

Teaching & Learning Policy

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1. Introduction

Chelsea Academy is an inspirational community of learning and achievement with high expectations and high aspirations, underpinned by the Academy's mission of Work Hard Be Kind No Excuses. Guided by our Christian ethos and values and through our vision of *Learning together to flourish*, the Academy seeks to bring out the best in everyone; enabling all to flourish. 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 outline the vision for teaching and learning at Chelsea Academy and the shared principles that underpin its implementation.
- To highlight the Academy's quality assurance processes to monitor teaching and learning and promote development of all staff.
- To make explicit the responsibility of all members of the Academy community in successfully enacting our vision for teaching and learning.

3. Vision of Teaching and Learning at Chelsea Academy

At the heart of our Academy is a commitment to a knowledge-rich, inclusive curriculum delivered through evidence-based pedagogical practices. We believe that every student, regardless of their starting point, deserves access to the highest quality instruction that empowers them to **Work Hard** and so flourish in their academic studies.

4. Chelsea Academy Teaching and Learning Framework

At Chelsea Academy, we have codified the approaches to teaching and learning that are effective in our setting in '[The CA Teaching and Learning Framework.](#)' This evidence-informed document sets out key principles for effective teaching which can be broken down into six pillars.

The CA Teaching and Learning Framework has been developed by engaging with a range of educational research and the [Ofsted Education Inspection Framework](#) in order to identify the most effective methods of teaching. Our Continuous Professional Development (CPD) programme is a key driver for the dissemination of the most up to date research-informed practice, enabling development and refinement of the Teaching and Learning Framework year on year.

The CA Teaching and Learning Framework Commitment:

- **For our students:** A guarantee of expert teaching that removes barriers to success.
- **For our staff:** A shared language of excellence and evidence-based professional growth.
- **For our community:** A relentless focus on academic achievement and social mobility.

We recognise that learning looks different in each subject area and for each student, so the use of our six pillars as guiding principles for effective teaching can be flexibly applied. For example, expert exposition in a Science lesson might come through a practical activity, whereas in English it could be present through structured group discussion during which the teacher makes targeted interventions to refine and enhance student responses. We believe that Curriculum Leaders (CLs) and subject teachers should retain autonomy to select the most appropriate strategy within each scheme of learning and individual lesson, to best meet the needs of the learners in their classroom. Our six pillars provide a framework of principles to apply in the classroom and a range of evidence-informed strategies that teachers can select from, in order to ensure that they are applying these in the most efficient way to meet their aims.

The Six Pillars of Our Practice:

- **Interleaved Retrieval** We start every lesson by strengthening memory. Through mapped, interleaved retrieval, we ensure students know more and remember more over time.
- **Expert Exposition & Modelling** We bridge the gap between novice and expert. Our teachers use subject expertise to chunk information, manage cognitive load, and model the thinking processes required for mastery.
- **Disciplinary Literacy** We empower students with the language of success. By explicitly teaching Tier 2 and 3 vocabulary and embedding reading strategies, we unlock the curriculum for every learner.
- **Responsive Teaching** We teach the students, not just the plan. We check for understanding in real-time and adapt our instruction to meet every need.
- **Purposeful Practice** We secure learning through application. Lessons provide time for deliberate, independent practice where students transform new information into permanent skills.
- **Pre-emptive Behaviour for Learning** We create a climate for excellence. Through front-loaded participation and positive framing, we establish the calm, focused routines that allow academic rigour to flourish.

During each lesson teachers will utilise the following T&L strategies:

<p>Retrieval starter task: Each lesson starts with a retrieval based starter which is part of a mapped interleaved approach to ensure full curriculum coverage by the end of each key stage. This may incorporate:</p> <ul style="list-style-type: none"> • Lower order recall: Vocabulary, formulae etc • Higher order retrieval: requiring students to synthesise, connect, and apply previously learned knowledge 	<p>Rationale: In a linear curriculum, students often "learn, test, and forget." Retrieval practice forces the brain to reconstruct pathways to older information. By making this the first action of every lesson, we ensure that knowledge is transferred from short-term to long-term memory.</p> <p>This expectation reinforces our whole Academy Behaviour Curriculum by creating a predictable routine. Students enter the room knowing exactly what is expected and allow for a strong start where learning time is maximised.</p>
<p>Behaviour for Learning (BfL): We make effective use of the following pre emptive BfL strategies to reduce instances of low level disruption negatively impacting learning:</p> <p>Front-loaded means of participation: (giving the 'how' before the 'what') removes the ambiguity that leads to off-task behaviour. When students know exactly <i>how</i> they are expected to participate (e.g., "write your answer on the MWB but don't show me until I complete my countdown"), they can focus their mental energy on the content.</p> <p>Narrating the Positive: Instead of saying "<i>Stop talking, Year 10,</i>" the teacher says, "<i>I can see Table 4 has their equipment out and is ready to start.</i>" This highlights the expectation of Work Hard, narrating the behaviour you wanted to create momentum of compliance.</p> <p>Least Invasive Interventions (LII) corrects students by reminding them of the expectation, rather than a public reprimand that serves to further disrupt the intended learning.</p> <p>The Chelsea Academy Behaviour Framework makes explicit how these pre emptive BfL strategies work</p>	<p>Rationale: Teachers who manage behaviour pre-emptively report lower levels of stress. Minutes lost to low-level disruption can equate to weeks of lost learning over a key stage. The BfL strategies deployed in lessons reinforce our whole Academy Behaviour Curriculum - showing behaviour as a skill to be taught, not a personality trait.</p> <p>Inclusion focus: For many of our students, especially those with SEMH, consistency in the management of behaviour across all of their lessons provides the psychological safety required to engage fully in their learning.</p>

<p>alongside the ‘three strikes’ system of formal warning, last chance and on call</p>	
<p>Expert exposition: Teacher exposition is the precise, intentional delivery of new information where the teacher is the expert, bridging the gap between a student's prior knowledge and new, complex concepts.</p> <p>Ideas are introduced in a logical, hierarchical order - making sure that <i>Concept A</i> is fully secure before using it as a foundation for <i>Concept B</i>, preventing learning gaps that may derail complex understanding later.</p> <p>Complex concepts are broken down into small, manageable segments. Teachers anticipate likely misconceptions and so, between each segment of learning, check for understanding to ensure the information has moved toward long-term memory.</p> <p>Teachers narrate their thinking, modelling their process of working through a task rather than simply showing the end outcome. This allows students to see the struggle, the edits, and the decision-making process in real-time.</p>	<p>Rationale: Students’ working memory is finite. Carefully chunked and sequenced expert exposition eliminates the trial and error that exhausts a student's mental resources.</p> <p>By narrating their thought process as they solve an equation or analyse a poem, teachers model the metacognitive strategies that students lack. This makes the invisible process of "thinking like a scientist" or "writing like a historian" visible and replicable.</p>
<p>Explicit literacy focus: Every teacher, in every subject is a teacher of literacy. By embedding reading into every lesson, we prevent struggling readers from falling further behind as curriculum complexity increases.</p> <p>Teachers explicitly teach Tier 2 (high-frequency academic words) and Tier 3 (subject-specific terms) vocabulary at appropriate points alongside modelling how to interrogate a text (through activating prior knowledge, prediction, questioning, clarification and summarisation).</p> <p><i>N.B: focus on whole Academy approaches to writing and oracy as next stages of DL to follow in 2026/27</i></p>	<p>Rationale: For our cohort - roughly a third of each year group transition from Y6 to Y7 with a below chronological reading age. In literacy, the "rich get richer" and so there is a need to address this literacy gap in each and every lesson rather than through reliance on small group interventions.</p> <p>Disciplinary literacy is the recognition that all teachers have an integral role as reading, writing, and speaking vary significantly across subjects. A scientist reads a lab report differently than a historian reads a primary source.</p>
<p>Whole Class Checking For Understanding (CFU): Relying on hands-up or a few vocal students may</p>	<p>Rationale: CFU is the "GPS" of effective teaching. Without it, a teacher</p>

<p>provide a false positive and reduce participation ratio. The following approaches enable our teachers to make informed decisions re. all students' understanding:</p> <ul style="list-style-type: none"> ● Mini-Whiteboards (MWBs): provide 100% participation and allow for a scan of responses and identify exactly who has "got it" and who hasn't. ● Cold Call Questioning: signals that everyone's contribution is valued and expected. This keeps the participation ratio in lessons high - ensuring that everyone is thinking because anyone could be asked. ● Hinge Questions: diagnostic multiple-choice questions at a critical point in the lesson enable teachers to know whether to move on or reteach. 	<p>is moving through the intended curriculum based on a fixed plan rather than the actual reality of student comprehension.</p> <p>Traditional marking happens after the work is done and misconceptions are embedded. CFU provides feedback in the moment allowing for the correction of misconceptions - saving both the teacher's marking time and the student's cognitive effort.</p> <p>When these techniques are routine, the fear of being wrong disappears enabling students to become the increasingly active learners outlined in our Work Hard mission statements.</p>
<p>Adaptive Teaching (AT): Teachers make effective use of appropriate data sources in recognition that 'one size fits none.' This inclusive approach ensures that:</p> <ul style="list-style-type: none"> ● All students, including those with additional needs, can fully access the intended breadth and rigour of the curriculum. ● Lesson pace is dictated by learning, not just the clock. ● Every student is required to WorkHard - where the work is challenging enough to require effort, but sufficiently supported to avoid them becoming disengaged. 	<p>Rationale: Prior attainment data allows teachers to ensure that support is deliberately planned for. Knowing a student has a reading age of 9.0 in a Year 9 history class isn't a reason to give them 'easier' history; it is the trigger to put in place appropriate scaffolds so they can access the same rigorous content as their peers.</p> <p>The most effective adaptation happens during the lesson, informed by Whole Class (CFU) strategies - ensuring that misconceptions are identified and addressed in real time.</p>
<p>Purposeful Practice: Purposeful practice is the doing phase of learning. The most valuable time for a student to practice is while the subject expert (the teacher) is present to intervene.</p> <p>"I Do, We Do, You Do" model: After the teacher models (I Do) and the class practices together (We Do), the You Do phase is where students have the opportunity to independently apply their understanding.</p>	<p>Rationale: When students engage in purposeful practice, they are supported in transferring knowledge from their short to long term memory and monitoring their own understanding. Repetition builds the muscle memory required to perform tasks quickly and accurately, freeing up working memory for more complex</p>

	<p>problem-solving later.</p> <p>Exam Readiness: Purposeful practice mirrors the conditions of the exam hall. By building sit-down stamina during lessons, we reduce the cognitive shock of timed assessments.</p> <p>Success Criteria: By practising against a clear model or mark scheme, students learn what excellence looks like in that specific discipline.</p> <p>Self-Regulation: Where a student realises, "<i>I understood the teacher's example, but I can't start the third question.</i>" This identifies a specific blind spot that can be addressed immediately.</p>
<p>Deliberative / Strategic Circulation:</p> <p>Utilising carefully considered seating plans circulation of the classroom enables:</p> <ul style="list-style-type: none"> ● Constant communication of the expectation for students to be fully engaged and participating in their learning 100% of the time. ● Teachers to read and check students' work providing tailored support to individual students depending on their needs. ● Teachers to use praise to reward student effort and engagement and apply LII / sanctions where necessary. 	
<p>Formative Feedback: <i>*applied with consistency across each curriculum area in accordance with curriculum feedback policy / scheme of learning</i></p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Research suggests that the <i>timing</i> of feedback is more important than the <i>volume</i>. Short, actionable feedback delivered in the moment is more effective than lengthy comments written a week later. ● Feedback serves as a record of a student's learning journey. It allows both the student and the teacher to see the progress made over a series of lessons. ● Regular feedback creates a culture of response. When a teacher gives a prompt, the student must act on it, shifting the ratio of hard work from the teacher to the learner. ● For students with high cognitive load or working memory issues, a written action stays on the page as a visual scaffold while they work. ● Creating a Work Hard classroom: For a student who has mastered the core task, a 	

challenge question pushes them into the higher domains of Bloom’s Taxonomy without interrupting the flow of the rest of the class.

5. Inclusion as a universal provision:

Ensuring full inclusion for all learners with Special Educational Needs and Disabilities (SEND) and/ or who present as Disadvantaged or Vulnerable (e.g. PP, known to Social Care or CLA) is fundamental to our core Christian values and our **No Excuses** culture of achievement. We are committed to a knowledge-rich curriculum that provides every student, regardless of their starting point, with absolute parity of access to quality first teaching. This commitment aligns directly with the government’s White Paper, [Every Child Achieving and Thriving \(2026\)](#), which champions a robust model of mainstream inclusion.

To turn this vision into classroom reality, our staff actively draw upon evidence-based research, prioritising high-quality, adaptive teaching. In practice, this means we apply the EEF’s principles of integrating explicit instruction, cognitive strategies, scaffolding, flexible grouping, and technology directly into each lesson. Each learner of both (E) and (K) designation has a personalised Individual Education Plan (IEP) that contains explicit Wave 1 adaptive teaching strategies to be implemented to support individual learners in each of their lessons. This strategic approach provides all learners with the academic and psychological safety they need to **Work Hard** and flourish.

<p>SEMH</p> <p><i>Focus: Emotional regulation, self-esteem, and relationship building.</i></p>	<ul style="list-style-type: none"> ● The "Relational" Approach: Prioritise building a positive, secure attachment. Use Check-in/Check-out conversations at an appropriate point at the start and end of each lesson. ● Framing Feedback: In written and verbal feedback use Growth Mindset language. Instead of "This is wrong," use "You haven't mastered this yet; let's look at the third line together." ● Mistake-Safe Environment: Explicitly model that making mistakes is a part of learning (Mistakes are information, not identity) to support students with low self-esteem. ● The Exit Card System: Provide a discreet way for students to signal they are overwhelmed (a red card on the desk or a pre-agreed hand signal) to prevent public outbursts. ● De-escalation: If a student is in a state of being highly dysregulated, move them to a high-success, low-demand task (e.g. organising equipment or a familiar retrieval task) to rebuild emotional regulation.
<p>ADHD</p> <p><i>Focus: Executive function,</i></p>	<ul style="list-style-type: none"> ● Low-Stakes Retrieval: Start lessons with 5-minute retrieval quizzes. This provides the dopamine hit of success and focuses attention immediately. ● Strategic Seating: Place students away from high-traffic areas (doors/windows) but near the teacher for discreet without drawing peer attention.

<p><i>attention regulation, and impulse control.</i></p>	<ul style="list-style-type: none"> ● Executive Function Scaffolds: Instead of saying "write a lab report" provide a Checklist of Component Parts. This reduces the initiation paralysis common in secondary ADHD learners. ● Micro-Scaffolding: Break long tasks into "now and next" chunks. Use a visual timer to provide a concrete representation of time. ● Cognitive Load Management: Minimise environmental distractions. Provide "brain breaks" or allow discreet movement (e.g. fidget tools) to help regulate arousal levels. ● Dual Coding: Present instructions both verbally and visually. Use icons alongside text to reduce the demand on working memory.
<p>Autism (ASC) <i>Focus: Communication, social interaction, and sensory processing.</i></p>	<ul style="list-style-type: none"> ● Implicit to Explicit: Avoid sarcasm, idioms, or vague instructions (e.g., "get on with your work"). Use literal, numbered instructions: "1. Open book to p.42. 2. Answer questions 1–5." ● Visual Structure for Transitions: Use a consistent "Lesson Roadmap" on the whiteboard so students can see exactly how many activities are left before the bell. ● Social Scripts for Group Work: Provide sentence stems for collaborative tasks, such as "<i>I agree with your point because...</i>" to reduce the social anxiety of peer interaction. ● Predictability & Transitions: Use visual timetables and before moving to a new activity to reduce anxiety. Establish clear end points for tasks (e.g., "Do 3 questions, then you are finished").
<p>SLCN & DLD <i>Focus: Receptive and expressive language, vocabulary, and processing.</i></p>	<ul style="list-style-type: none"> ● Vocabulary Instruction: Explicitly teach Tier 2 and Tier 3 vocabulary; this may be enhanced by using visual representations where possible. ● Levels of Questioning: Adapt your questioning to the student's level of language comprehension ● Take up time for verbal contributions: Provide significant wait time (at least 10 seconds) after asking a question to allow for language processing. ● Scaffolding Academic Talk: Use sentence starters for written and verbal answers. This allows students to demonstrate high-level thinking in Science or History without being tripped up by sentence construction. ● Information Pre-loading: Give the student knowledge organisers, key keywords or a summary of the text the day before the lesson. This reduces the cognitive load during the actual lesson. ● Dual Coding: where detailed teacher exposition is required, use diagrams, icons, and flowcharts alongside verbal explanations to provide a non-verbal anchor for the information.

Maximising the impact of our Teaching Assistants (TAs) is essential to our inclusive ethos and our **No Excuses** culture of achievement. Informed by the [EEF's Deployment of Teaching Assistants](#)

[guidance report](#), we believe that TAs are vital partners in driving academic progress and social mobility, ensuring that children with SEND can thrive alongside their peers.

TAs are trained to deliver high-quality, structured interventions and to facilitate independent learning rather than simply providing answers. TAs work collaboratively with classroom teachers to maintain high participation ratios, help students navigate scaffolds, and develop self-regulation. By ensuring our TAs are deployed as skilled educators who supplement, rather than replace, the expert exposition of the teacher, we build a predictable, supportive environment. This collaborative approach removes barriers to success, ensuring that all vulnerable learners have the psychological safety and direct support they need to **Work Hard** and thereby flourish.

At Chelsea Academy we work with our TAs in the following ways:

- TAs are greeted by name at the start of each lesson - making explicit to students that they will play an active role in facilitating intended learning.
- Teachers plan for and communicate expectations for how the TA can best support intended learning. This may happen prior to the lesson or discreetly whilst students complete a starter task.
- TAs support Behaviour for Learning - using least invasive interventions and the Behaviour policy to redirect students who are off-task to engage in **Work Hard** learning behaviours.
- TAs circulate the classroom to identify students who may require extra help towards a specific learning goal. Where needed, TAs flag these students to the teacher to allow for targeted, adaptive intervention.
- TAs support reading fluency / reading comprehension for individuals / groups to ensure that identified students can access selected texts and so access the curriculum.
- TAs Supervise non SEND students to successfully engage with purposeful practice / independent learning tasks so that the teacher can work directly with those who most need support.

6. Quality Assurance and Continuous Professional Development:

The CA Teaching and Learning Framework (alongside the [CA Behaviour Framework](#)) forms the basis for both quality assurance processes, including formal lesson visits, and our scheduled Open Door peer observations. Both these vehicles seek to create a shared language with which to drive a culture of continuous improvement in Teaching and Learning.

Utilising the findings from our quality assurance processes, we are able to identify key whole Academy and / or curriculum area specific foci on one or more of the six pillars. This is further reinforced by our Personal Pathways programme, facilitated by NPQLT holders, which supports staff in the trial, evaluation and refinement of research-informed approaches or techniques, intentionally selected to align with the CA Teaching and Learning Framework. In turn this informs personal Appraisal reflections and enables colleagues to share findings with colleagues. We have sought to implement a QA process that is underpinned by the following principles:

- All QA processes are intended to be developmental for all involved rather than used to staff based on a limited snap shot of evidence.
- The evidence garnered from all QA processes provides CLs and Heads of Year with a robust evidence base upon which to inform their strategic leadership - enabling them to identify key areas for development and drive targeted initiatives that align with the Teaching and Learning framework and / or Behaviour Framework.
- QA processes should not provide an undue work load on Academy staff.
- QA processes provide an opportunity for curriculum / Year teams to work collaboratively - in order to embed a culture where best practice can be effectively disseminated across the Academy

7. 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 Behaviour Framework
- 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 Teaching and Learning Framework
- 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 TAs to ensure parity of access for all students, whatever their learning needs

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, curriculum area reviews, Raising Standards meetings and exam analysis following assessment windows and public exams.

- Support members of their curriculum area in the delivery of high quality learning and teaching through the modelling of excellent teaching and ongoing opportunities to develop subject knowledge.
- Promote consistency across the curriculum area through the implementation of the Chelsea Academy Teaching and Learning Framework, 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.
- 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 the Appraisal system to ensure high quality learning and teaching is an ongoing intentional focus for all members of the curriculum area.

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 processes.
- Use the Appraisal process to ensure high quality learning and teaching is an ongoing intentional focus for all CLs whom they line manage.

The role of the **Assistant Principal (T&L)** is to:

- Provide strategic oversight of Initial Teacher Training and Early Career Framework (ITTECF), and new staff induction processes to ensure alignment with principles of Teaching and Learning framework.
- Work with Vice Principals and Assistant Principal Sixth Form to provide strategic oversight of the Academy's T&L quality assurance systems.
- Collaborate with Curriculum Leaders (CLs) and Heads of Year to analyse QA findings, helping them identify area-specific areas for development and deploy targeted initiatives.
- Design and run the Academy's Continuous Professional Development (CPD) programme, ensuring it serves as a vehicle to embed the six pillars of the T&L Framework.
- Drive the continuous refinement of the Academy's Teaching and Learning framework by engaging with and disseminating the up-to-date research and relevant updates to the Ofsted Education Inspection Framework.
- Oversee the implementation of the Personal Pathways programme to ensure staff can safely trial and evaluate research-informed practices aligned with personal appraisal goals.
- Work with the SENDco and Disadvantaged Lead to ensure that the six pillars—especially Adaptive Teaching and Disciplinary Literacy—are universally applied to maintain parity of access for vulnerable learners.

The role of the **SENDco** is to:

- Work in partnership with classroom teachers to ensure parity of access for all students, ensuring individual learning needs are met.
- Work with AP for T&L to equip teaching staff and TA's with the research informed resources / wider CPD provision so that classroom provision ensures parity of access for all students, ensuring individual learning needs are met.
- Leading the creation, implementation, and regular evaluation of the Academy's **Individual Support Plans (ISPs)** for learners with Special Educational Needs and Disabilities (both 'E' and 'K' designations).
- Embed explicit Wave 1 adaptive teaching strategies within IEPs to guide teachers on supporting individual learners across all lessons.
- Collaborate with the wider team to train and deploy TAs effectively—ensuring they deliver high-quality structured interventions and facilitate increasing student independence.

The role of the **Disadvantaged Lead** is to:

- Ensure teachers are provided with and supported in utilising appropriate data sources to deliver adaptive teaching, monitoring that the pace of learning and support avoids student disengagement.
- Work alongside Curriculum Leaders (CLs), Heads of Year, and the SENDco to use Quality Assurance findings to identify, implement, and refine targeted initiatives that narrow the achievement gap for vulnerable cohorts.

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:

- Ensure their child is ready to learn by having good attendance, being punctual for lessons and having the correct equipment.
- 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 (IL) tasks to the best of their ability by providing structured time and an environment conducive to home learning.
- Attend Information and Progress Evenings organised by the Academy relating to their child's learning.

8. 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 Frameworks:

- Chelsea Academy Teaching and Learning Framework
- Chelsea Academy Behaviour Framework