

# Teaching & Learning Policy

**Approved by Governor committee:**  
Students and Curriculum – 26th November 2020

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**Responsibility of:**  
Vice Principal (Quality of Education)

**Date ratified by Governing Board:**  
N/A

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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; we create a culture that enables all to flourish by learning together. When students move forward from their life at the Academy, they will have the qualifications, leadership qualities and strength of character to make a positive contribution to society.

We have a well-qualified and experienced teaching and associate staff who recognise that students learn in a variety of ways with a broad range of unique gifts and talents. Chelsea Academy combines traditional values and the highest educational and behavioural standards with a well informed and innovative approach to teaching and learning. Students, teachers and associate staff learn together to build a community based on mutual respect where all 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 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.

### 3. Vision of Teaching and Learning at Chelsea Academy

Our vision is to *Learn together to flourish*.

We will do this by ensuring that:

- Excellent teaching is in place to support outstanding learning.
- 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. Quality Assurance

Chelsea Academy has a commitment to staff development and so will use high quality, supportive and transparent Quality Assurance (QA) processes. 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 will be adapted annually depending on the needs of the Academy.

**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. *Coaching Visits* – planned coaching visits that take place for an agreed time and section of a lesson half-termly.
  - a. Specific strategies and practices are focused on and agreed as part of the professional development plan for each teacher.
  - b. These occur, if deemed necessary, 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.
  - c. All feedback is non-graded and follows a coaching format.
2. *NQT Coaching Observations* – more frequent coaching observations that take place half-termly by the NQT Tutor and weekly by the NQT Mentor.
3. *ITT (Initial Teacher Training) Coaching Observations* – coaching observations that take place weekly by classroom teachers and subject mentors.

### Book Looks

Book looks take place in a number of different formats but include a review of student work within the student workbooks or online portfolios that demonstrate progress over time. Feedback on book reviews will take place collaboratively with the teacher and curriculum team. Feedback will be evidenced 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. The focus will reflect the priorities of the Academy Self Evaluation Form and the questions will be agreed by the Vice Principal for Quality of Education and the Chair of the Student & Curriculum Committee.

### Curriculum Area Developmental 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 education 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.

## **5. 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:

- Following learning expectations as outlined in the Chelsea Academy Way for Learning
- Taking advantage of the learning opportunities and experiences available to them as students of Chelsea Academy
- Learning from setbacks and celebrating success with and of their peers.
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The role of the class teacher is to:

- Follow the expectations as outlined in the Chelsea Academy Way for Learning
- Engage, enthuse and encourage their students through well planned and resourced learning opportunities
- Collaborate with their colleagues to ensure they are always learning and developing as teachers.
- Follow all Academy Policies, in particular those relating to the quality of education (listed below)

The role of the Teaching Assistant is to:

- Collaborate with classroom teachers to ensure they can work most effectively in lessons supporting students
- Make sure that supported students are able to engage in learning and stay on task during the lesson or activity.
- Support the social and emotional development of students, reporting any issues as 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 coaching observations, learning walks, book looks and exam analysis following assessment windows and external exams.
- Support members of their curriculum area in the delivery of high quality learning and teaching through excellent teaching ongoing opportunities to develop subject knowledge. .
- 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:

- Work with the Teaching and Learning AP to raise the profile of teaching and learning across the Academy.
- Actively research best practice within and from beyond the Academy in order to lead others and raise standards.
- Collaborate with the AP for Teaching and Learning to 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.

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 areas that they line manage.
- Ensure that a well-managed and stimulating environment conducive to high quality teaching and learning is maintained throughout the Academy.
- 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. Model high quality teaching and learning for all staff.

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.
- Engage in a dialogue with the Academy about their child's progress.
- 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 consultation evenings organised by the Academy relating to their child's learning.

## **6. Links to other Policies**

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

- Curriculum & Assessment
- Feedback
- Special Educational Needs and Disabilities
- More Able
- Staff Training and Development
- Behaviour for Learning
- Independent Learning
- Literacy

Chelsea Academy Guides:

- Chelsea Academy Way for Learning
- Chelsea Academy Way for Behaviour

**Appendix 1: Example Lesson Script**

	<b>Purpose</b>	<b>Role of the Teacher</b>
<b>1. Prepare for Learning</b>	<p>Prepare the climate for learning, resources and establish a positive and productive classroom environment.</p> <p>It will include consideration of three main areas:                      The physical environment; the social/emotional environment; the intellectual environment.</p>	<p><b>Prior to the lesson, teachers are expected to:</b></p> <ul style="list-style-type: none"> <li>Know your class, their ability and their needs.</li> <li>Prepare a seating plan in PAM matched to student needs.</li> <li>Prepared the learning environment with appropriate use of displays (WAGOLL) etc.</li> <li>Plan lessons that are challenging, differentiated and appropriate.</li> <li>Hold high expectations</li> <li>Have an 'Entrance' / 'Do Now' activity and any resources ready - these can be printed and handed to students as they enter or detailed on the whiteboard.</li> <li>Have excellent subject knowledge for the topic to be taught (specification induction checklist complete).</li> <li>Meet with the Teaching Assistant (if applicable) to clarify student needs and strategies to support learning.</li> </ul> <p><b>At the start of the lesson, teachers are expected to:</b></p> <ul style="list-style-type: none"> <li>Stand at the door and welcome students (entrance to the classroom is sensible, timely and students are in correct uniform).</li> <li>Ensure students have their equipment and planners on desks.</li> <li>Direct students to the 'Entrance' / 'Do Now' activity.</li> <li>Ensure students are seated immediately and in their correct seat (as per your seating plan).</li> <li>Complete the register within the first 15 minutes.</li> <li>Set a positive tone for the start of the lesson using praise, "fresh start" attitude, enthusiasm for learning etc.</li> </ul> <p><b>The 'Entrance' / 'Do Now' Activity will:</b></p> <ul style="list-style-type: none"> <li>Be in silence</li> <li>Include <b>stretch/challenge</b> and <b>support</b> tasks</li> <li>Relate to this lesson or previous learning</li> </ul>
<b>2. Agree Learning Outcomes</b>	<p>To explicitly share the learning outcomes and success criteria with students. The outcomes should be used later in the lesson as well as reference points and also to evaluate progress made against achieving the outcomes.</p>	<p><b>The learning objective(s) and/or outcome(s) must be constructively shared with students in every lesson.</b></p> <p>Learning outcomes must clearly state what the students will have learned by the end of the lesson. They can be in a range of formats such as WALT (What Am I Learning Today) &amp; WILF (What Am I Looking For), Graded / Levelled Outcomes, I Can Statements or other consistent approaches as long as the students understand the language.</p> <p><b>Ensure you...</b></p> <ul style="list-style-type: none"> <li>Reduce language overload. Keep outcomes short, snappy and to the point.</li> <li>Enable students to see the relevance of what they are learning and also transfer and develop existing skills (e.g. I can statements, exam questions, careers, current issues, effective learner behaviours, literacy).</li> <li>Share criteria against which student work will be assessed.</li> <li>Revisit the outcomes at key points in the lesson to assess student progress</li> <li>Provide a path through which students can take responsibility for their own learning.</li> </ul> <p><b>Methods to agree learning outcomes include:</b></p> <ul style="list-style-type: none"> <li>Question students on their perceptions of the lesson</li> <li>Post it note task on prior learning or questions on the topic</li> <li>Gap fill learning outcomes</li> <li>Use of pictures and higher order questioning to elicit responses</li> </ul>
<b>3. Present New Information</b>	<p>To present students with new information that they are</p>	<p><b>Teachers are expected to present new information in an engaging way. Use of strategies such as video and music can provide a 'hook' into the lesson, help</b></p>

	<p>required to work with ensuring it provides for maximum inclusion of all students.</p>	<p><b>them start to understand the ‘the bigger picture’ and stimulate the class into actively seeking further learning experiences.</b></p> <p><b>Presenting new information should:</b></p> <ul style="list-style-type: none"> <li>• Create a sense of awe and wonder in their learning.</li> <li>• Be personalised to that group or individual (e.g. link to hobbies/strengths).</li> <li>• Use current areas of interest to hook students (films, computer games, fashion, current affairs).</li> <li>• Be varied and appeal to different “emotional senses” and learning styles.</li> </ul>
<p><b>4. Construct Meaning</b></p>	<p>To give students the time and opportunity to develop understanding of the new information and to practice their developing skills in an active and engaging way.</p>	<p><b>Teachers are expected to encourage students to learn by doing, to explore new information and develop understanding. Students should be encouraged to research answers for themselves and make mistakes during this phase. Activities should appeal to a range of intelligences and can be individual or collaborative.</b></p> <p><b>Construct meaning activities could include:</b></p> <ul style="list-style-type: none"> <li>• TEEP Activities (venn diagrams, priority grids, semantic maps, double bubble, diamond nine, before, before, after, after)</li> <li>• Flash cards</li> <li>• Card sorting, pairing or matching activities</li> <li>• Sequencing – segments of texts for example</li> <li>• Cloze – fill in the gaps of the text (preferably keywords missing)</li> <li>• Predict: the next part of the text</li> <li>• Writing frames/scaffolds or whiteboards to structure ideas</li> <li>• Flowcharts to organise thought</li> <li>• Provide opportunity for students to build their own learning aids</li> <li>• Grading model answers before demonstrating themselves</li> </ul>
<p><b>5. Apply to Demonstrate</b></p>	<p>To participate in a task that will allow them to demonstrate their understanding of the content that was presented and apply the new learning in a different situation.</p>	<p><b>Teachers are expected to provide opportunities for students to demonstrate their learning in a wide variety of styles: visually, kinaesthetically and orally, individually in groups or as a whole class.</b></p> <p><b>Apply to demonstrate tasks should:</b></p> <ul style="list-style-type: none"> <li>• Be appropriately challenging and designed so that it allows learners to achieve the previously agreed learning outcomes.</li> <li>• Provide opportunities to assess students’ literacy/numeracy where appropriate.</li> <li>• Have clear success criteria that students can apply to their own work and be assessed against.</li> <li>• Be given adequate time within the lesson (this task may be at least a third of the lesson or a whole assessment lesson).</li> <li>• Be matched to the needs of students.</li> <li>• Make appropriate use of TAs and support staff.</li> <li>• Written tasks must be completed in silence.</li> </ul>
<p><b>6. Review Learning</b></p>	<p>To challenge students to make their learning explicit. This should not be seen as coming only at the end of a lesson and should be used throughout each stage of learning.</p>	<p><b>Teachers are expected to review learning at different points of a lesson or cycle of lessons (beginning, throughout and at the end) in order to assess learning and address misconceptions or misunderstanding.</b></p> <p><b>Review tasks should:</b></p> <ul style="list-style-type: none"> <li>• Be explicitly linked to the learning outcomes of the lesson.</li> <li>• Assess the learning of all students.</li> <li>• Develop effective learner behaviours and support students to become more reflective by articulating their progress in the lesson.</li> <li>• Enable teachers to give informed feedback and where necessary intervene to alter the direction of learning (within the lesson or in a sequence of lessons)</li> </ul> <p><b>Review activities could be in the form of mini-plenaries, for example:</b></p> <ul style="list-style-type: none"> <li>• use of mini-whiteboards</li> <li>• post it notes</li> <li>• Red, amber and green cards</li> <li>• continuum lines</li> </ul>

		<ul style="list-style-type: none"> <li>• thumb up/down</li> <li>• quickfire quizzes</li> <li>• Excellent questioning that involves all students</li> </ul>
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**Appendix 2**  
**Student Effective Learner Framework (S.E.L.F.)**



S.E.L.F

## STUDENT EFFECTIVE LEARNER FRAMEWORK

Creating a community of confident, creative learners with high expectations and high aspiration. Effective Learners adopt a Growth Mindset in all aspects to become lifelong learners.

### 1 I AM RESILIENT.

The Emotional Aspect of Learning - How You Feel About Learning

**I can absorb** - Being able to lose yourself in learning — becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.

**I can manage distractions**

- Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning. Noticing Perceiving subtle nuances, patterns and details in experience.

**I can persevere** - Keeping going on in the face of difficulties, channeling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

**I have a growth mindset**

- I can close gaps in my own learning with a positive 'can do' attitude. I understand that I need to replace "I can't do this" to "I can't do this yet".



### 2 I AM REFLECTIVE.

The Strategic Aspects of Learning - Managing Learning

**I can plan & set challenges**

- Thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter.

**I can assess my own learning**

- Knowing yourself as a learner — how you learn best; how to talk about the learning process.

**I can invite & embrace feedback**

- Seeking advice, guidance and feedback on learning. Responding positively to feedback and criticism.

**I can amend**

- Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.



### 3 I AM RESOURCEFUL.

The Cognitive Aspects of Learning - Thinking in Learning



**I can question** - asking questions of yourself and others, curious and playful with ideas - delving beneath the surface of things - question my own assumptions.



**I can make links** - seeing connections between disparate events, building patterns, weaving a web of understanding.



**I can reason** - calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments and spotting the flaws in others.

**I can be creative** - Using your imagination and intuition to put yourself through new experiences or to explore possibilities wondering "what if".

### 4 I AM RESPONSIBLE.

The Organisational Aspects of Learning - Being Responsible for own learning in different contexts

**I can learn independently**

- taking responsibility to learn on your own and being able to stand your ground in debate.

**I can collaborate**

- Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.

**I can show empathy and listen**

- Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.

**I can organise**

- Organising all aspects of learning and the learning environment. Organising ideas to organising equipment. Understanding that I am the person responsible and taking account in all circumstances.





### Appendix 3 Example Quality Assurance Cycle

2020-21 Model



## The Chelsea Academy Way... for Quality Assurance 2020/21

	Aim	Half Term					
		HT1	HT2	HT3	HT4	HT5	HT6
<b>Focused Observations</b>	To provide developmental coaching and ungraded feedback leading to consistently high quality lessons. NQTs and New Staff should be seen within the first few weeks of the new year to ensure support is provided where necessary. Feedback through Google Docs to individual teachers. NQTs receive 6 a year plus peer obs and all other teaching staff have 6 x 20 minute coaching observations focused on development of key pedagogical practices. These should be across a range of key stages. There should be discussion before and after the observation to agreed focus and check target.	Coaching Obs 1	Coaching Obs 2	Coaching Obs 3	Coaching Obs 4	Peer Obs 1	Peer Obs 2
<b>Book Looks</b>	To focus effective use of formative assessment through by using a range of different types of feedback. Student workbooks should demonstrate pride and student ownership of their learning. Book looks will be collaboratively carried out each half term as part of the professional development programme for curriculum teams.	Book Look Self/Peer Assessment	Book Look Literacy	Book Look Teacher Feedback	Book Look Self/Peer Assessment	Book Look Literacy	Book Look Teacher Feedback
<b>Development of CAW4L aspects</b>	To continue the development of TEEP and the core aspects of High Expectations, Match to Need, Engagement, Feedback, Progress, Literacy, Numeracy. The LP responsible for this core aspect will lead the learning walks by coordinating the LP team. They will run optional twilight sessions for this half term and share best practice and LW feedback in the Anchor.	SELF	EFA	LITERACY	EFA	MATCH TO NEED	EFA
<b>Academy Learning Walks</b>	Leaders carry out a half termly learning walk which they will discuss in LT. These are to look at provision in general and where possible will be announced and feedback about in the calc. They may invite visitors, guests, parents, other teachers to join the walks.	Ongoing					
<b>Development of Prayer, Reflection and Spirituality</b>	To ensure that coaching time and Academy/Year assemblies consistently include meaningfully integrated Christian prayer - and that students are given regular and genuine opportunities for reflection and for the development of their own spirituality.	KS5 Coaching time 'Coaching Notes' and 6th form assembly observations - TRS	Year 7 Coaching time 'Coaching Notes' and Year 7 assembly observations - TRS	Year 10 Coaching time 'Coaching Notes' and Year 10 assembly observations - TRS	Year 11 Coaching time 'Coaching Notes' and Year 11 assembly observations - TRS	Year 8 Coaching time 'Coaching Notes' and Year 11 assembly observations - TRS	Year 9 Coaching time 'Coaching Notes' and Year 9 assembly observations - TRS
<b>Quality of Pastoral Curriculum</b>	To ensure that the pastoral curriculum is being delivered appropriately and consistently in coaching time and that students are engaging in meaningful conversations built around planned CT taught session resources	Year 7 Coaching time pastoral curriculum observations - DWY and HOY	KS5 Coaching time pastoral curriculum observations - DWY and HOY	Year 11 Coaching time pastoral curriculum observations - DWY and HOY	Year 10 Coaching time pastoral curriculum observations - DWY and HOY	Year 9 Coaching time pastoral curriculum observations - DWY and HOY	Year 8 Coaching time pastoral curriculum observations - DWY and HOY
<b>Quality of Coaching</b>	To ensure that Coaching Time is being used effectively and that Learning Coaches are following the Coaching Time routines and procedures for their specific year group	Coaching Time walks and Quality of 121 Coaching (HoY / DHoY)	Coaching Time observations and Assembly Protocols (HoY / DHoY)	Learning Coach CPD meetings (HoY / DHoY)	Coaching Time walks and Quality of 121 Coaching (HoY / DHoY)	Coaching Time observations and Assembly Protocols (HoY / DHoY)	Learning Coach CPD meetings (HoY / DHoY)
<b>Student Voice - Governors</b>	Used to inform Governors, Leadership Team and Curriculum Leaders of the students views of the quality of teaching and learning.	Year 7 and 12 settling	Year 8 and the KS3 curriculum and cultural capital offer	Year 11 and mock exams	Year 12 and 13 exams and next steps. University guidance.	Year 9 how are GCSE courses going?	Year 10 Careers and work experience and RE
<b>Departmental Reviews - Diana Huntingford</b>	To cast an external eye over the department to ensure that the curriculum leader can continue to enhance teaching and learning in their area.	Exam Analysis Meeting	Business	Citizenship & PD	Science	Math	Literacy
<b>Independent Reviews</b>	To review whole school aspects of practice year on year to ensure that the Academy is still moving forward in the right direction	NQT and new staff teaching and learning Review KS4 and KS5	Leading T&L with CLs	SIAMS	Student development and welfare - SMSC	How does Chelsea Academy improve the Character of young	Exit Interviews