sufficient data on student progress to fully inform their calendared data drops.

Where students have sat Mock Exams, these exams should be marked in accordance with the mark scheme and marks collated to inform data drops. Time should be allocated in lessons for students to reflect on their performance in these exams to make improvements where possible and mark schemes should be shared in order to ensure students understand how marks are awarded. Any Assessments should be moderated both internally and externally to ensure the veracity of the marking. Staff should be prepared to raise or lower their grades as a result of moderation.

WGSP have a set of Core Assessment Principles. These are:

Summative Assessments

- Students will carry out a minimum of 3 formal summative assessments per academic year. This will include a formal End of Year exam in every academic subject.
- Summative Assessments must be of a high quality, linked to flight paths and **moderated** effectively by the department.
- Summative assessments must test disciplinary skills *as well as* substantive knowledge.
- Assessment Criteria will be shared and discussed with students ahead of time.

Summative Assessment Feedback and Marking

- Mark schemes will be used to ensure consistency across the department.
- All Summative Assessments should be marked and clear and purposeful feedback given.

Tracking and Monitoring

- QLA Trackers should be completed after every Summative Assessment.
- Students should have a record of their progress in line with their flight paths.

Formative Assessment

- Exercise books and lesson drop ins should show evidence of regular peer assessment and self-assessment.
- AFL Activities are embedded to help students understand what step/grade they are working at and how to move to the next.

Class Work

- Class books or work booklets show that students are adhering to the school presentation policy.
- All students will write the CQ as a title.
- Evidence of teachers using live marking to check for errors in literacy using the WGSP Literacy Marking Code.

Homework

KS3:

- Students complete regular quizzes based on Knowledge Organisers.
- “Love for Learning” tasks provided on a termly basis.

KS4:

- Students complete between 30 – 90 minutes of homework per fortnight in each subject.

KS5:

- Students complete 5 hours a fortnight of homework and independent study in each subject.

Individual departments must use the principles outlined to create their own subject-specific, tailored departmental assessment policies. This is really an ‘internalising’ of the school departmental policy, making it fit the demands of the curriculum, in the knowledge that curriculum and subject leaders are responsible for setting and monitoring the quality and frequency of feedback from teachers working within their team.

Progress

Lessons should be planned in such a way as to give all learners the opportunity to make progress. Teachers must ensure that no student is disadvantaged compared to their peers.

Teaching BTEC/CTEC Units

Where a course has set guidance for how a particular unit must be taught or supervised such as controlled assessments, the exam board’s guidance should be followed and may supersede elements of the guidance given within this policy.

Monitoring

Senior and middle leaders within the partnership will closely monitor teaching and learning and regularly complete learning walks and developmental. Feedback to staff will be provided and this will be developmental, supporting staff with their practice. We will also share good practice to develop the teaching and learning of all.

Lesson drop-ins will be replaced by formal lesson observations when there are concerns with teaching and learning within the classroom. Lesson Monitoring may have a particular focus based on the current needs of the school. Drop-ins will provide evidence that teachers are meeting the teaching standards as part of their appraisal.

Where there are concerns about the quality of teaching and learning or the progress being made within a particular subject, a higher level of monitoring will be carried out so that, in trying to move things forward, middle and senior leaders can get an accurate picture of the issues and support can be put in place. Where there are concerns raised about the quality of a specific teacher's teaching, they will be told what these concerns are and the level of monitoring will be higher in order to provide the feedback, coaching and CPD necessary to effect improvement. The member of SLT in charge of Teaching and Learning will coordinate drop-ins and clear communication between senior and middle leaders will ensure that teachers are not inadvertently seen by more than one person in the same period of time.

T&L within departments are discussed during line management meetings between senior and middle leaders. Joint lesson drop-ins are also conducted to gain a secure understanding of the T&L within the Academy. T&L monitoring is built into the daily life at Greenacre Academy where feedback is given as close to the drop-in as possible and further action is taken where necessary.

Quality Assurance

Quality assurance processes will be in place and conducted by middle and senior leaders. This will include, but is not limited to: assessment and feedback snapshots, drop ins and student voice. These will be used to target appropriate CPD and identify areas for improvement on a partnership-wide, departmental and individual level.

Capability Concerns

Where the monitoring of a teacher's lessons shows consistent areas that do not meet the expectations laid out within the Teacher Standards and within this policy, the Partnerships will seek to see improvement using the procedures set out in the Trust's Capability Policy.

Continuing Professional Development

All staff within the partnership will engage in high quality, research based, CPD that develops pedagogical knowledge and strategies and is underpinned by the teaching standards and be open-minded, reflective and proactive at continually trying to improve their teaching practice including, where possible, engaging in independent CPD.

Teaching and learning CPD will be bespoke and based on the requirements of the partnership by a T&L team from inside and outside the Partnership. Staff will be given the opportunity to reflect and work collaboratively both in subject specific groups and in peer groups.

Within the CPD cycle, staff will be given the opportunity to:

- Set and agree goals.
- Receive instruction on how to perform a technique.
- Receive peer and social support.

- Be provided with models and examples of techniques/strategies in action.
- Be monitored through drops.
- Receive feedback.
- Rehearse techniques and strategies.
- Be provided with prompts and cues.
- Action plan how a technique can be carried out successfully.
- Self-monitor and reflect on areas of strength and areas of development.
- Access additional resources should the teacher wish to complete wider reading.

All CPD will be carefully planned to manage the cognitive load of participants to avoid 'overloading' participants. Staff who plan and lead CPD should ensure CPD is engaging and a range of delivery methods are used. In order to support teacher learning, as much as possible, prior learning will be revisited to allowing for more effective retention. (Education Endowment Federation)

Dependent on the outcome of drop-ins and staff requirements, staff will be directed to appropriate CPD.

Ongoing professional development and training opportunities will be given to staff. Staff training needs are reviewed and actioned accordingly. We will endeavour to ensure staff are confident in their areas of responsibility.

Links with Other Policies:

Curriculum Policy

Appendix 1 - Planning Support

WGSP Quick 'Include it' Lesson Plan

The Big Picture

Check For Understanding

T2T-Critical Question:

Goal:

Hook and Retrieval

Chunking New Material

Planned Modelling

Planned Questioning

Adaptability, Scaffolding and Challenge

Literacy

Numeracy

Make it stick! Retention.

How will you know progress has been made?
(AFL & Feedback)

Accessibility for all

Teacher Led Activities

Guided Practice Activities

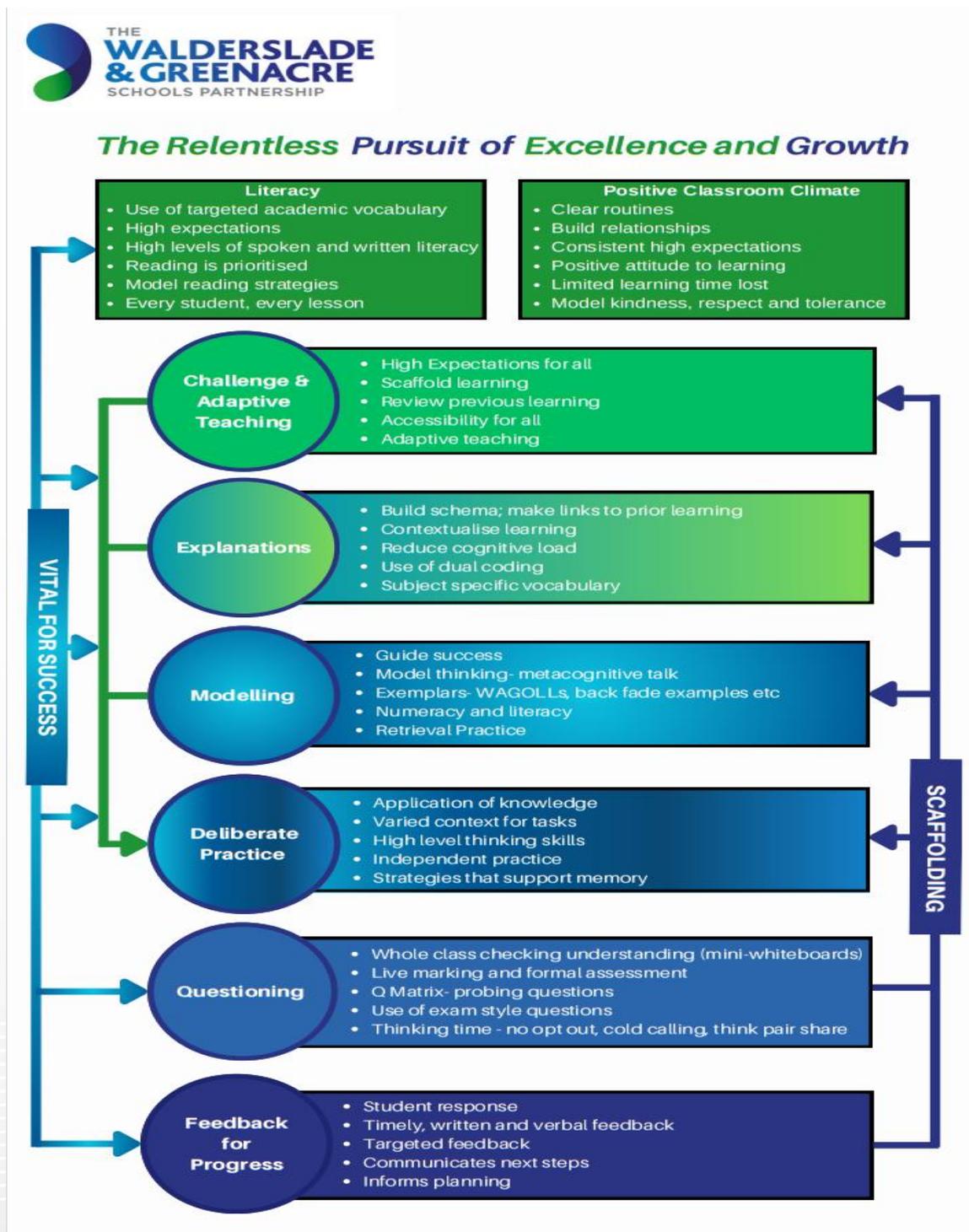
Independent Practice Activities

Instruct, explain, model

Support, develop and consolidate

Practice, improve, master

Appendix 2 - WGSP Teaching and Learning Model



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>				
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

