



Teaching & Learning Policy

Vision

Samuel Whitbread Academy's vision is to ensure all students will become the **BEST** that they can be.

Aim

We aim for our teaching and learning to provide **all** students with the opportunities to achieve and excel.

Quality First Teaching

In order to achieve our vision, our shared goal is to ensure 'Quality First Teaching', enabling inclusion by design in our 'open door' classrooms. Although this does not apply to the physical opening of classroom doors, it applies to the practice of welcoming visitors to classrooms.

Consistent Quality First Teaching at Samuel Whitbread Academy is underpinned by our 'Teaching & Learning Ladder' and achieved through the implementation of:

1. **Literacy-rich, well sequenced curriculum**, supported by expert teachers and guided towards mastery.
2. **Habitual routines and high expectations** through our SWA Rituals (Appendices I-III) which lead to exemplary behaviour and learning:
 - a. Explicit and consistent expectations via structured entry and exit routines (Greet, Neat, Seat, Complete) and (End, Mend, Commend, Send). See appendix I.
 - b. Crafted seating plans on Edulink to maximise learning.
 - c. Insisting students take PRIDE (see appendix II) in their own learning and work.
 - d. Promoting effective behaviour for learning through use of the Behaviour Toolkit and SLANT (see appendix III).
3. **Effective, well planned lessons** informed by our five Teaching & Learning Principles (see appendix IV), and structured around our **Teaching and Learning Ladder** (see appendix V):
 - a. Deliberate Practice (Retrieval and Independent)
 - b. Clear Explanation
 - c. Modelling and Scaffolding
 - d. Questioning and Discussion
 - e. Assessment and Feedback
4. **Evidence informed research** based on Rosenshine's Principles of Instruction and supported by engagement with recent publications, such as 'Teach Like a Champion' and 'Walkthrus'.
5. **Prompt intervention** based upon formative and summative assessment to ensure **all** students achieve and excel (see assessment, marking and feedback policies).
6. **Adaptive teaching** to ensure the needs of **all** students are met. This includes close working relationships between Learning Support Assistants and teachers (see HPA & SEND policy).

Quality Assurance of Teaching & Learning

Samuel Whitbread will quality assure and evaluate teaching and learning across the school to ensure all students make the best possible progress from their starting points. This will be in line with the Lesson Observation Policy. This will include collaborative and calendared activities and meaningful feedback to departments and/or individuals, as appropriate:

1. Annual Subject Curriculum Reviews (see documentation)
2. Book Carousels
3. Learning Walks / Lesson Observations
4. School Improvement Visits
5. Peer Observations
6. Bi-annual stakeholder survey
7. Tutor Walks

CPDL support and training on processes from middle and senior leadership will be underpinned by the Teaching Standards and may include mentoring, team teaching, coaching and/or informal/formal support plans with an appropriate staff member, all designed to support staff to improve their practice. The area(s) for development may be identified through any of the above metrics and should an acceptable and maintained standard of improvement not be met this will lead to the BEST capability Procedure.

The Teaching & Learning team are available to offer bespoke CPDL support upon request.

Monitoring and Evaluating

Monitoring and evaluating the Teaching & Learning Policy will be carried out at several levels.

- Senior Leadership Team
- Heads of Department & Subject Leaders
- Governors

Implementation and Review

This policy will be circulated to all Academy staff and published on the Academy website for parent/carer information. The policy will be reviewed two yearly.

Author and Date

Vice Principal - Charlotte Linehan - February 2024

Date ratified by Governors – March 2024

Next review date – March 2026

Links to Policies

Teaching Standards

Lesson Observation Policy (TBC)

Assessment Policy

Marking and Feedback Policy

Home Learning Policy

Professional Development Policy

Capability Policy

HPA Policy

SEND Policy

Appendices

i. Entry and Exits

ii. Pride

iii. SLANT

iv. T&L Principles

v. T&L Ladder



STARTING LESSONS

GREET	Samuel Whitbread Academy staff greet students warmly at their classroom door. We welcome our class with a smile and reinforce that it's good to see them. We are positive and friendly. We use student names where possible.
NEAT	Samuel Whitbread Academy staff actively monitor student uniform on entry to the classroom and give quick reminders of school expectations. We keep this lighthearted but are persistent and consistent with uniform expectations.
SEAT	Samuel Whitbread Academy students immediately sit and begin their lesson task. If they do not, we request they stand. Students track the teacher. After the first task has been explained students are invited to sit.
COMPLETE	Samuel Whitbread Academy staff have a 'deliberate practice' task ready for students. We direct students straight away to complete the starter activity and whilst students are do so, we take the register.

ENDING LESSONS

COMMEND	Samuel Whitbread Academy staff ensure they finish a few minutes before the bell. We praise the class and a couple of students are selected specifically by name. Positive learning behaviours are celebrated.
MEND	Samuel Whitbread Academy staff reinforce the behaviours they expect next lesson and explain why. If needs be, a student may be asked to stay behind to repair your relationship or to clarify the behaviours you expect next lesson.
END	Samuel Whitbread Academy students stand behind their chairs in silence, in perfect uniform. We ask students to track us and thank them for the lesson, then wish them a good morning or good afternoon.
SEND	Samuel Whitbread Academy students leave their classrooms in a calm and orderly fashion. We dismiss students by row or in small groups, not all together.

PRIDE IN YOUR WORK



- You always take pride in your work
- Handwriting is legible
- Written work is completed in black pen or green pen when self or peer marking
- Written answers are completed in full sentences, unless stated otherwise
- Diagrams, tables or drawings are completed in pencil
- Colour can be added using colouring pencils or highlighters
- The date and title are underlined using a ruler
- Mistakes are rubbed out or one neat line drawn through the error
- Pages in books are not ripped out, skipped or graffitied
- Loose sheets are glued in
- You will be expected to redo work of poor quality and this will be recorded as a BI



PRESENTATION OF WORK



SLANT



Sit up
straight



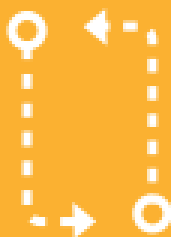
Listen
carefully



Ask and
answer questions



Never
interrupt



Track the
speaker



SWA Teaching & Learning Principles

Deliberate Practice

- Daily, weekly & termly retrieval
- Memory platforms
- Rehearsal & performance activities
- Knowledge organisers
- Quizzing & multiple choice questions
- Guided & independent practice



Modelling & Scaffolding

- Live modelling & visualiser use
- Prepared exemplars
- Worked examples & non-examples – 'I, We, You'
- Writing frames / sentence starters
- Reading aloud & decoding
- Practical demonstrations



Clear Explanation

- Predicting & ironing-out misconceptions
- Small steps / chunking
- Narrated thinking
- Thinking like a subject specialist
- Defining subject terminology
- Pre-reading materials



Assessment & Feedback

- Dedicated improvement & reflection time
- Self & peer assessment
- Clear success criteria
- Whole class feedback – whiteboards & written
- Show call & live marking
- Feedback as actions: 'redo, redraft, revisit, relearn, re...'



Questioning & Discussion

- Hands down / cold calling / no opt out
- Rephrasing & full sentence use
- Hinge-point questions
- Think, pair, share / Turn & talk
- Whole class response / mini whiteboards
- Probing: how, why, link, contrast, what if..?





SWA TEACHING & LEARNING LADDER

