

Teaching & Learning Policy

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Students and Curriculum (8th June 2017)

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Vice Principal (Teaching & Learning)

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1. Introduction

Chelsea Academy is an inspirational community of learning and achievement with high expectations and high aspirations, underpinned by a culture of “no excuses”. Guided by Christian values, the Academy seeks to bring out the best in everyone, as we strive for excellence in all that we do. No student will be left behind as they are provided with the skills required for life and work in the 21st century. When students complete their Academy lives, they will have the qualifications, leadership qualities and sense of destiny to make a positive contribution to society.

We have a well-qualified and experienced teaching and associate staff who recognise that students have different learning styles, gifts and talents. Chelsea Academy combines traditional values and the highest educational and behavioural standards with an innovative approach to teaching and learning. Students, teachers and associate staff work together to build a community based on mutual respect where students can flourish and develop the personal qualities they need for future success.

2. Aims of the Policy

- To describe the vision of teaching and learning at Chelsea Academy.
- To highlight a range of different teaching and learning approaches underpinned by the Chelsea Academy Way for Learning.
- To provide a framework for planning outstanding learning experiences through the TEEP (Teaching Enhancement and Effectiveness Programme) Learning Cycle.
- To establish Chelsea Academy’s expectation of teachers as facilitators and students as learners.
- To highlight the Academy’s range of quality assurance mechanisms to monitor teaching and learning and promote development of all staff.
- To highlight the roles and responsibilities of all parties.
- To ensure a safe, stimulating and motivating learning environment for all.
- To develop opportunities for students to accelerate their own progress, both in lessons and through IL (Independent Learning).

3. Vision of Teaching and Learning at Chelsea Academy

Our vision is to develop outstanding citizens of tomorrow who make a sustained and valuable contribution to society. We will do this by ensuring that:

- teaching is outstanding.
- staff will have the opportunity to work together in a developmental coaching led environment.
- staff receive regular high quality feedback.
- students have the opportunity and ability to learn through world class learning experiences.
- our community is underpinned by mutual respect and the Christian values of joy, charity, perseverance, forgiveness and servant leadership.

4. The Chelsea Academy Way for Learning (CAW4L)

There are many aspects of a lesson at a particular point and over time that lead to exceptional teaching and learning outcomes. However, at Chelsea Academy we believe that there are five core aspects that lead to outstanding learning and underpin all others. These core aspects are both essential and interdependent ingredients that lead to outstanding teaching and learning at Chelsea Academy. The core aspects are outlined below and detailed through mastery statements in the Chelsea Academy Way for Learning booklet.

High Expectations

High expectations of students, learning and teachers is very important to generating exceptional outcomes from effective learners. This particular aspect underpins the concept of stretch and challenge for all students, subject knowledge, behaviour routines and rewards within the classroom. Developing routines upon entry, exit and during lessons can have a huge impact on the structure of all lessons, for example.

Engagement

High engagement through challenge in lessons leads to students being absorbed in their learning and on task. It also leads to high motivation and student led lessons, which results in rapid and sustained progress. The use of engaging entrance and starter activities to set the scene can ensure that engagement occurs from the very beginning of a lesson, for example. Time management and lesson planning skills can also be developed through this core aspect.

Feedback

Feedback is one of the most powerful influences on learning and achievement. At Chelsea Academy we believe that providing high quality guidance in lessons as well as frequent high quality written feedback in class workbooks and assessments will have a significant impact on learning. Furthermore, a culture where students are also part of the feedback process ensures that it is even more effective. Feedback in this core aspect therefore can be visible through excellent feedback and marking in workbooks (as per the Feedback and Marking policy), student progress in response to feedback over time, the use of higher order questioning skills and collaborative practices that enable students to provide feedback to each other before attempting to overcome challenges.

Progress

Ensuring that all student progress with their learning in lessons and over time is of prime importance when considering outcomes at all levels. Students need to be able to demonstrate “gains” in their knowledge within both a lesson and over time. In outstanding classrooms, students meet and sometimes exceed their target grades based on their entry criteria and baseline assessments because work set is challenging and allows students to become successful and independent learners. The notion of a ‘successful learner’ develops the concept of learners understanding how to be successful in a task and how to make progress. This also includes the development of literacy and numeracy within lessons.

Match to Need

Students have varying needs based on their academic abilities, free school meal status and whether or not they have a special education need or disability. Matching learning to the needs of all students is therefore vitally important for all students to make sustained progress. Teachers are expected to both plan for the ability of all students (including the most able and talented) and also address under-performance with differentiated tasks or outcomes. They should also be able to respond to students within a lesson and adapt accordingly.



5. TEEP Learning Cycle

The Chelsea Academy Way for Learning has developed further to include SSATs (Schools, Students and Teachers Network) Teacher Effectiveness Enhancement Programme (TEEP). This is a model of effective teaching and learning drawn from research and best practice. The TEEP learning cycle is a method of teaching a lesson (or group of lessons) to ensure that maximum learning is achieved. The underpinning elements alongside the flexible planning cycle, help support development of exciting new resources and lessons for all key stages. It will continue to operate as a training programme with level three qualified trainers and also as a bank of resources to support teachers in developing their practice. SSAT continues to train over 2000 teachers a year.

Chelsea Academy's teaching and learning policy states that the learning cycle should be used by teachers to plan relevant, purposeful and stimulating lessons. The cycle has six basic elements which will be seen across a lesson or series of lessons. An example lesson script can be found in *appendix one* but a typical TEEP Learning Cycle is summarised below:

Prepare for Learning

Teachers will strategically work with their students in order to develop a climate which is conducive to learning. It should include the consideration of FOUR main areas:

- The physical environment.
- The social and emotional environment.
- The intellectual environment.
- The start of lessons.

Agree Learning Outcomes

Teachers should explicitly share the purpose of the lesson with their students so that the students are in no doubt as to what is expected of them during the lesson. The teacher will:

- Make the content, skills and thinking explicit.
- State clearly what the students will have learned by the end of the lesson.
- Share the criteria against which the learning will be assessed.

Present New Information

Teachers will always consider what will be the best ways to present new information to students so that it provides for maximum inclusion for all. These might be visual or kinesthetic experiences, for example.

Construct Meaning

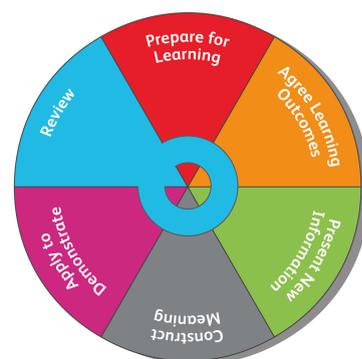
Students should be given the time and opportunity to develop their understanding of the new information and to practice using their developing skills. Teachers should encourage students to actively explore new concepts.

Apply to Demonstrate

Students should be given tasks and time to allow them to demonstrate their developing understanding of the content, in silence. They should then have an opportunity to share this development.

Review Learning

Teachers should challenge students to make their learning explicit through the review. They should use and incorporate different review opportunities throughout the course of the learning cycle. This will enable teachers and students to identify challenges, strengths and weaknesses and support needed. This can also be summative at the end of the lesson or unit curriculum plan.



6. Effective Teaching & Learning behaviours

In order for learning to be maximised, both teacher and learner behaviours need to be effective. These two form the outer circle of the TEEP Learning Cycle and are a result of establishing the innermost elements along with Chelsea Academy's five core aspects.

Effective Teaching Behaviours

Teachers will be most effective in delivering high quality lessons when they promote a variety of teaching and learning styles and a positive classroom climate which incorporates clear classroom management.

The TEEP programme has grouped effective teacher behaviours into four categories and there is an expectation for teachers at Chelsea Academy to:

- Ensure a positive **classroom climate** - Engage positively with students at the start of each lesson and throughout.
- Have excellent **classroom management** - be persistent and consistent with boundaries, response, expectations and use of sanctions and rewards.
- Use a **variety of teaching approaches** - using the TEEP Learning Cycle as basis.
- Teach in an **interactive** way - use excellent open questioning techniques and images to engage, stimulate and to support learning.

These are further detailed for guidance in the Chelsea Academy Way for Learning staff handbook.

Effective Learning Behaviours

As well as behaviours that make teaching more effective, teachers will encourage students to be effective learners. Effective learning includes the extra crucial ingredient, which actively involves the student in metacognitive processes of planning, monitoring and reflecting. Students at Chelsea Academy will gain understanding of the individual and social processes necessary to become effective learners.

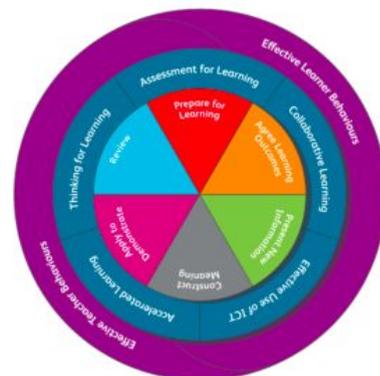
Chelsea Academy will emphasise intrinsic motivation, social relationships for learning, and an overall learning culture. The Academy will ensure there is strong a sense of purpose (i.e. learning), and continue to provide opportunities for staff to work collaboratively to enhance learning for their students. The greater the teachers' opportunities for learning, the more their students tend to learn.

In order to ensure effective learning behaviours in the classroom, teachers will:

- Promote active learning.
- Promote collaborative learning.
- Promote Growth Mindsets.
- Promote responsibility in learning.
- Promote learning about learning (metacognition).
 - Make learning a focus of attention.
 - Make learning a focus of conversation.
 - Make learning a focus of reflection.
 - Make learning a focus of learning.

To plan activities which promote the process of learning is a complex challenge. In order to facilitate this and develop effective learners, teachers will:

- Provide opportunities to practise the attribute or skill.
- Plan opportunities to develop the attribute or skill (build in challenge); cultivating dispositions as well as developing knowledge.
- Explicitly model the effective learner behaviours.
- Plan for debriefing the process of learning – the how, not the what.
- Plan a rich variety of learning experiences.



- Plan for opportunities for students to take responsibility for their own learning.
- Encourage reflection on perceived failure and extract the lessons learned – ‘What would we do differently if...’
- Plan for opportunities for real choice and independent decision-making. Students respond positively to the freedom to make some decisions about what or how they will work. These may include choices about which area of content to explore, the level of demand (do more routine tasks or fewer more demanding ones), the form of presentation.
- Provide a diverse range of ways of experiencing success.
- Raising intellectual self-esteem is an important aspect of working with low attaining students, and success via interactive discussion, question-asking, role-plays and creative tasks often result in greater confidence, and hence persistence in tackling other tasks. Publicly recognising and praising good learning behaviours is useful here.
- Promote talk which is exploratory, tentative and hypothetical. This sort of talk fosters link-making, and reflects high levels of intellectual engagement.
- Encourage students to learn from other student’s questions and comments. The conception that they can learn from other student’s ideas, comments or questions develops more slowly than the concept that discussion is real and useful work.
- Build a classroom environment that supports risk-taking. Students often feel safer waiting for the teacher’s answer to appear than to suggest an answer that might be wrong. Training students to disagree without put-downs is essential to developing good learning behaviours.
- Use a variety of intellectually challenging teaching procedures. Teaching procedures that counter passive learning and promote quality learning require student effort and energy, hence they need to be varied to retain freshness. Secondly, variety is another source of student interest.
- Regularly raise students’ awareness of the nature of different aspects of effective learning. Develop a shared language with students to talk about effective learning behaviours; create posters and charts that can be referred to in discussion.
- Discuss with students the skills and attributes of good learners. Set goals with students and classes based on the skills and attitudes they need to develop.
- Develop students’ understanding of the ‘big picture’. Discuss with students how various activities fit together and link to the big ideas. Students often do not link activities or see the relevance to what they perceive as the real world.

This will take place through the Chelsea Academy Learning Mindset, which can be found in *appendix two*.

7. Student Workbooks and Folders

Chelsea Academy has a set of 15 differently designed and branded workbooks for students to demonstrate their learning. This is to give students something they will be proud of and for students to demonstrate the pride they take in their learning. In order for this to contribute to the improved ethos of pride and learning, it is important to ensure a consistency with their use. The books:

- Have colourful distinctive and hard wearing covers.
- Include a light coloured back cover to use as mini-whiteboard.
- Identify workbook rules and include marking guidance/codes.
- Have bespoke pages per curriculum area (‘What am I learning in RE’, for example).
- Include a literacy page with connectives and common homophones, for example.

Work Book Non-Negotiables

Page Layout

- Every lesson should start on a new page.
- Make sure you apply TRHD (Title, Handwriting, Underline, Date)
- CW - written in the top left hand corner for classwork
- IL - written in the top left hand corner for independent learning
- LO - written next to the learning objective outcome
- Put question numbers or guides in the margin

Feedback Rules

- Always read your work in full before handing it in.
- Read both WWW and EB comments
- Complete your action in green with the title ACTION
- Remember, a highlighted box shows the work you need to improve
- An example sticker is below.

Feedback Codes

- New Paragraph (NP)
- Spelling
- The point being made (To illustrate)
- Punctuation Error
- Work is missing
- Grammar
- Fluency
- Capital Letter

What am I Learning in Religious Education?

	Year 7	Year 8	Year 9 (Ethical aspect - Pages B & E) (Edment)	Year 10 (On spec RE - Unit 5) (Edment)
Term 1	What is the story of the Bible?	What are the religions of the world?	Christian beliefs	Rights and responsibilities
Term 2	What is the story of the Bible?	What are the religions of the world?	Management and the Family	Religion and the environment
Term 3	What are the religions of the world?	How would God allow the world to be so unfair?	Management and the Family	Peace and conflict
Term 4	What are the religions of the world?	To what extent have religions caused conflict in the world?	Living the Christian life	Crime and punishment
Term 5	What are the religions of the world?	How do people make decisions in an ethical and philosophical way?	Matters of the end of life	Revision
Term 6	Notes - applied to the end of the year	How do people make decisions in an ethical and philosophical way?	Matters of the end of life	Revision / preparation period for GCSE

Assessment Zone

Checklist

I have written clearly
I have checked my spelling (looked out the word, then checked in a dictionary/thesaurus) and corrected any errors.
I have used full sentences with a subject and a verb.
I have started every sentence with a capital letter and used correct punctuation grammar.
I have paragraphed my work.
I am writing using a style suitable for the specified audience.

Punctuation

Full stops. At the end of a sentence
Capital letters. At the start of a sentence & for names and places.
Apostrophe. For letters that have been left out & the possessive (e.g. Amy's).
Commas. Separate lists & separate connected parts of a sentence.
Brackets (). Separate off added info.
Colon. Introduce a list & introduce an idea that is a supporting point.
Semicolon. Link two connected ideas & separate longer forms in a list.
Dash. 'Sudden break in sentence & change of thought'.
Speech marks. 'Quote or direct speech'.

Connectives

Words and phrases to connect ideas, sentences and paragraphs.
To Give Examples: such as in the case of, for example as revealed by, for instance.
To Show Cause and Effect: because -> therefore -> consequently -> then.
Opposites: Whereas, although, but, instead of, unlike, otherwise, on the other hand, but, To Make a Point: above all, in particular, especially, notably, indeed, significantly.
To Add Extra Information: also as well as, moreover, too, furthermore, and.
To Compare: -> such as, likewise, equally like.
To Further Explain an Idea: although, if, unless, except, apart from, yet, as long as, however.
Time: firstly, secondly, thirdly, finally, while, since, afterwards, next, since, meanwhile.

Homophones

Two words that sound the same, but have different meanings.
Homophones can be tricky. They are words that sound the same, but have different meanings.
This is a list of homophones to help you. It is a list of homophones to help you. It is a list of homophones to help you.

C3B4ME

Try using the STUCK routine to help you plan out the PEI.
Sign: Think about the task or challenge.
Book Board: Check a book board.
Buddy: Ask the person sitting next to you.
Bury: Ask your teacher at the last minute.

P.E.E.

Use P.E.E. when answering questions (Point, Explain, Evaluate).
The higher the temperature, the faster the rate of reaction.
Evidence: At 20°C the reaction takes 2 minutes. At 30°C the reaction takes 90 seconds.
Explain: This is because at high temperatures the particles have more kinetic energy and so collide more often.

Work Hard - Be Nice - No Excuses

The work in student workbooks should be examples of their ability and should encourage students to take pride in their work and their learning. To ensure this happens staff should make sure students use their books appropriately to enhance learning. Guidelines in their use include:

- It is an expectation that all subjects use their subject specific workbooks or for smaller subjects, the 'Generic Workbook'.
- Students must keep these books in good condition and take pride in their appearance.
- Books shouldn't have loose sheets.
- The first piece of work should be an exemplary piece of marked work that has some element of extended writing where possible.
- Marking codes and stickers must be used.
- Students are the 'owners' of their books and parents should see them on occasion.
- Learning coaches will check an example of workbooks regularly in coaching time.
- Exceptional books (recommended by teachers) will be displayed on the Academy TV screens half termly.
- Curriculum leaders and the leadership team will be checking books regularly and organising meetings with students and parents if the quality of work needs improving.

Key Stage 5

Not all subjects have planned to use workbooks with KS5. Where KS5 use the workbooks, they should be hole punched and placed in folders. Students should also have a folder for each subject that contain all work and assessments. They should also include:

- Exam specification.
- Timeline.
- Tracking sheet for assessments.
- Personalised learning checklists.
- Key terms.
- Divider sections for notes, IL, and assessed work (matching the TIPS sheet).

8. Quality Assurance

Chelsea Academy has a commitment to staff development and so will use a high quality, supportive and transparent Quality Assurance (QA) processes. These will take many forms and data will be collected in a variety of ways. The purpose of the QA process is to develop outstanding teaching and learning and ensure every staff member is both coached and developed appropriately. The QA cycle (example in *appendix three*) will be adapted annually depending on the needs of the Academy. This will always be communicated in September to all staff. Staff should expect to have their books seen at least once a half term and to have colleagues dropping into their lessons throughout the week. Staff will always be informed of any full coaching observations but feedback via the Academy's teaching and learning recording and monitoring system may be provided for any of the QA processes.

Quality assurance processes typically include:

Coaching Observations

Coaching observations of lessons take place to monitor the progress of teachers both within a lesson and over time. These are non-graded observations in order to ensure the teacher observed receives high quality coaching feedback, rather than a quantitative impression of an entire lesson. Quantitative data is used to help teachers understand their performance against mastery statements, but only in individual core aspects and not based on an impression of the whole lesson. Coaching observations can take place in a number of different ways but all use the Academy's teaching and learning recording and monitoring system to provide feedback to staff. Examples of coaching observations include:

1. *Full Coaching Observations* - planned coaching observations that take place for the entirety of a pre-determined lesson. These occur with a follow-up 'Focused Coaching Observation' within two weeks of the initial observation to check the progress made by the teacher against their highlighted actions. All feedback is non-graded and follows a coaching format.
2. *Focused Coaching Observations* - shorter more frequent observations to monitor the progress against individual core aspects, sections of the TEEP Learning Cycle or specific action development points. These observations are short in nature but still provide coaching feedback from the observer.
3. *NQT Coaching Observations* - more frequent coaching observations that take place half-termly by the NQT Tutor and weekly by the NQT Mentor.
4. *ITT (Initial Teacher Training) Coaching Observations* - coaching observations that take place weekly by classroom teachers and subject mentors.

Learning Walks

Learning walks take place at all periods of a day and across all days of the week. They are carried out by the Leadership Team, Curriculum Leaders, Senior Pastoral Leaders, Heads of Year, House Leaders, Teachers in Charge of curriculum subjects or key stages and by external visitors. Typically, during a learning walk staff will briefly monitor the quality of learning within a classroom and provide feedback to the Teacher, Curriculum Leader and Leadership Team through the Academy's teaching and learning recording and monitoring system.

Book Looks

Book looks take place in a number of different formats but include the observation of student work within the student workbooks that demonstrate progress over time. Feedback to the Teacher, Curriculum Leader and Leadership Team takes place using the Academy's teaching and learning recording and monitoring system.

Student Voice

Termly student interviews are carried out by members of the Governing Board and are used to inform Governors, Leadership Team and Curriculum Leaders of the students views of the quality of teaching and learning taking place across the Academy. These have a different yearly focus each time but a consistent set of questions.

Curriculum Area Reviews

These external reviews can be initiated by both the Curriculum Leader or Leadership Team Line Manager in order to assess and feedback on the quality of teaching and learning across a particular curriculum area. The format and reporting procedures may vary due to the person or organisation carrying out the review.

Student Performance (Teacher Assessments and Exam Results)

The Leadership Team and Curriculum Leaders monitor the progress and attainment of students after each progress check window and also report on such findings using the Curriculum Handbook. This is particularly important and effective during exam analysis meetings after examinations.

9. Roles and Responsibilities

This section of the policy identifies the importance that all stakeholders have on the development of teaching and learning across the Academy.

The role of students

Chelsea Academy students become enthusiastic and effective learners by:

- Valuing and respecting contributions made to learning by their teachers and peers.
- Actively participating in lessons either individually or in groups.
- Discussing their learning and progress with their parents.
- Regularly checking their performance and progress data and sharing this with their parents.
- Meeting all independent learning deadlines agreed with their teachers.
- Being ready to learn by having good attendance, being punctual for lessons and having the correct equipment.
- Following/demonstrating all effective learner behaviours.
- Taking a pride in the presentation of their work.
- Being reflective about their learning so that they know how well they are achieving and what they need to do to improve.
- Setting themselves challenging targets.
- Responding positively to challenges and to persevere when they encounter difficulties.
- Managing their time effectively.

The role of the class teacher is to:

- Demonstrate a passion for learning and an enthusiasm for their curriculum area.
- Ensure that lessons are carefully planned (using the TEEP Learning Cycle) and well paced with the needs of each learning group carefully considered.
- Ensure that all students are fully aware of the learning objectives and expected learning outcomes.
- Have a thorough and up-to-date understanding of their subject.
- Sustain interest through a variety of learning and teaching strategies.
- Make learning relevant to the demands and challenges of their students.
- Reward students' progress and achievement on a regular basis.
- Have high expectations of every student.
- Have excellent classroom management skills.
- Ensure that students stay on task and are engaged in their learning.
- Set independent learning tasks to assess, consolidate or extend understanding and knowledge.
- Develop positive working relationships with students based on Christian values.
- Use assessments to plan lessons and support students in making excellent progress.
- Use learning resources effectively to stimulate learning and reflect different groups, cultures and backgrounds.
- Plan the effective involvement of Teaching Assistants with agreed roles and responsibilities so that the needs of individual students are met.
- Ensure every classroom has at least one WAGOLL (What A Good One Looks Like) display.
- Make sure classrooms are motivating and purposeful learning environments, including displays of students' learning and explanations of relevant success criteria.
- Reflect on the impact of their practice and their training needs.
- Keep parents informed about students' progress.
- Treat all scenarios in the Academy as learning experiences.
- Ensure that the Behaviour for Learning policy is adhered to in order facilitate effective learning.
- Highlight cross-curricular links and liaise with other curriculum areas.
- Develop their students' skills and competencies as well as subject knowledge.
- Ensure feedback and marking provided to students is in line with the Feedback and Marking policy.

The role of the Teaching Assistant is to:

- Deliver tailored teaching activities to students on either a one-to-one basis or in small groups, where applicable.
- Make sure that supported students are able to engage in learning and stay on task during the lesson or activity.
- Support students to understand and succeed in all classroom based tasks to ensure progress is rapid and sustained.
- Support the social and emotional development of students, reporting any issues as necessary.
- Manage challenging student behaviour.
- Guide and monitor student progress.

- Carry out administrative duties such as preparing classroom resources for students, where necessary.

The role of the Curriculum Leader is to:

- Monitor the quality of teaching and learning in their curriculum area through a variety of strategies including observations, learning walks, book looks, student interviews and questionnaires.
- Ensure teaching and learning typicality data is kept up to date in the relevant curriculum handbooks.
- Support members of their curriculum area in the delivery of high quality learning and teaching.
- Encourage a regular dialogue within their curriculum area on learning and teaching.
- Promote consistency across the curriculum area to ensure a high quality experience for all students at Chelsea Academy.
- Identify areas for professional development for themselves and members of their curriculum area.
- Induct new staff into the procedures and expectations in their curriculum area.
- Model high quality teaching and learning for the members of their curriculum area.
- Be aware of the latest developments in learning and teaching in their subject area and ensure that all teachers within their curriculum area are aware of any such developments.
- Facilitate the sharing of good practice within and across curriculum areas
- Ensure that the Academy's Teaching and Learning policy is implemented within their curriculum area.
- Support members of the curriculum area with classroom management.
- Use the performance management framework to reinforce the Academy's commitment to high quality learning and teaching.

The role of Lead Practitioners is to:

- Raise the profile of teaching and learning across the Academy
- Demonstrate high expectations of own teaching practice and a commitment to ongoing professional development.
- Support the Professional development of colleagues within the Academy through coaching, mentoring, demonstrating best practice and providing feedback.
- Lead on one aspect of the Chelsea Academy Way for Learning in order to develop consistency across the Academy in engagement, feedback, match to need, progress and high expectations.
- Actively research best practice within and from beyond the Academy in order to lead others and raise standards.
- Design and deliver training on aspects of teaching and learning to groups of staff e.g. Wednesday CPD sessions, INSET days.
- Regularly share best practice in teaching and learning to create communities of learners across the Academy and other schools.
- Contribute to quality assurance processes of teaching and learning.
- Work closely with middle leader teams in developing, implementing and evaluating teaching and learning.

The role of Literacy and Numeracy Coordinators is to:

- Raise the profile of literacy and numeracy within the Academy, including the use of a termly focus.
- Raise standards of literacy and numeracy through standardised teaching methods, vocabulary and techniques.
- Make literacy and numeracy teaching an overt part of every curriculum area.
- Articulate literacy and numeracy in a curriculum based context.
- Plan and deliver interventions to improve literacy of students across all key stages and abilities.
- Create opportunities for cross curricular activities across subject areas.
- Support the teaching and learning of literacy and numeracy skills across all curriculum areas.
- Work with colleagues to develop innovative and engaging schemes of work, lesson plans and learning resources that accelerate student progress.

The role of the Leadership Team is to:

- Ensure that there is consistently high quality of learning and teaching across the Academy and particularly within the faculties that they line manage.

- Ensure that a well-managed and stimulating environment conducive to high quality teaching and learning is maintained throughout the Academy.
- Promote dialogue with staff on teaching and learning and provide a framework for good practice.
- Support staff with classroom management and provide an appropriate programme of CPD (Career Professional Development) on an individual and collective basis.
- Monitor teaching and learning through a variety of strategies highlighted in the teaching and learning quality assurance process, including coaching observations, learning walks, interviewing students, book looks, analysis of examination results, curriculum area reviews and effective line management.
- Use the performance management framework to reinforce the Academy's commitment to high quality learning and teaching.
- Establish a system of peer observation across curriculum areas so that best practice is shared across the curriculum.
- Model high quality teaching and learning for all staff.
- Ensure Curriculum Leader judgements of teacher typicality across their areas are accurate and well communicated with teachers.
- Establish learning opportunities with other schools, academies and organisations locally, nationally and internationally.

The role of Governors is to:

- Support the Principal and the Leadership Team in the appointment of high quality staff.
- Monitor core aspects of teaching and learning within the Academy as identified in the Academy Development Plan.
- Monitor the allocation of resources.
- Ensure that the Academy buildings and premises are best used to support learning and teaching.

The role of Parents is to:

- Regularly discuss learning and progress with their child.
- Ensure the student workbooks are an example of their child's best learning.
- Engage in a dialogue with the Academy about their child's progress.
- Ensure their child adopts all effective learner behaviours.
- Encourage their child to complete independent learning tasks to the best of their ability by providing structured time and an environment conducive to home learning.
- Ensure their child is ready to learn by having good attendance, being punctual for lessons and having the correct equipment.
- Attend information and parent's consultation evenings organised by the Academy relating to their child's learning.

10. Links to other Policies

There are a number of other policies that support and complement the Teaching and Learning policy. These include:

- Assessment, Recording and Reporting
- Curriculum Plan and Curriculum Analysis
- Feedback and Marking
- Special Educational Needs and Disabilities
- Most Able
- Behaviour for Learning

Appendix 1
Example Lesson Script

Example below. Model to be confirmed and added when complete.

	Purpose	Role of the Teacher & Suggested Activities
Prepare for Learning	<p>Prepare the climate for learning and resources.</p> <p>Establish a positive and productive classroom environment</p>	<p>Prior to the lesson, teacher should:</p> <ul style="list-style-type: none"> • Ensure that you know your class, their ability and their needs. • Ensure the lesson planned is challenging , differentiate and appropriate. • Have high expectations. • Ensure there is an 'Entrance' / 'Do Now' activity on the whiteboard and any resources are ready - these can be printed and handed to students as they enter or detailed on the whiteboard. • Thoroughly know the topic to be taught (specification induction checklist complete). <p>At the start of the lesson, teacher should:</p> <ul style="list-style-type: none"> • Stand at the door and welcome students (ensure line-up is sensible, timely and students are in correct uniform). • Direct students to the 'Entrance' / 'Do Now' activity. • Ensure students are seated immediately and in their correct seat (as per your seating plan). • Praise the students and set a positive tone for the start of the lesson for those that show effective learning behaviours. • Ensure students have their equipment and planners on desks. • Effectively use support staff. <p>The 'Entrance' / 'Do Now' Activity should:</p> <ul style="list-style-type: none"> • Be in silence. • Include stretch/challenge and support tasks. • Relate to the upcoming lesson or previous learning.
Agree Learning Outcomes		
Present New Information		
Construct Meaning		
Apply to Demonstrate		
Review Learning		

Appendix 2
Chelsea Academy Learning Mindset

Model to be confirmed and added.

Appendix 3
Example Quality Assurance Cycle

2017-2018 Model

CHELSEA ACADEMY
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The Chelsea Academy Way... for Quality Assurance

	Aim	Half Term					
		HT1	HT2	HT3	HT4	HT5	HT6
All Staff							
Full Coaching Observations	To provide developmental coaching and ungraded feedback leading to consistently high quality lessons	Line Manager(s)	Line Manager(s)	Line Manager(s)	Peer Coaching		
Learning Walks	To provide brief developmental feedback to staff and further develop expertise in the core aspects of the CAVWL / TEEP	High Expectations Prepare for Learning / Agree Learning Outcomes	Feedback Apply to Demonstrate / Review Learning	Match to Need Present New Information / Construct New Meaning / Apply to Demonstrate Learning	Progress Agree Learning Outcomes / Apply to Demonstrate / Review Learning	Engagement Present New Information / Construct New Meaning	
Focused Coaching Observations		Leadership Team (LT)	Curriculum Leaders (CL)	Leadership Team (LT)	Curriculum Leaders (CL)	Leadership Team (LT)	Curriculum Leaders (CL)
Book Looks	To focus on the presentation and quality of student work, teacher feedback and learner progress over time	Year 7 (P5), Year 12 (P6) - 26th September 2017	Yr 13 (P6) - 7th December 2017	Yr 10 (P6) - 6th February 2018	Yr 8 (P5), Yr 9 (P6) 27th March 2018		Yr 7 (P5), Yr 12 (P6) - 5th July 2018
Student Voice	Used to inform Governors, Leadership Team and Curriculum Leaders of the students views of the quality of teaching and learning.	Yr 11 (P6) - 19th October 2017					



The Chelsea Academy Way... for Quality Assurance of Newly Qualified Teachers and Teachers in Training

QA Process	Aim	Half Term					
		HT1	HT2	HT3	HT4	HT5	HT6
Full Coaching Observations <i>NQT's</i>	To provide developmental coaching and ungraded feedback leading to consistently high quality lessons	NQT Tutor	NQT Tutor	Including a second full coaching observation follow up based on 'Actions for Development'	NQT Tutor	NQT Tutor	NQT Tutor
Focused Coaching Observations <i>NQT's</i>	To provide short and responsive developmental coaching feedback leading to consistently high quality lessons	Short and focused weekly observations carried out by the NQT mentor and fed back using PAM					
Full Coaching Observations <i>School Direct Teachers</i>	To provide developmental coaching and ungraded feedback leading to consistently high quality lessons	Weekly observations carried out by the subject mentor/coach and/or classroom teacher and fed back using programme specific documents and/or PAM					
Learning Walks Focused Coaching Observations	To provide brief developmental feedback to staff and further develop expertise in the core aspects of the CAVWL / TEEP	High Expectations Prepare for Learning / Agree Learning Outcomes	Feedback Apply to Demonstrate / Review Learning	Match to Need Present New Information / Construct New Meaning / Apply to Demonstrate Learning	Progress Agree Learning Outcomes / Apply to Demonstrate / Review Learning	Engagement Present New Information / Construct New Meaning	
Book Looks	To focus on the presentation and quality of student work, teacher feedback and learner progress over time	Leadership Team (LT)	Curriculum Leaders (CL)	Leadership Team (LT)	Curriculum Leaders (CL)	Leadership Team (LT)	Curriculum Leaders (CL)
Student Voice	Used to inform Governors, Leadership Team and Curriculum Leaders of the students views of the quality of teaching and learning.	Year 7 (P5), Year 12 (P6) - 26th September 2017 Yr 11 (P6) - 19th October 2017	Yr 13 (P6) - 7th December 2017	Yr 10 (P6) - 6th February 2018	Yr 8 (P5), Yr 9 (P6) 27th March 2018	Yr 7 (P5), Yr 12 (P6) - 5th July 2018	