



WELLSWAY
SCHOOL

Teaching and Learning Policy

For review by: Deputy Headteacher: Teaching and Learning
Approved by: SLT

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Wellsway School

Developing confident, respectful and successful young people

PLANNING for progress

- Follow **Futura sequenced curriculum**
- Clearly defined **outcomes** and **objectives to build substantive and disciplinary knowledge**: students understand what they are doing and ‘why’
- **‘Pitch high’** for all, specifically lowest 20% - build **cultural capital**
- Plan to reduce **cognitive load**
- Appropriate opportunities for **literacy and numeracy** – especially reading; writing; oracy
- Use of data and student information to plan for **individual needs and seating plans** for all
- Use of **General and Interactive Learning Plans/ SEN Toolkit** to plan for SEN/D
- Intervention for underachieving, including SEN(D) and PP (in class and Inclusion referrals)
- **Homework** (appropriate to Key Stage expectations - engaging - Bromcom)

PRINCIPLES of EFFECTIVE TEACHING	Retrieval – Reteach	Check students’ knowledge and identify gaps to address - interleaved	Targeted Questioning – Cold Calling Feedback - Say it Again, Better Scaffolding – Think, Pair - Share	Quizzing - Review
	Presenting New Material	Explain ‘new’ abstract information –use examples and models		Live Modelling – Guided Practice
	Hinge Point	Gauge whether to reteach or move to independent practice		Check for Understanding
	Independent Practice	Students develop automaticity for fluent application and recall		Independent Practice
	Final Check	Feedback and check students’ understanding		Check - Review
THE LEARNING FLOW				

ADAPTIVE TEACHING for all

- **Adapt teaching** to respond to and meet needs of all students e.g. by adapting or using:
* Timings * Focus groups * Word banks * Revisit material * Chunking new material
* Live marking * Visuals * Guided problem solving * Homework
- **Targeted questioning** that develops **oracy – full sentence answers**

FEEDBACK for improvement

- Every 8 lessons - **varied** - planned for - **purposeful**
- **Impactful**: Clear, **specific improvement steps** that are **acted upon**: **Green Pen** student improvements: **‘Go Green’** with ABC (Add - Build - Change) - **modelling and worked examples**
- **Literacy (Spelling – Punctuation – Grammar)** corrections in green pen
- **Assessment** to diagnose and inform next steps- **Personal Learning Checklists**

LEARNING ENVIRONMENT for pride and motivation

- **High expectations** of behaviour
- **Consistent application of behaviour policy** and whole school **routines**
- Model **clear communication, respect and values** - Reward **effort**
- **Engaged learners** - **pride** in learning and presentation
- Tidy, uncluttered classrooms; consistent and purposeful **displays**
- **Independence**, resilience and reflection
- **Leadership** and **extra-curricular** opportunities for all
- Essential skills for the **workplace**: interpersonal, time management, organisational skills

1. Rationale

- 1.1 This policy clarifies what we see as best practice as evidenced by key research findings to develop teaching and learning across all year groups and thereby ensure consistency and improve progress.
- 1.2 The Teaching and Learning policy outlines how we aim to implement the delivery of our curriculum, and, along with the Teachers' Standards and our Behaviour Policy, forms the context in which all other policy statements and guidance on classroom practice should be read.
- 1.3 This policy should be read and used in conjunction with:
 - Department for Education: Teachers' Standards
 - Wellsway School Behaviour Policy
 - Wellsway School SEN/D Policy
 - Wellsway School Visits to Lessons Guidance

2. Aims

- 2.1 The Teaching and Learning Policy aims to establish our expectations to promote consistency of practice within and between teams to create a consistently excellent learning experience for students.
- 2.2 The expectations outlined in this policy aim to create a clear pedagogical approach to implementing the curriculum, to maximise the impact of teaching and learning approaches to maximise the likelihood that students will remember, connect and apply the knowledge they have been taught and the skills they have developed.
- 2.3 The policy aims to ensure consistency whilst allowing scope for curriculum teams, under the direction of curriculum leaders, to apply the policy in the most appropriate way for their subject's individual needs and without stifling individual flair and creativity that so often distinguishes outstanding teaching.

3. Vision and Values

- 3.1 Inclusive teaching and learning is central to Wellsway's vision of developing confident, respectful and successful young people.
- 3.2 Our aim is to inspire and motivate students and staff through a deep and rigorous curriculum (the Futura Learning Partnership Curriculum) and a rich learning environment that both challenges and caters to the needs of individual subjects and students, allowing all students to fulfil their potential in academic and creative achievements and physical and emotional wellbeing.
- 3.3 For students to become confident learners, we believe learning should be enjoyable and promote independence and that the whole school community should work together to create a culture where pride is shown in learning in all its forms.
- 3.4 Teaching should teach the essential knowledge that students need to be educated and successful citizens, whilst empowering students' independence by teaching them how to learn and providing a variety of quality, appropriate feedback to allow all to make good progress.
- 3.5 Modelling is an essential part of teachers' pedagogy and all adults working within the

school have a duty to model clear communication, respectful behaviour and the values of the school and to act as models of learning in the eyes of students. Emotional intelligence is crucial to building and maintaining positive relationships and to creating safe environments that allow students to learn most effectively.

3.6 From Good to Outstanding – Ofsted’s evaluation of Teaching and Learning at Wellsway School (2019):

The quality of teaching is typically good because of teachers’ subject knowledge, questioning skill and the relationships they share with students.

Students in different subjects and year groups are not consistently using advice from teachers to help them improve their work.

Some students, particularly lower-ability students, are not challenged sufficiently in their learning and do not take enough pride in their work. Consequently, this hampers the progress they make.

What does the school need to do to improve further?

Improve the quality of teaching further and raise achievement by ensuring that all students:

- particularly those who are less able, are appropriately challenged and take pride in their work develop a greater enthusiasm for learning*
- consistently use the advice they receive from teachers to help them improve their work.*

3.7 In order to offer an outstanding education, all staff working with young people are responsible for providing a consistently excellent experience where all students are challenged to fulfil their potential; all teaching and learning is matched to the needs of individuals and groups of students and consistently high quality feedback is used and acted upon to promote and ensure good or excellent progress.

PLANNING for Progress

- 4.1 Knowledge and skills must be planned for to ensure students understand new ideas; learn and retain new information; solve problems and transfer learning to new situations. The Futura Learning Partnership Curriculum will be followed, with a clear curriculum intent for all subject(s); outlining the essential substantive and disciplinary knowledge and skills that will be developed across each key stage and year group to ensure all students follow a sequenced programme of study (long term course overviews) appropriate to their age, ability and starting point. This will be used by teams and teachers to collaboratively plan schemes of learning (medium term schemes of learning) that ensure effective implementation of this intent to build students' substantive and disciplinary knowledge with consideration of the cognitive load placed on students.
- 4.2 Programmes of study must allow appropriate opportunities for interleaved retrieval practice, allowing students to revisit key content to promote knowledge retention. Sequencing of content must ensure students have the prior knowledge needed to master new ideas and give opportunities for transferring information from working memory to long-term memory such as 'low stakes' quizzes and other revisit strategies. Schemes and planning will ensure complex processes and ideas are broken down into small steps with practice built in to prevent working memory being overloaded and to incrementally deepen or broaden student knowledge.
- 4.3 It is the responsibility of curriculum teams and classroom teachers to be clear about student progress and use this to plan for, adapt and respond to suitably challenging teaching and learning activities to ensure student progress. Teachers will have clarity about overall aims for each lesson and how lessons fit within the medium and long term curriculum and how activities contribute to improving students' mastery of the curriculum. Students and parents will be provided with clear outlines of what will be studied across the year and key stage.
- 4.4 **Schemes of Learning** must facilitate the delivery of all aspects of the Wellsway T&L policy. Schemes must include:
- Clear timeframes and directly build upon students' prior learning and experiences from previous Key Stages and prepare them for the next stage of their education.
 - Clearly stated appropriate learning outcomes/ objectives that provide challenge and ensure students meet at least age related expectations – ensuring all develop higher order thinking skills – to be shared with students and used by teacher and students to check progress.
 - Assessment points; mark schemes; time for addressing specific needs of classes in light of mini assessments/ reviews; model exemplars; regular retrieval activities for students to revisit and review prior learning, based upon the principles of 'interleaved practice' to reinforce learning (such as Quizzing/ Weekly and Monthly Review Walkthrus).
 - Identification of key pieces of work within a unit for written feedback to provide students with timely feedback for specified 'Go Green' time to make improvements and respond to feedback. Suggestions for the method of feedback should also be included.
 - Adaptive Teaching suggested strategies; homework appropriate to ability. Each scheme of learning should outline stretch and extension for HAPs as well as

strategies to scaffold and chunk down material and support students with SEN/D.

4.5 **Seating Plans** must be saved on Bromcom for every class and use all available student information (including data and pastoral/ inclusion guidance) to ensure maximum progress for all and be regularly reviewed for effectiveness. When seating plans are changed, copies should be made with annotations outlining the rationale behind the plan and made available during quality assurance reviews.

4.6 **Assessment** must be effectively and regularly used to adjust teaching, both as a curriculum team in response to data collection and more immediately within lessons, meaning that intervention is primarily conducted by the classroom teacher within the classroom.

Assessments must be aligned across Futura and standardised and moderated across teams to ensure accuracy without creating unnecessary burdens for staff and must be used to:

- Track and monitor student progress at a subject, class and individual student level. Where possible, identifying under-achievement should be done by rank ordering assessments.
- Assess student progress against success criteria from the key stage specific scheme of assessment that is clearly understood by students and any other adults working with students – explicit sharing and discussion of what needs to be learnt and what will allow success. Where appropriate, ‘Walking Talking’ tasks will be used to model how to meet success criteria.
- Update progress logs and Personal Learning Checklists to allow staff and students to understand specific areas of success and for development linked to assessment objectives/ Key Stage 4 or 5 specifications or Key Stage 3 assessment schemes.
- Diagnose where expected progress is not being made and inform next steps, allowing staff to identify and act to correct misconceptions on an individual and class level and intervene where students do not make expected progress. Where appropriate, teachers should refer to Inclusion for extra support or further cognitive assessments.
- Positively influence student motivation and self-esteem and actively involve students, allowing them to take responsibility for their own learning.
- Inform parents/ carers of their children’s progress and necessary interventions.

4.7 Assessment must be used to **plan for effective and targeted questioning**, which in turn is used to assess learning and progress. High quality questioning will:

- Allow thinking time and where appropriate, provide opportunities for students to rehearse answers through pair and small group discussion to develop independent working skills. Think – Pair – Share is an appropriate strategy for providing this.
- Be targeted – Cold Calling – no hands up (‘hands up’ only to be used as a deliberate strategy to assess whole class understanding/ confidence).
- Include all students and make all students think, using open and follow up probing/ process questions to expand understanding.
- Not allow students to ‘opt out’ – where a student is unable to answer, teachers should come back to them at a later stage or revisit the content to ensure understanding – Say it Again, Better.
- Ensure high challenge and low stress by giving thinking time (pose – pause – pounce – bounce; Think Pair Share) when asking a question and use a range of question types to stretch and challenge all students.
- Take every opportunity to check understanding: strategically question students to check understanding; give feedback and appropriate praise for effort.

4.8 Specific timings should be given for activities; it is good practice to display these.

4.9 Technologies should be used only where relevant to aid and where they will have a positive impact on learning.

4.10 The role of **homework** is to reinforce or extend the learning of the lesson and/or to help students to prepare for the next lesson and must be:

- Set regularly in accordance with guidelines for the subject.
- Appropriate to students' needs, both at a key stage/ curriculum/ course level and appropriate to ability. Instructions must be clear and ensure students fully understand the task set and deadline. For SEN/D students in particular, ensure tasks are easily accessible and for longer pieces of work, provide support or additional intervention as appropriate.
- Consolidation of learning, revision and preparation for following lessons.
- Engaging and varied, allowing students to develop key skills such as creativity and allow some choice of task and freedom of expression.
- Worthwhile – students should understand how the homework being set relates to course and future needs.
- Recorded on Bromcom with clear instructions, deadlines and expectations, providing any necessary resources.
- Followed up – including timely marking (students can expect most homework to be returned with feedback within one week - extended projects may be returned after a longer period). Some homework may be peer or self-assessed – but in these cases, the teacher will ensure completion to an expected standard.
- Acted upon and followed up where missed deadlines (in line with behaviour policy).

5. Planning for individual needs

5 Teachers must use the available information about students' prior attainment, current achievement and progress to plan for individual student needs and inform the next steps in student learning. Teachers must adapt teaching to respond to the strengths and needs of all students. All staff working with young people have a responsibility to develop effective relationships based on an understanding of individual needs as identified on Bromcom (SEND, PP, EAL, HAPs) and apply appropriate strategies. SISRA and pastoral/ curriculum team tracking spreadsheets should also be checked regularly to identify and support vulnerable students and target intervention groups. It is the teacher and tutor's responsibility to ensure they find out any further details necessary to track, plan for and support progress.

5.1 As support for students will be primarily, though not exclusively, by means of classroom teaching; teachers must ensure that all can access the curriculum. Students' exposure to content and skills should match their rate of learning and be scaffolded as necessary to allow all to meet age related expectations

- Appropriate Learning Objectives, resources, tasks, groups, pace, questioning. A range of activities using the skills outlined by Blooms' Taxonomy will be used to ensure students build knowledge and understanding at the same time as developing higher order thinking skills.
- Adapt homework to ensure that it is appropriately accessible or challenging and demanding for all ability groups.
- Effective partnership with additional adults who are supporting learning.
- The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. Feedback to parents should make

specific reference to students' needs and promote any support or challenge programmes and opportunities.

6. Support for students with SEN/D and additional needs

6.1 All teachers at Wellsway are teachers of students with SEN/D and must have regard for the advice provided by the Inclusion Team in the 'SEN Toolkit', General Learning Plans (GLPs) and Interactive Individual Learning Plans (ILPs) for students with SEN/D.

Wellsway uses the graduated approach (Assess – Plan – Do – Review) to identify and support students with SEN/D.

6.2 Wellsway School uses the definition for SEN/D and for disability from the SEN/D Code of Practice (2014), which states:

- **SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special educational provision means education or training that is **additional to, or different from**, that is made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEN/D may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities." This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The four areas of SEN/D:

- **Cognition & Learning:** Dyslexia, Dyscalculia, Dysgraphia, Short-term working memory problems, global delay and other additional learning needs which fall within the continuum of specific or moderate learning difficulties. The term 'Specific Learning Difficulty' (SpLD) refers to a difference /difficulty people have with particular aspects of learning. A student who has a diagnosed moderate learning difficulty will normally require a higher level of help and support in order to access the curriculum and significant adaptations to teaching will need to be made by the classroom teacher.
- **Communication & Interaction:** Speech, language and communication difficulties which include Autism and a range of expressive and receptive language issues which affect social skills.
- **Social, Emotional & Mental Health:** Students who, for whatever reason, have difficulties in managing their social, emotional well-being and Attention Deficit Hyperactivity Disorder. For example, students who experience difficulties in their personal lives may manifest themselves through attachment difficulties and other barriers to 'well-being'. Social and emotional needs, challenging or disturbing behaviour, possible mental health issues.
- **Physical, Sensory & Medical:** We currently support students who have physical, sensory and medical needs which meet this criteria including: epilepsy, vision/hearing impairment (VI/ HI), cerebral palsy, hypermobility syndrome.

6.3 The SEN/D Register

- The SEN/D Register includes the names of all students who have SEN support or have an Educational Health Care Plan (EHCP).
- The school adopts a graduated approach to students' special educational needs as outlined in the SEN/D Code of Practice 2014. This takes the form of a 4-part cycle of assess, plan, do, review.
- Students are placed on the register at SEN/D Support or Education, Health and Care Plan according to their level of need and support requirements.
- All students on the Register will appear on the General Learning Plan (GLP) which outlines their special educational needs and the strategies or interventions in place to meet these needs. Students with an EHC Plan or who may require an EHCP will have a personalised Interactive ILP which will be reviewed and updated at the Annual Review or following a Needs Assessment by the local authority.
- It is anticipated that individual students may move levels on the SEN/D register as their needs and support requirements change.
- The Director of Inclusion regularly updates the SEN/D Support Register. All students on this register have an SEN/D Stage which identifies their level of need. Each SEN/D Stage has a specific Pupil Level Annual School Census (PLASC) code as outlined in the table below:

SEN/D Stage	Code	Description	Support at this stage
SEN/D Aware	W	Pre SEND	Students may be identified as having a SEMH or behaviour need/ have Access Arrangements but receive no interventions or who have an SEN diagnosis but do not require interventions / are not receiving interventions at this time.
SEN/D Support	K	School based and external agency intervention	Student receives support and intervention within school time & resources and has an allocated Keyworker. May include TA support in the classroom or additional intervention support for literacy, learning or social needs. Teaching and Learning strategies are recorded on the General Learning Plan. Students with more complex needs, students who may need or already have an EHCP have an interactive ILP, which is a more thorough and personalised document which is updated regularly and shared with parents. Additional input may also be sought from an external professional agency, for example – Local Authority agencies, CAMHS Service, Social Care Services, Educational Psychologists, Speech and Language Therapists, etc.
Request for Statutory Assessment	K - EHCP NA	School request to the LA for a Statutory Assessment	Student remains at SEN/D Support with all support arrangements in place. School requests an ECHP needs assessment from the Local Authority. This process must be completed within 20 weeks. If successful, the student receives an EHC Plan. If not, the student remains at SEN/D Support K .
Education, Health and Care Plan	E	EHC Plan	EHC Plan identifies SEN/D needs, provision & objectives. LA name school placement and possibly issue high needs funding. Students have an interactive Individual Learning Plan. A mandatory Annual Review involving key staff is completed each year to review the plan. In some cases, emergency reviews are held or further assessments commissioned.

- 6.4 “All teachers are teachers of special needs” and as such, the majority of students’ additional needs will be met through the expectations outlined in the Wellsway Teaching and Learning Policy (‘Quality First Teaching’ as defined in the SEND Code of Practice), which will be directed by the classroom teacher and supported by the Inclusion Team, as and where appropriate.
- 6.5 The classroom teacher has a duty to:
- Fully understand and use the GLP and or ILPs to plan for individual student needs.
 - Follow a cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
 - Support SEN/D learners using strategies identified on GLP or ILP.
 - Refer students to the Inclusion Team using the Inclusion Referral Form to inform decisions about the development of provision for these students.
 - Be fully aware of the school’s procedures for SEN/D, including how the Inclusion Team operate and attending relevant Student Information Briefings about meeting students’ needs.
- 6.6 *Student Progress:* Teachers are responsible for monitoring students identified on the SEN/D Register. If students are not making expected progress despite appropriate differentiation, teachers must notify the Director for Inclusion (including the student’s Head of House) of any individual concerns at key points of progress via an Inclusion Referral Form or by emailing Inclusion Support.
- 6.7 *Challenge for Students with SEN/D:* Teachers must have high expectations for all students and celebrate the progress of students who face additional barriers to learning. With appropriate support and challenge, they will be enabled to build confidence and make appropriate steps of progress which will greatly enhance their personal potential. All adults working with SEN/D students will contribute towards students taking pride in their work.
- 6.8 The role of other adults and support staff in supporting learning:
- Support students with SEN/D and the wider school population and work with the whole class to enable the teacher to work with SEND students.
 - Plan and deliver individualised and small group programmes where appropriate.
 - Monitor progress against targets using ILPs and the information on GLPs.
 - Assist with drawing up individual plans and presenting information, as required and ensure that parents and carers are kept informed as appropriate.
 - Contribute to the review process, either in person or with a written report.
 - Work with small groups (of all abilities) in or out of the classroom, under the direction of the class teacher. Jointly plan with teachers, where appropriate.
 - Support SEN/D students on Educational Visits and all other students where possible.
 - Act as Key Worker for allocated students with SEN/D/ as required/
- 6.9 **Exams Access Arrangements:** Students who have an identified need that is ‘significant and persistent’ may struggle to access examinations in the same way as their peers. They may therefore require an exam provision, and it is the responsibility of teachers to gather, maintain and report evidence of the need and appropriateness of the adjustment using the Inclusion Referral Form (please see Wellsway’s examination access statement). This must demonstrate how the students’ normal needs are “different from and additional to” what other students have as normal practice.

6.10 Other key documents that all teachers should read in relation to Vulnerable and SEND Learners:

- Wellsway School SEN/D Information Report/ Local Offer
- Anti-bullying Policy
- Behaviour Policy
- Futura Access Plan
- SEN Toolkit

7. Stretch and Challenge for Higher Attaining Students (HAPs)

7.1 All young people within our school community have equal rights to the opportunities offered by education. It is a myth that the most able students do well anyway and we recognise that they need as much support as other students. 'HAPs' refers to students who achieve, or have the ability to achieve, well above average, compared with the attainment of other students in their year group.

7.2 **HAPs Student Register:** HAPs are identified using Key Stage 2 banding; noted on SIMs and identified as a focus group on SISRA. Students may also be identified in Year 7 using transfer information from primary schools to prevent students being overlooked at this early stage. Generally, the students identified in Year 7, will remain on the register throughout KS3-5. Disadvantaged HAPs is a priority group within Wellsway's Pupil Premium group of students. Early interventions such as additional support for first time applicants into university and involvement in widening participation schemes is essential alongside high quality IAG that starts in KS3 and is sustained throughout their time at school.

7.3 **Curriculum Team HAPs:** In addition to whole school HAPs, it is important for students who excel in each subject to be encouraged and appropriately challenged in that particular area. Each teacher will be aware of the most able in their class, taking into account not only data and evidence from assessments but also factors such as motivation, personality and home background, which are significant in converting potential into performance. These students will be prioritised for stretch and extension within the classroom, HAPs events and opportunities within curriculum teams.

7.4 Leaders and teachers are expected to know who their able students are, comment on these students in reviews and have them identified on their seating plans. Curriculum Leaders will track the progress of HAPs and use this to inform self-evaluation and curriculum developments. Curriculum teams should make students and parents aware that they have been identified as having the potential to be highly successful in their area and what additional support and opportunities will be provided to them. Curriculum teams should consider opportunities for HAPs such as: working with older students; acceleration; withdrawal groups and mentoring peers or being mentored by older students.

7.5 The role of the teacher:

- Identify students who are able and reinforce to these students that they should expect to be challenged and respond to it - students should be supported and encouraged to love the challenge of learning; independently seek and use new information and be resilient to failure.
- Ensure subject content is constantly demanding for HAPs and provide a range of Thinking Hard activities tailored to students that provide clear challenge.
- Provide a classroom climate that promotes excellence and provides scope for intellectual initiative, by continuously challenging students in lessons and homework e.g. by consistently asking higher order and open questions; providing a more

challenging resource or extra reading for breadth and/ or depth; frequently offering opportunities and suggestions for further subject/ topic exploration; using Blooms' Taxonomy to construct specific L.O, tasks and metacognitive evaluations and providing opportunities for HAPs to work together and stretch themselves.

- Ensure extension work extends thinking rather than providing more of the same.
- Systematically encourage and give specific praise that rewards risk taking and effort, rather than attainment.

7.6 The Challenge Programme provides enrichment to add breadth and depth to the curriculum studied in class and includes:

- 7.6.1 After school sessions to support, stretch and challenge HAPs students to look beyond programmes of study within lessons.
- 7.6.2 Challenge Activity sessions to instil, develop and encourage skills of independence, reflection and research and allow students to take on the extra responsibility of self- challenge.

7.7 Challenge Leaders: Self-appointed students from each year group who are keen to further develop skills of leadership, teamwork and resilience will be offered stretch and challenge opportunities on a whole school as well as subject level. Students from this group are likely to become the Challenge Futures Group in Year 9 onwards and act as Ambassadors for the Challenge Programme.

7.8 Challenge Futures Group: A group for Year 9-12 students preparing for life achievements beyond Wellsway school and providing support with preparation for application to competitive destinations and universities.

7.9 Curriculum Team HAPs and SEN/D Champions will work with HAPs Coordinator and Curriculum Teams to develop provision for students and offer some sort of enrichment activity to challenge and inspire students.

8. Principles of Effective Teaching

The *structure* of individual lessons and lessons within units will follow the flow of learning outlined in Futura's Principles of Effective Teaching:

Retrieval - Reteach

- Students should be instantly involved in learning via a retrieval or reteach activity that checks they students have learned the material the teacher needs them to know and identify gaps to address.
- Recap of prior learning will sometimes be from a previous unit (interleaved practice). This should act as the bridge between prior and new learning.
- *Core Strategies: Quizzing and Weekly/ Monthly Review*
- Students should always understand the big picture and see where the lesson/ learning links to previous learning (unit, topic, time frames, final assessment etc).

Presenting New Material

- Explain 'new' abstract information, deliberately and explicitly linking to examples and models that students have prior knowledge of.
- *Core Strategies: Live Modelling and Guided Practice*
- Learning objectives should be clear and discussed with students. Students should fully engage with success criteria and progress should be reviewed against this.
- Use a range of activities to maximize students' engagement – introducing new knowledge through reading, exposition, worked examples etc; questioning; preparing students for independent practice by live modelling and/ or analysing pre-written examples and/ or explaining success criteria and showing exemplification.

Hinge Point

- Gauge how well students have understood the new material. Use the hinge point to decide whether to reteach or move to independent practice.
- *Core Strategy: Check for Understanding*

Independent Practice (Plenary, assessment, review of objectives)

- Provide adequate time and allow students to develop the automaticity needed for fluent application and recall.
- Monitor students throughout – Adaptive Teaching - and pause the class to address misconceptions if needed – if less than 80% of the class have the knowledge required to complete the independent practice, stop and reteach. If a small number of students have insufficient knowledge, intervene with them during the independent practice.
- *Core Strategy: Independent Practice*

Final Check

- There should be a clear and cohesive end to the lesson, with a recap of the lesson, reviewing progress against objectives and outlining the next steps.
- Peer and self-assessment should be used to facilitate active learning.

9. Adaptive Teaching for all

9.1 Adaptive teaching should be evident in all lessons and all abilities – it focuses on the whole class and should be employed by the teacher and / or support staff to meet the needs of all the students within the class to ensure students at least reach the age appropriate standard or exceed if they are higher attaining. Adaptive teaching should not require additional planning or designing of activities or be dependent on additional adults. It is different from SEN provision for students with SEN/D.

9.2 Adaptive teaching strategies and adaptations that may be used:

- **Timings** – shortened or lengthened. Identified students may need more / less models in Presenting New Material stage? More able students could have increased time in Independent Practice.
- **Focus group** – sit with identified group to additionally support or challenge; discuss models step by step with identified students; reteach to identified student(s) whilst others move to independent practice
- **Word Bank** – providing key vocabulary and definitions.
- **Revisit** – talk through prior relevant work with identified students.
- **Chunking of new material** – will different ability students need the flow of new material adapted?
- **Live marking** – identify a group who would benefit from 1:1 or small group feedback; use to accelerate learning or revisit new material
- **Use visuals** to reduce written information.
- **Break down independent task** – enable less able to access in smaller chunks.
- **Guided Problem Solving** – some students work through with the teacher whilst others complete a short test / task.
- **Utilise Homework** – can tasks be used for those who require additional practice or additional challenge.

9.3 Possible Walkthru Strategies to support adaptation:

- *Using a Knowledge Organiser*
- *Peer Supported Retrieval*
- *Guided Practice*
- *Live Modelling*
- *Scaffolding*
- *Deliberate Vocabulary Development*
- *Feedback that moves forward.*
- *Feedback as actions.*
- *Show me Boards*
- *Rehearsal and Performance*
- *Building Fluency*
- *Show me Boards*
- *Instructional Inputs*

10 FEEDBACK for improvement

- 10.1 *All feedback should be purposeful* – teachers are not expected to mark every page of a student’s book and curriculum leaders should ensure assessment calendars support teachers by ensuring workload is reduced where possible. Assessment is both formative and summative: used by learners to monitor their progress and, with their teachers, to identify and act upon the next steps, entering into a dialogue about their learning. Learning should be active and feedback should be designed to ensure students take ownership for their learning. Whole class feedback may be used for efficiency.
- 10.2 *All feedback should be regular and prompt*: timely advice that students are able to act upon. Students should receive written feedback from staff for every 8 lessons per subject.
- 10.3 **Formative feedback** will be:
- *Specific, clear and planned for* to provide time for students to act on advice given and for teachers to hone teaching in on what would make the most impact.
 - *Efficient and provided for impact*: Not all pieces of work need to be marked with the same attention to detail and, to manage workload, there will be work such as class notes that teachers do not provide written feedback for. Where possible, however, such work will be self or peer assessed ('Go Green') to ensure accuracy and full coverage of key content.
 - *Appropriate* to students’ stage and ability and written in a positive, constructive way that students understand. Where verbal feedback is provided, it should be acted upon and recorded where it will have impact on student progress, but teacher workload shouldn’t be added to by the use of tools such as ‘verbal feedback’ stamps.
 - *Varied* for maximum impact and provide productive opportunities for self and peer assessment to develop independence.
 - *Improvement focused* and formative to give a clear, accurate picture about what students have done well (What Went Well - WWW) and what they need to do to make progress (Even Better If – EBI). Challenging targets should be set that are SMART (specific, measurable, achievable, relevant and time-related). Feedback will be focused on the task rather than the student.
 - *Acted upon* – Students must take responsibility for their own learning by responding to and acting upon *Go Green feedback* strategies such as *ABC (Add – Build – Change)* and ‘Do Now’ activities in green pen. Green pens will be used to improve, redraft or complete follow up activities – often at the start of a lesson or be set as part of a homework.
 - Incremental progress will be shared with students so they can see achievement in small steps, thus providing a sense of achievement and motivation.
- 10.4 Feedback will be provided on *literacy* and, where appropriate, *numeracy* and students will act on this by, for example, redrafting, correcting or writing out calculations in full. Teachers should reinforce expectations about ensuring writing is legible and students should practise writing extended responses by hand and checking for common errors.
- 10.5 Summative feedback will be:
- Aligned and linked to Futura and Wellsway assessment schedules.
 - Used to assess progress at standard intervals set by curriculum teams within

schemes of learning to ensure consistency of task and to aid standardisation across the team.

- Provided for set tasks (tests and formal assessments) covering range of skills required.
- Used to make judgements about the overall learning that has taken place and used to reliably benchmark the actual progress of students against expected progress.
- Used to collate information to identify gaps in students' subject knowledge to enable teaching to be adapted to tackle these gaps.

10.6 In order for feedback to have maximum *impact whilst allowing teachers to manage workload*:

- Whole class feedback should be considered where appropriate
- Students should 'green pen' work prior to submitting - proofreading and checking work against assessment criteria and/or model/exemplar answers before handing it in. For example, using KS3 schemes of assessment or assessment objectives/ specification criteria in KS4 or 5.
- Formative feedback should not be provided at the same time as summative feedback – to ensure students fully engage with improvement steps. Comment only marking should be used for selected pieces of work to focus students on formative feedback.
- Codes or numbered tasks may be used – students will use these to engage and act upon feedback. The codes may be used to instruct a "Go Green" improvement task or students may need to work out what the code refers to in order to reflect on their work.

10.7 Assessment in KS3 should reflect the programme of study and should closely match the assessment criteria agreed by the curriculum or subject team. At KS4 and KS5, assessments must mirror the style of formal examinations and allow students to become familiar with the types of questions they will face in the future. Examination board resources such as examiners' reports and markschemes should be used to provide feedback. This ensures that students are properly prepared and familiar with questions when sitting external exams.

Reporting and Assessment

10.8 All assessment is integral to Teaching and Learning and should be used formatively in lessons. At several points in the year, however, students will be formally assessed to judge progress over periods of time as suitable for the key stage and will be:

- Formally reported to students and parents.
- Used by SLT, curriculum and pastoral middle leaders to monitor progress and inform planning for Teaching and Learning and intervention.
- Used by middle leaders to plan and schedule internal assessments and their team's self-evaluation calendar and to compare performance of class and contextual groups (e.g. PP, gender and SEN/D).
- Used by senior leadership for both self-evaluation and reporting performance to Trust Board and the Academy Governing Committee.

10.9 Reports will be scheduled in the electronic whole school calendar and include:

- A challenging target grade
- An indication of progress towards this target grade (represented by a predicted grade in KS4 and KS5)
- A review of the student's attitude to learning, readiness to learn and independence
- An annual written comment from the tutor/ Head of House/ Head of Year relating to progress, punctuality, effort, engagement and conduct.

11. Literacy

11.1 Wellsway School believes every teacher has a responsibility to develop reading, writing and oracy skills, and should model accurate and effective literacy to students. All subjects should plan to provide opportunities for students through:

- **Oracy:** Effective questioning; speaking and listening activities to provide opportunities for clarification, elaboration and challenging of others' points, with the teacher taking the 'facilitator' role to ensure discussion remains on task with full participation of all students; use of 'wait time' or 'think-pair-share' to encourage students to develop their responses and students speaking in full sentences and using language appropriate for the audience/ context.
- **Reading (for pleasure and for fluency):** discuss the text being read with reference to explicit reading skills like skimming, scanning and inference. Students will develop their expertise in areas such as clarifying meaning; summarising texts; activating their prior knowledge of a topic; questioning and predicting. Reading for pleasure (fiction and non-fiction) is to be promoted across the school.
- **Writing:** students will, where appropriate, write in full sentences and teachers will set written tasks with a clear sense of purpose and audience – modelling the process and making explicit the genre students are being asked to write and the appropriate writing style for that task, with exemplification of the type of writing they're being asked to produce. This modelling may include discussion of: style, clarity, effective use of punctuation etc. Green pen should be completed before written feedback and specific feedback will be given on spelling, punctuation and grammar, with errors highlighted for correction.

11.2 The following strands of literacy should be emphasised by teachers in all three aspects of literacy outlined above:

- **Vocabulary:** Teachers will support students in learning subject specific key words and spellings and promote of academic vocabulary. This will focus on and actively teach Tier 2 and 3 vocabulary, possibly using the Unlock model to introduce and develop key vocabulary.
- **Spelling Punctuation and Grammar:** Teachers will provide SPaG specific feedback in written and verbal feedback and will highlight errors for students to correct in their work.

12. Numeracy

12.1 Numeracy involves developing a confidence and competence with numbers and measures. Teachers of subjects other than mathematics should:

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
- Be aware of appropriate numeracy expectations and difficulties that might be experienced. In particular, the following areas of numeracy should be identified in lessons:
 - **Problem Solving and Reasoning:** Explain methods and use consistent language and terminology.
 - **Estimation:** Approximation, check answers are reasonable.
 - **Graphs and Charts:** Interpret and explain and make predictions.
 - **Number:** Size and scale and mental and written calculations

- Inform the Maths department when specific numeracy skills are required for particular groups.
- Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

12.2 Teachers of mathematics should support the learning of numeracy by:

- Being aware of the mathematical techniques used in other subjects and provide a consistent approach to other departments.
- Providing information on appropriate expectations of students, and the likely difficulties experienced by different age groups and abilities.
- Trying to ensure students have appropriate numeracy skills when needed for work in other subject areas by working closely with teachers when developing work plans.
- Seeking opportunities to use topics and content from other subjects in maths lessons.
- Promoting students' reasoning and problem solving skills through a range of mathematical contexts.

13. LEARNING ENVIRONMENT for Pride and Motivation

13.1 The Learning Environment is both the physical space students learn in and the environment created by positive relationships built on mutual respect and consistent application of the behaviour policy. All adults in the school are expected to model our values and ensure our expectations are met by students:

- Arrive on time to lessons ready to learn.
- Follow instructions.
- One Voice in the classroom – low level disruption is not acceptable.
- Remain on task and complete work to the best of your ability.
- Be polite, kind and respectful.

13.2 **Positive relationships and consistent application of the behaviour policy** is crucial for learners to make good progress and is based upon mutual respect and relies upon staff modelling clear communication, respect and values. To help foster and maintain positive relationships it is expected that staff will:

- 13.2.1 Treat all students with respect and believe in their potential.
- 13.2.2 Establish a 'no-put-down zone' within the classroom, creating a safe area and avoid sarcasm and sound reasonable in requests.
- 13.2.3 Get to know students as individuals, their interests, individual educational needs and what motivates them.
- 13.2.4 Be aware of students' previous achievements and attainment.
- 13.2.5 Have high expectations of students, their work, contribution, behaviour and manners.
- 13.2.6 Use students' preferred names and try to interact with each one individually during each lesson.
- 13.2.7 Describe the behaviour we expect and insist on high standards.
- 13.2.8 Show enthusiasm for the subject and for the lesson and use humour to inject personality.
- 13.2.9 Use praise for all positive contributions and to enhance and strengthen self-confidence.
- 13.2.10 Allow latecomers to take their seats immediately and later investigate the cause of lateness when class is in activity (avoiding confrontation).
- 13.2.11 Set the tone of the lesson by greeting students as they arrive and establishing clear and orderly routines as to how students enter and exit the classroom.

13.2.12 Carefully consider where students sit, taking into account abilities and personalities.

13.2.13 Don't engage in secondary behaviours.

13.3 To develop curious, independent learners, staff should reward effort and resilience by valuing and providing opportunities for students to speculate, investigate and make mistakes. This may involve risk-taking in teaching to provide varied and unusual experiences for students. To develop independent learners, it is important to nurture Growth Mindsets where students believe that their intelligence can grow and that effort leads to success. This means providing opportunities for students to:

- Embrace challenge
- Persist in the face of setbacks
- Learn from criticism
- See the relationship between effort and achievement

13.4 **Purposeful, engaging displays** should be maintained outside of classrooms to promote the subject and show pride in the curriculum area and within classrooms to create motivational and engaging learning environments that support learning and that are consistent across the curriculum team. Key subject terminology, success criteria and skills should be prominently displayed and referred to in teaching and, where appropriate, student work displayed to model excellent effort and achievement. Rooms are expected to be tidy and decluttered.

13.5 **Students should show pride in their learning** through the presentation of their work. All teachers and additional adults will promote clearly laid out and neatly presented work and students will be supported in their organisation through:

- Neat and organised books/ folders with KS specific overviews and appropriately structured with classwork and homework clearly identified. Use of file dividers are to be used where appropriate.
- Students' books/ folders should contain overviews of the course.
- Support provided for students who missed lessons, either through Insight or via email.

13.6 Students learn in a variety of ways and from a variety of people, both in and out of lessons. Learners should be supported in adopting different roles so that they learn from:

- Teachers and support staff, both explicitly and implicitly.
- Role models (support staff and other adults in the school/ external experts).
- Each other (peer) and self (independent learning) and act as experts in facilitating the learning where appropriate.

13.7 Staff will contribute to the development of students' sense of identity through knowledge and understanding of their spiritual, moral, social and cultural heritages, for example by incorporating the themes from Votes for Schools on a weekly basis, and of British Values and international dimensions whilst fostering respect and celebration of diversity. These themes will be the focus of sessions delivered by tutors through assemblies, the tutor programme and through extra-curricular provision.

13 Essential skills for the workplace and Employability

- 14.1 Learning should prepare students for the world of work, further and/or higher education and provide them with the skills and values to raise aspirations, inspiring them to succeed and excel in life
- 14.2 Teachers and staff should promote and reward students' attitudes to learning in accordance with **Attitude to Learning, Independence and Readiness to Learn** criteria used in Progress Reviews and encourage and support students to develop higher order thinking skills. Staff should, therefore, expect and encourage students to:
- Contribute fully to lessons by entering discussions and answering questions.
 - Actively engage with learning, think for themselves and work successfully with a range of students.
 - Act positively on written and verbal feedback.
 - Meet all deadlines and read around the subject.
 - Produce work in line with ability and expectations.
 - Be punctual, bring correct equipment and organise themselves in and out of the classroom.
 - Take responsibility for their progression into post 16 and post 18 study.
- 14.3 Activities should aim to develop skills that are essential for the workplace – interpersonal, time management, organisational skills - and to be taught **leadership** skills and be provided with opportunities to practise and develop these skills, within and outside of the classroom. This can be achieved, in part, through expecting students to actively engage with higher order thinking skills.
- 14.4 **Teachers are expected to encourage extra-curricular** involvement of students of all abilities to motivate and engage students and to broaden and expand their understanding and develop key skills. Pastoral staff will actively encourage and monitor the extra-curricular participation of students in their group.
- 14.5 The Careers Lead will develop and provide a structured programme of careers support. This will be delivered by the Careers Coordinator, Independent Careers Advisor and teaching staff. Data will be used by the Careers Team to help guide support.
- 14.6 Every student is provided with Careers Advice and Guidance in accordance with Gatsby Benchmarks on a variety of career and Higher Education opportunities and pathways throughout their time at Wellsway School and it is vital that this is delivered in both the pastoral and academic environments.
- 14.7 Subjects will actively promote careers in their lessons and extra-curricular programmes. Teachers will link curriculum learning to the world of work and highlight and develop transferable literacy and numeracy skills.

15 Monitoring, evaluation and review

- 15.1 **Teachers** should ensure they are familiar with the requirements of this and related policies and use these to inform their practice in the classroom.
- 15.2 **Tutors** will actively monitor the progress and engagement of members of the tutor group and broker appropriate guidance and support where tutees are struggling to engage with learning. Tutors will follow the principles of this policy when leading tutor time sessions and provide necessary support and challenge through monitoring attitude to learning, behaviour and academic progress.

- 15.3 **Deputy Directors/ Subject Leads** will monitor data and other information on the learning and progress of students in programmes and key stages for which they are responsible and provide intervention and support where progress needs to be accelerated. Focus groups of students (such as HAPs, Pupil Premium and SEND) will be monitored as part of self-evaluation across the year.
- 15.4 **Curriculum Directors** will monitor the quality of teaching and learning for every member of their team. Working as an ESLT group, they will take the lead in shaping the self-evaluation work of the school across the year.
- 15.5 **Senior Leadership Team** members will work alongside Curriculum Directors to moderate the judgements being made of the quality of teaching and learning.
- 15.6 **Heads of House/ Deputy Director of Sixth Form** will monitor the progress and achievement of students within the house/ sixth form to ensure progress is maximised.
- 15.7 **The Director of Inclusion** will monitor the learning and progress of students on the SEND Register and oversee the provision of extra resources and support to remove potential barriers to learning for students with SEND.
- 15.8 **Teaching Assistants and HLTAs** will act as key workers for identified students with SEND and will provide appropriate feedback to teachers and the Director of Inclusion about the learning and progress of individual students who they support in or outside of lessons.
- 15.9 **Technicians** will provide feedback on the quality of resources being used to support learning in the classroom.
- 15.10 **The Careers Lead** will use the Gatsby Benchmarks to review and adapt the quality of careers provision from Years 7-13.



PREAMBLE

Teachers make the education of their students their first concern, and are accountable for 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 students.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge

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

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students 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 students' 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 students 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 students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students 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 students' needs in order to involve and motivate them
- maintain good relationships with students, 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 students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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