

Teaching & Learning Policy

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Students and Curriculum – 4th March 2024

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Responsibility of:
Vice Principal (Quality of Education)

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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. Our wider vision is that:

We will be a diverse and inclusive community welcoming both students and staff with open arms. Our Christian values will anchor us, providing the framework with which to live, learn and work together through kindness and love. Throughout their time at Chelsea Academy each student will flourish, benefitting from a rich academic curriculum and strong pastoral care. Learning will excite, inspire and challenge. Beyond the taught curriculum there will be many opportunities for students to develop their interests and passions. We aspire to acknowledge and embrace vulnerability. All students will develop: resilience, wisdom, hope and skills with which to lead happy, healthy and fulfilling lives.

2. Aims of the Policy

- To describe the vision of teaching and learning at Chelsea Academy.
- To highlight the Academy’s quality assurance processes to monitor teaching and learning and promote development of all staff.
- To ensure a safe, stimulating and motivating learning environment for all.

3. Vision of Teaching and Learning at Chelsea Academy

Our vision is *Learning together to flourish*.

As a Christian and fully inclusive educational community, we aim to foster each student’s unique gifts and talents whilst meeting their individual needs and raise their aspirations. This is achieved by creating a stimulating learning environment where high expectations and standards are the norm and where lessons are both rigorous and challenging for all students. Learning will excite, inspire and challenge and be an enjoyable experience which enables students to go on to lead happy and fulfilled lives. We believe students should be inspired to develop a passion for learning, become effective and reflective lifelong learners with the resilience, wisdom, hope and skills to equip them for happy, healthy and fulfilling lives.

We will do this by ensuring that:

- Excellent teaching is in place to support strong learning
- Staff will have the opportunity to work collaboratively in an environment that encourages ongoing professional development
- Staff receive regular high quality feedback
- Students have the opportunity to learn through high quality and engaging learning
- The Academy’s vision for teaching and learning is inspired and informed by the CoE’s Vision for Education
- 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

The Core Aspects

- High Expectations - Having high expectations of students learning and behaviour leads to improved performance.
- Match to Need - Adapting teaching and learning to support and challenge all students
- Feedback - Providing a wide range of feedback that supports learning for all
- Engagement -

- Progress

These five Core Aspects are now securely embedded in the Academy's approach to teaching and learning.

The Chelsea Absolutes

To ensure the CAW4L is implemented consistently across the Academy, the Chelsea Absolutes provide a shared understanding and language that identify four key teaching habits that are expected to be seen routinely in all lessons.

The Chelsea Absolutes include:

- Strong start, strong finish
- Checking for understanding
- Circulate
- Expect 100%

5. Quality Assurance

Chelsea Academy has a commitment to staff development and so uses high quality, supportive and transparent Quality Assurance (QA) processes. The purpose of the QA processes are to develop high quality, research informed teaching and learning and ensure every staff member develops through CPD and coaching. The QA cycle will be adapted annually depending on the needs of the Academy.

Quality assurance processes typically include:

Coaching Observations

Coaching Observations take place to monitor the quality of teaching and learning to clearly identify areas of best practice and potential concern and provide appropriate professional development for all teachers. They 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. *Learning Visits* – planned coaching visits that take place for an agreed time and section of a lesson termly and recorded on SISRA Observe
 - 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 Learning Visit' 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. *ECT Coaching Observations* – more frequent coaching observations that take place half-termly by the ECT Tutor and Mentor where possible and weekly instructional coaching sessions by the ECT Mentor in line with the Early Careers Framework. These are recorded on SISRA Observe.
3. *ITT (Initial Teacher Training) Coaching Observations* – coaching observations that take place weekly by classroom teachers and subject mentors and are recorded according to the ITT provider's guidance.

Temperature Checks

Temperature Checks provide a half termly strategic overview of the Core Aspects and Chelsea Absolutes and early identification of areas for concern for senior leaders of QoE, alongside post holders e.g. SENDCO, HPA, Director of PP and Curriculum Leaders.

Book Looks

Collaborative book looks take place within curriculum areas half termly and 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 SISRA Observe

Student Voice

Termly student interviews are carried out by members of the Governing Board and half termly student learning conversations are carried out by the Teaching and Learning team. These are used to inform Governors, Leadership Team and Curriculum Leaders of the students' experience of learning at the Academy. The focus will reflect the priorities of the Academy Development Plan 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

Such 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 with the approval of the Vice Principal for Quality of Education and/or the Principal. Such reviews may include school to school 'peer reviews' as well as those that could be led by e.g. Challenge Partners.

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. Raising Standards and exam analysis meetings are calendared to ensure informed discussion about student progress take place.

6. 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:

- Knowing, remembering and doing more
- 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 through the Academy's Flourish 8 initiative
- Learning from setbacks, persevering and celebrating success with and of their peers.

The role of the class teacher is to:

- Follow the expectations as outlined in the Chelsea Academy Way for Learning and implement the Chelsea Absolutes in their classroom practice
- Engage, enthuse and encourage their students through well planned, sequenced and resourced learning opportunities
- Collaborate with their colleagues to ensure they are always learning and developing as teachers
- Work in partnership with the SENDCo and teaching assistants to ensure parity of access for all students, whatever their learning needs
- 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 learning visits, temperature checks, feedback focus reviews, raising standards meetings 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 pedagogy
- Promote consistency across the curriculum area through the implementation of the Chelsea Absolutes, to ensure parity of opportunity.
- 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
- Support members of the curriculum area with classroom management.
- Hold teachers to account to ensure there is an ongoing commitment to high quality teaching and learning across the curriculum area.
- Use Performance Management to ensure 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.
- Regularly share best practice in teaching and learning to create communities of learners across the Academy and other schools.
- Contribute to quality assurance processes

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 observations, temperature checks, feedback focus reviews, analysis of examination results, curriculum area reviews and effective line management.
- Use Performance Management to ensure high quality learning and teaching.

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 building and premises are best used to support learning and teaching.

The role of Parents/Carers 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 Progress venings organised by the Academy relating to their child's learning.

7. 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 / High Prior Attainers
- Staff Training and Development
- Behaviour for Learning
- Independent Learning

Chelsea Academy Guides:

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

Appendix 1: [CAW4L Core Aspects](#)

Appendix 2: [Chelsea Absolutes](#)

Appendix 3
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 4
Example Quality Assurance Cycle

2021-22 Model



The Chelsea Academy Way... for Quality Assurance

All Staff	Aim	Half Term					
		HT1	HT2	HT3	HT4	HT5	HT6
Learning Visits	To "temperature check" the quality of teaching and learning to clearly identify areas of best practice and potential concern and provide appropriate professional development	Curriculum Leader and LT Link		Curriculum Leader and LT Link		Curriculum Leader and LT Link	
LT Temperature Checks	For a strategic overview and early identification of areas for concern for senior leaders of QoE, alongside post holders e.g. SENDCO, HPA, Director of PP	Leadership Team (with CL as appropriate)					
Feedback Focus	For a strategic overview of the quality of feedback and to work collaboratively within the curriculum area to share best practice	Curriculum Leader/ Teacher i/c	Curriculum Leader/ Teacher i/c	Curriculum Leader/ Teacher i/c	Curriculum Leader/ Teacher i/c	Curriculum Leader/ Teacher i/c	Curriculum Leader/ Teacher i/c
Student Voice	Used to inform Governors, Leadership Team and Curriculum Leaders of the students' views of the quality of teaching and learning.	Governors	Governors	Governors	Governors	Governors	Governors
Student Learning Conversations	Used to inform Governors, Leadership Team and Curriculum Leaders of the students' views of the quality of teaching and learning.	T&L Team	T&L Team	T&L Team	T&L Team	T&L Team	T&L Team