



TEACHING AND LEARNING POLICY

Rationale

This document is intended to guide all staff involved in teaching & learning. It is a working document and can be changed and adapted to suit the demands of the curriculum and assessment frameworks.

This policy has been updated for 2026/27 to align with the revised Teacher Appraisal and Mentoring cycle, the Adcote Feedback and T&L Calendar 2026/27, and the ISI Inspection Framework (September 2025),

Contents:

- Current Judgement of Whole School Teaching & Learning Progress and aims for all teaching staff
- Lesson expectations
- Good Classroom Practice: Advice on a common framework
- Lesson Planning: Lesson Ingredients & Year 7 Project
- Teaching programmes for reading, writing, communication and maths
- Home learning Guidelines
- Intervention strategies
- Lesson Observation
- Work Book Scrutiny Policy
- Effective differentiation guidelines
- Working with G&T Pupils

Current Progress & Teaching Aims to ensure

This teaching and learning policy outlines how we will work to ensure that provision in our school meets the needs of the students in line with Adcote Schools aims.

Our teaching

Through training, development and meetings, all teaching and classroom support staff will know the characteristics of good and outstanding teaching. All teachers will work to ensure that our teaching is good and that we are each able to produce examples of outstanding teaching.

We expect all teachers to have high expectations of all pupils and to communicate these expectations clearly to pupils.

Pupil progress

We monitor pupils accurately (with moderated judgements) every half term and report progress to pupils and parents and we are careful to ensure that pupils in our school are making good progress. We monitor and respond to the progress of all groups of pupils including those with Learning difficulties.

The monitoring cycle for 2026/27 is set out in the T&L Cycle section below and follows the Adcote Feedback and T&L Calendar 2026/27.

Six core elements of our provision

1. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with good subject knowledge. Please refer to the training policy for further details (enclosed in this handbook).

2. Planning

Our planning is based on a rigorous and accurate assessment of our pupils' prior learning. We plan effective teaching strategies, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working. We avoid unnecessary repetition for children.

3. Interventions

We plan targeted interventions that will support pupils and will move them on in their learning. Teachers monitor the success of these interventions, judging their effectiveness by their impact on pupils' progress. Interventions happen both inside and outside of the classroom, depending on the specific needs of the individual pupil.

4. Prep (homework)

We regularly set tasks for home learning that are linked to our pupils' current learning. Home learning contributes to our pupils' progress.

5. Assessment for Learning

We listen, observe and question groups and individuals carefully. We reshape tasks and explanations in order to improve learning. Our responses are timely and relevant.

6. Marking and feedback

We assess progress regularly. We discuss assessments with pupils so that they know how well they have done and what they need to do to improve.

The T&L Cycle 2026/27

This section is new for 2026/27. It maps the key T&L and appraisal activities across the year onto the Adcote Feedback and T&L Calendar 2026/27 and the Teacher Appraisal Record, so that all staff understand when things happen and who is responsible. The full calendar is available on Google Drive.

 Adcote Feedback and T&L Dates 26-27- Draft.docx

Outcomes: basic skills, classroom climate, pupil attitudes

Basic skills

We recognise the centrality to learning of the core basic skills.

We have clear teaching programmes for reading, writing, communication and maths which help pupils make good progress in these areas. In addition, we have designed opportunities in our wider curriculum that allow pupils to develop and apply a range of basic skills.

Classroom climate

Through careful planning, good teaching and good relationships, we ensure that our pupils are

enthusiastic and are motivated to participate.

Pupil attitudes

We promote the aptitudes of resilience, confidence and independence through our planned activities and through our teaching.

Expectations For All Lessons:

Wherever possible, it is an expectation that teachers should be ready to greet all pupils before they arrive.

The following should be clearly available to affect an immediate and purposeful start to lessons:

- Settler / Starter Activity (with extension if appropriate)

Throughout the lesson:

- Lesson Objectives are referred to continuously
- It is important that tasks are displayed on the board with success criteria (if appropriate)

Within the classroom, the following should be accurately displayed:

- Date;
- It is expected, when teachers have their own classroom, that classroom displays will promote the expectations for student behaviour and achievement, alongside appropriate literacy and CLEAR opportunities.

N.B These expectations remain in force even when the usual class teacher is absent

Good Teaching Practice:

As well as all of the above, the following are key ingredients in good and outstanding teaching. As the year progresses, these ingredients will start to be seen throughout in all lessons taught in the school:

1. Teaching of Literacy in context:

The spelling of keywords for your subject, using key words in lesson objectives and short story plenaries are all helpful ways to help pupils to engage with literacy and promote the accuracy of literacy.

2. Teaching of Numeracy in context:

A numeracy starter or settler activity that relates to your lesson is a good way to contextualise numeracy for pupils so that they can see its purpose across the curriculum and in life. Team challenges will help to support pupils who lack confidence in numeracy.

3. Regular reviews of learning:

In order for teaching to be good, teachers must review learning at regular intervals and intervene if necessary. Use a variety of formative and summative assessment strategies that engage all of the class, not just some.

4. Independent learning:

Pupils must be scaffolded to support independent learning. This means that, prior to pupils being expected to show independence, they are provided with all of the tools that they will need so that the challenge of independent work is achievable and has been supported by prior learning. Independent tasks need to be differentiated at all levels, ensuring support or stretch depending on the ability of the pupils in the class.

5. Cooperative learning:

This allows the teaching of vital communication skills. The cooperative learning principles of positive interdependence, individual accountability, equal participation and simultaneous interaction need to be considered in the set up of any task that is being used to structure a group activity. Make sure that every pupil can play a part in the task and that tasks are differentiated accordingly.

Good Classroom Practice - advice on a common framework

This section of the handbook provides a guide for all teachers in the school. It is essentially a summary of good general practice. The term 'classroom' is used in a loose sense, and refers to any space where teaching is happening. The general principles, however, remain the same.

1. A good start:

- Be at your room on time, if possible before the students arrive. Do not leave them standing outside.
- Establish good order straight away. Have routines for putting bags, coats etc away, having books out ready to start. There should be an established routine where there is something on the board for the students to do as they come in.
- Recap on the last lesson.
- State the learning objectives for the lesson, i.e. tell the class what they are going to do and what you hope they will learn. Tell the class what they will be expected to achieve in the lesson.

2. Create a positive classroom climate:

- Catch them being good!
- Three positive comments to every negative one.
- Emphasising the required behaviour, 'look at me, thank you' is better than 'stop looking out of the window.'
- Give regular feedback to students about their work and behaviour. Remember that you can enter **CLEAR points** into the Google points sheet.
- **Use the assumptive close**, "thank you" rather than "please".

3. Dealing with misbehaviour:

- Criticise the behaviour, not the student.
- Try to use hand signals that do not interrupt the flow of the lesson.
- Use private, rather than public, reprimands. It is less disruptive to the lesson and less likely to provoke an aggressive response.
- Use rule statements as reprimands. 'We put up our hands before speaking'.
- Be consistent. Students will resent a reprimand if they feel it is for the sort of behaviour that you do not normally reprimand, or if others have not been reprimanded for similar behaviour.
- Do not make empty threats. You will soon lose credibility if you fail to carry through a consequence or if your threat is clearly improbable – 'If you don't stop looking out of that window, I'll throw you out of it!' (Unless the threat is clearly meant to be humorous!).
- Avoid punishing the whole class. Phrases like 'Too many people are.....' are better than 'Everybody is'. If behaviour has become widespread in the class, it may be useful to consider why that might be.
- If a behaviour is widespread, it is useful to address your reprimands to individuals – 'John, I have asked you all to be quiet' is generally more effective than 'Will you all shut up!'.

Be firm but fair:

- Do your best to ensure that the student reprimanded has instigated or engaged in the behaviour. Be careful about reprimanding a student reacting to another's provocation.
- Reprimands should be clear and firm in tone and content, e.g. 'I want you to look this way and pay attention, thank you.' Avoid pleading or bargaining, e.g. 'At least keep quiet for the

last ten minutes.’ as well as bribes and blackmail, e.g. ‘I’ll let you go two minutes early if you are quiet.’

4. Preventing misbehaviour:

- Circulate around the room as often as is practical.
- Try speaking from the back or side of the room.
- Use personal contact to stretch or encourage students – ‘Good, let’s see if you can get onto number seven before the end of the lesson.’
- Scan the classroom. Regularly cast your eyes around the room. Is everybody on task? Simply moving towards a student is sometimes enough to redirect them onto the work.
- Make eye contact, use privately understood signals – a shake of the head, finger to mouth etc. Let the student know that the behaviour has been observed.
- Target your questions. Direct your questions to involve as many students as possible. Sometimes simply directing a question at a particular student is enough to get them back on task.
- Change the activity or pace of the lesson. Lessons that are too slow or are boring are much more likely to generate misbehaviour.
- Use proximity. Moving near to students whom you suspect of misbehaviour or talking will indicate your awareness of the behaviour without disrupting the lesson.
- Pick up on small off-task behaviour: making eye contact, a stern look, a short pause in your speaking will all indicate your displeasure without interrupting the flow of the lesson. If off-task behaviour is ignored, it will become more frequent or develop into more serious misbehaviour.

5. An orderly dismissal:

- Finish teaching in plenty of time so that you can pack away properly, check for missing items etc.
- Recap on the lesson. What have they learned today?
- Establish a routine for the orderly dismissal of the class from the room. Your end to the lesson may be setting the mood for the beginning of someone else’s.

Literacy Across the Curriculum

Language is the prime medium through which pupils learn and express themselves across the curriculum therefore all of us have a stake in effective literacy. As a school that also caters for a large number of EAL students, this practice must be embedded throughout the learning environment.

Across the school we shall:

It is not expected that you mark for literacy during every piece of work. However, if there is a specific literacy error that is occurring consistently it must be highlighted and monitored with feedback given until an improvement is seen. There will be specific times throughout the year when there will be a specific drive on a certain aspect of literacy. This will be communicated to you and support given by the Deputy Head and Assistant Head (Academic).

- Ensure that you have clearly identified the ability with regards to literacy of students’ in your classes. This means understanding if a child is being hindered in your subject because of their literacy skills.
- Ensure that you include key words and teaching objectives that will support literacy and learning in your area.
- Use the support tools that will be available throughout the school in different formats. There will be a literacy support area in the teaching and learning google drive that will contain materials to support literacy in your lesson planning.

- As form coordinators we will take the opportunity to promote and extend literacy skills by utilising weekly accelerated reader programs in the junior school and the provided literacy powerpoints in the Senior School.
- Where pupils have an EAL need, ensure that subject-specific vocabulary support is provided and that literacy feedback distinguishes, where possible, between language acquisition and subject understanding. Refer to the EAL Policy for further guidance

Numeracy Across the Curriculum

A current definition of numeracy: Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Aspects of Numeracy and the best ways to suit it to your curriculum area.

ART – Symmetry; use of paint mixing as a ratio context.

ENGLISH – comparison of 2 data sets on word and sentence length.

FOOD PREPARATION AND NUTRITION – recipes as a ratio context, reading scales,

GEOGRAPHY – representing data, use of Spreadsheets

HISTORY – timelines, sequencing events

ICT – measuring skills, units of area and volume, representing data; considered use of graphs not just pretty ones!

MFL – Dates, sequences and counting in other languages; use of basic graphs and surveys to practise foreign language vocabulary and reinforce interpretation of data.

MUSIC – addition of fractions

PHYSICAL EDUCATION – collection of real data for processing in Maths

RELIGIOUS EDUCATION – interpretation and comparison of data gathered from secondary sources (internet) on e.g. developing and developed world

SCIENCE – calculating with formulae, 3 way relationships, scales, graphs

TEXTILES – scale, practical equipment, proportion

- Ensure that you have clearly identified the ability with regards to numeracy of students' in your classes. This means understanding if a child is being hindered in your subject because of their numeracy skills.
- Ensure that you include key words and specific referencing that will support numeracy and learning in your area.

- Use the support tools that will be available throughout the school in different formats. There will be a numeracy support area in the Google drive
- As Y7 and Y8 form coordinators, we will take the opportunity to promote and extend numeracy skills by utilising the maths ninja that will be made available every week throughout the academic year.

Purpose of Prep

- Home learning prep will be meaningful and should aim to enhance independent learning skills. It will extend the learning opportunities achieved within school.
- The emphasis is placed on students having the necessary organisational skills to complete home learning well, e.g. a Google Calendar and a bag.

Prep Guidelines

- All prep will be recorded on Google Classroom, including the deadline for completion.
- Prep will be marked soon after it is handed in and students will be given feedback as a motivational tool and as a means of recording and sharing personal progress.
- Consequences of failure to hand in prep by an agreed deadline will result in a sanction as set out in the Rewards and Sanctions Policy.
- We will reward students who regularly hand in prep and show progress against their learning targets.

Time Guidelines

- 20–30 minutes per week for Yrs 7–9.
- 45 minutes per week for Yrs 10 and 11.
- At least one hour for every 2 hours taught at A Level; additional reading should be expected.
- For classes taught only once a week, prep can be set fortnightly.

Types of Prep

Electronic, research, worksheet, booklet, coursework, discussion with parents, exam paper, reading, internet-based, spelling, project-based, personal reflection, revision, recap (using study cards), ICT-based, written.

SLT / Subject Leaders / All Staff

- SLT: Regularly review the school's prep policy in the ARR Policy; monitor effectiveness and implementation.
- Subject Leaders: Monitor and support appropriate setting and marking; carry out regular reviews of pupils' workbooks; deal appropriately with student non-compliance.
- All Staff: Give positive messages about the value of prep; provide appropriate prep; mark prep regularly; deal with non-compliance immediately; reward good prep; ensure students record prep in their diaries.

Academic Intervention

All students are allocated targets upon entry to the school, based on prior achievement, attainment and internal baseline assessments. Progress towards these targets is monitored by classroom teacher and

subject in the first instance, and also half-termly across the school. Each student has a personal tutor as part of the pastoral structure.

Students who begin to fall significantly behind will be brought to the attention of the relevant curriculum group. The priority is progress in English and Mathematics. Once referred, students are prioritised and intervention is planned.

The **Deputy Head (Teaching and Learning)** will work with Heads of Section and subject teachers to provide bespoke timetables for individual students and small group work. The impact of this is monitored closely, working alongside the Learning Support department and in line with the SEND Policy.

Intervention for pupils with SEND must be planned in liaison with the SENCo and must be consistent with the support strategies set out in the pupil's SEND support plan or EHC plan. Interventions must be evidence-based and their impact recorded and reviewed regularly.

Whole Staff Training

At the end of the previous academic year, training priorities for the next year should be discussed amongst SLT. At the start of the academic year, teachers are asked to identify their own training needs by analysing their progress against the Teaching Standards.

Training will be delivered through the following avenues:

- Short Burst Training Sessions — compulsory for all NQTs and PGCE students. Cover topics such as differentiation, questioning techniques, AfL strategies, contextualising literacy and numeracy. All staff are invited to attend any session that meets their own development needs.
- Whole Staff Training Sessions — compulsory for all teaching staff. Cover whole-school priorities and development needs.
- Subject Moderation Sessions — compulsory for all members of each subject. Subject leaders should add these sessions to the whole-school calendar.
- Exam Board Courses — help teaching staff fully understand the teaching requirements of their specification. Centrally funded.
- Subject Knowledge Training — courses funded from subject budgets.
- PD Days — agenda dependent on the school's development plan and progress towards it.

Guidance For Effective Differentiation

Differentiation can be achieved by employing a combination of simple but effective strategies.

Differentiation does not mean providing different work for everyone but, instead, refers to the utilisation of a whole variety of resources, teaching and learning styles, classroom activities and support materials.

Teachers are expected to evidence that they have catered for the needs of all groups of pupils and demonstrate that you are aware of the needs of all groups of pupils.

In line with the ISI Inspection Framework (September 2025), differentiation must explicitly address the needs of pupils with SEND and EHC plans. Subject schemes of work should identify how provision will be adapted for these pupils. See the SEND Policy and the EEF guidance on adaptive teaching for further support.

There will be training as part of a range of strategies to ensure that all pupils make the projected, and aspirational, performance that we strive for. Alongside this, a series of tutorials, materials and advice are all saved in the whole school teaching and learning area. Staff shared / Teaching and learning / Differentiation.

For the full guide to strategies in differentiation please refer to the Intervention Handbook

<https://docs.google.com/presentation/d/1fL2TcjSgCfKP7ZglQlhXyR81E-95ufaaiHJzGIHMsK8/edit?usp=sh>

Using Teaching Assistants in Class

The role of a TA varies from subject to subject. Some TAs may work supporting an individual, or they may be assigned to a group of pupils. Teaching Assistants are assigned to subjects and the Head of the subject devises their timetable. If you feel that the learning needs of an individual / individuals in your class require support, you should make Learning Support aware of this so that potential changes to the subject TA's timetable can be timely and appropriate.

The following are guidelines to good practice when working with a TA:

- Treat all TAs as a joint facilitator to the learning in your lesson.
- Ensure that planning is shared with the Teaching Assistant assigned to your class, so that they are able to support the learning and, when they are assigned to an individual, may adapt any resources to suit the needs of their pupil.
- Ensure that Teaching Assistants are treated with the same respect and are as valued as you are in the classroom.

For further guidance and information refer to the Intervention Handbook

<https://docs.google.com/presentation/d/1fL2TcjSqCfKP7ZglQlhXyR81E-95ufaaiHJzGIHMsK8/edit?usp=sharing>

Data Led Planning

It is a whole school agreed practice that pupils will have access to their predicted grades and progress levels to ensure that they are aware of areas for development and to enhance their performance. These are taken from the MIDYIS, YELLIS and ALIS CABTs provided by CEM.

There are several ways of doing this, all are acceptable:

Grades and current progress are displayed prominently on pupil's workbooks.

Targets and progress may be consistently referred to in marking.

Pupil Academic profiles used continuously during Personal Tutor meetings with students.

Using iSAMS to Track Data:

Teachers are expected to assess and report (on iSAMS) pupils' progress every half term and have suitable evidence available that supports the assessment grade that is reported. Evidence will be checked by the senior management team to ensure the rigour of assessment grades.

Teachers should be seen to track the performance of a class and to have planned intervention in place for pupils, in any group, that may be underachieving.

Lessons should be pitched with the assessment levels of all pupils in mind so that all pupils are continually stretched and challenged.

The minimum expected progress for all pupils is to be achieving at least their minimum projected grade.

Targets are stretching and those reported on Engage, and that pupils are challenged to achieve, are decided between teacher and student.

Coordination of G&T

The gifted and talented coordinator will champion the special needs of more able learners.

The member of the Curriculum Team who is responsible for G&T provision is Katy Fletcher, She can:

- Support subjects in further developing differentiated teaching, curriculum enrichment and extension and ensuring that resources are provided to improve provision for G&T;
- Develop strategies to ensure that high achievement, effort and perseverance is valued and encouraged at individual, tutor group, year and whole school levels
- Report regularly to the Head
- Provide CPD through induction for NQTs and subject heads or their representatives
- Recommend extension and enrichment activities and opportunities

Monitoring, assessment and evaluation

The effectiveness of the school's provision for its G&T cohort is ultimately monitored by outcome in terms of value-added by academic results at GCSE but also by motivation to ensure they achieve as well as they can both in lessons and in extra-curricular activities.

Refer to the Gifted and Talented Policy for further information.

Marking and Feedback

Please refer to the Marking Policy for detail.

Artificial Intelligence (AI) in Teaching and Learning

Adcote School recognises that artificial intelligence tools are an increasingly significant part of the educational landscape and, when used appropriately, offer genuine benefits for both teaching and learning. The school's position is that AI should support and enhance professional practice and pupil learning, it must never replace the teacher's professional judgement or a pupil's own thinking and effort.

Staff are encouraged to explore how AI can enhance their practice and to share effective approaches through Reflective Practice Sessions. All use of AI by staff must be in line with the **Adcote School AI Policy for Staff**, which sets out acceptable use, data protection obligations, and the requirement that any AI-generated content used in a professional context is reviewed, personalised and quality-assured by the teacher before use. AI tools must never be used as a substitute for professional marking or assessment judgement.

For pupils, AI can support revision, research, vocabulary development, idea generation and planning when used appropriately and with teacher permission. Pupils must understand that AI is a learning aid, not a shortcut, submitting AI-generated content as their own work, or using AI to complete assessments without explicit permission, constitutes academic malpractice and will be treated accordingly. All pupils are expected to follow the **Adcote School AI Policy for Pupils and Parents**, which sets out clearly what is and is not acceptable. Staff are responsible for making these expectations explicit at the start of any task where AI tools might otherwise be misused.

Teachers should design learning activities that promote authentic, independent thinking and that are not easily replicated by AI generation. Where AI tools are used as part of a lesson or task, the purpose should be explicit and the learning outcome should still require the pupil to demonstrate their own understanding.