Teaching and Learning Policy

Heathcote School and Science College

Approved by the Governing Board:	Summer 2026
To be reviewed:	Annually
Next review due:	Summer 2027

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1. Aims

The Teaching and learning policy reflects the importance we place on learning, teaching and assessment. This policy is founded on the commitment of our staff to Continued Professional Learning.

It is the job of every teacher at Heathcote School to enable high-quality learning so that every pupil can be successful, make progress and achieve. Consistency of pupil experience is essential. We are a team and consistency makes us greater than the sum of all our parts.

Our aim is to promote high expectations and raise standards of achievement for all pupils. Involve pupils, parents/ carers and the wider school community in pupils'' learning and development.

2. Our guiding principles

Lesson Structure and Flexibility All lessons follow our established instructional framework. However, this structure should be applied flexibly based on student need:

- Over-running Content: A structured lesson may take more than one class period to complete. In such cases, the framework naturally extends across multiple days.
- Chunked Delivery: When introducing multiple new concepts, teachers may loop through the lesson structure multiple times in one session, delivering content in small, manageable chunks.

We believe good lessons are built on Rosenshine's Principles as can be seen below:

#1 Daily review/recap/recall (WDIK/ Tier 2&3) #2 Present new material using small steps (Scaffolding) #3 Ask Questions (open/closed, class or direct) (cold calling) #4 Provide models (use of visualisers)	#5 Guide Pupil practice (I do / we do / you do) #6 Check for understanding (show me boards/ think pair share and cold calling/ Live marking) #7 Obtain a high success rate (outcomes) #8 Provide scaffold for difficult tasks (check with SEND first/ sentence starters/ chunking)	#9 Independent practice (Fertile questions responses) #10 Weekly and Monthly Review/assessment/recall (WDIK, Fertile questions, challenge week and Tier 2&3)

3. Roles and Responsibilities

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the schemes of learning outlined by heads of department and adapt them for their classes
- Contribute to the development of the department curriculum e.g. writing schemes of work; adapting lessons; sharing resources
- Actively engage with CPD (continued professional development) (pedagogy and subject knowledge)
- Actively engage parents/carers in their child's learning through communication on Arbor, telephone calls or emails, and contributing to newsletters. This includes using Google Classroom and other subject specific online platforms to clearly communicate the purpose of home learning
- Update parents/carers on pupils' progress termly by providing information for the school report
- Talk to pupils about their learning in order to establish reasons for any underachievement. Targets are usually discussed and should be reviewed.
- Recognise progress - within a piece of work (improvements following feedback) within an assessment (improved grade in a challenge week) and share these successes with the pupil / other staff / their peers and or their parents/carers. Through us or achievement points, verbal praise, positive emails/telephone calls or awards in assemblies.
- Deploy the behavior policy using positive points and negative sanctions where appropriate
- Set regular, short-term, achievable and meaningful targets and learning goals
- Always seek to improve their practice including engaging constructively with observation feedback and other quality assurance activities

Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs (IEP (individual education plan)/EHCP (education and health care plan)/other needs specific to the individual)
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

Heads of Department

Heads of Department at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
    - Achieve breadth and depth

    - Fully understand the topic
    - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities. Through MER (monitoring, evaluation and review) and QA (quality assurance) activities such as book looks, moderation, reflection from department reviews, pupil and staff voice and learning walks within their departments.
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

Senior Leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning following our schools behaviour/learning/teaching systems and processes.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school including department reviews / learning walks/ ECS walks/ pupil, parent and staff voice. Followed by providing actions and relevant CPD to support staff with progression and improvement.
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Address practice that contradicts our safeguarding and behaviour practices to ensure a safe and calm learning environment within classrooms and the school.

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly

- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor, evaluate and assess that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor, evaluate and assess the school's process for quality assurance with regards to learning and teaching. Including the review of outcome data from these processes.
- Monitor, evaluate and assess the appropriateness and impact of CPD - as driven by the outcomes of quality assurance for learning and teaching.
- Monitor the effectiveness of this policy and hold the headteacher and their teams to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Adaptive Teaching

It is an expectation that teachers will adapt the learning in the moment and also through their planning. At Heathcote we aim to plan to the highest level and scaffold down to ensure access for all pupils.

Adaptive teaching can and should take many forms including but not limited to:

- Flexibly grouping / seating pupils
- Check in with SEND learners first to see if they understand and adapt the task if needed.
- Making effective use of additional adults e.g. Teaching Assistants
- Effective questioning
- Scaffolding / Modelling to support learners
- Responding to pupil progress by adapting tasks, changing the lesson structure or designing new tasks to close gaps
- Reviewing or adapting the curriculum map if pupils find the work too easy / too difficult
- Providing opportunities for pupils to engage in wider reading, research and further independent study

Adaptive Teaching is important for all pupils, however, it is particularly important as a means to support our more vulnerable pupils. Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Higher Attaining Pupils
- Looked After Children

Planning for engagement

Engagement must be high in order for pupils to learn. Attendance only is not enough. Teachers are expected to make learning engaging and plan content, approaches and use of resources to engage and motivate pupils.

e.g.

- Use of AI / technology
- Range of resources to aid learning - e.g. maps, news articles, relevant/current topics, cross curricular links.
- Use of data/statistics for pupils to engage/interact with.

Use of teaching approaches such as debate, learning discussions, quizzes, presenting to the class, group work, individual independent work or project based work

5. Home Learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

At Heathcote school we set homework with the intent of supporting pupils with their learning in school. Homework is supplementary to the work completed in school and aims to achieve one or more of the following;

- Give pupil contextual information around learning in class.
- Give pupils further opportunities to practice learning from the classroom.
- Give pupils opportunities to explore topics prior to learning in the classroom.
- Give pupils the opportunity to develop positive study skills such as independence, motivation and organisation.

Many homework tasks will be accessible online. If pupils do not have access to a device at home, the library is open before and after-school to enable pupils to access online learning. Most other homework will require no additional equipment beyond what would normally be required for school e.g. pens; pencils; rulers.

It is the expectation that departments set homework according to the homework policy. We recognise that different subjects have different needs and therefore subjects are given considerable autonomy in terms of task.

Common expectations for all homework are:

- Homework should be accessible by pupils – typically this will be through Google Classroom although some subjects set homework exclusively via other sites e.g. Sparx Maths
- Homework should contribute to the overall learning of pupils
- Homework should be set according to the school timetable
- Pupils should be praised for homework completion and sanctioned as appropriate

6. Marking and Feedback

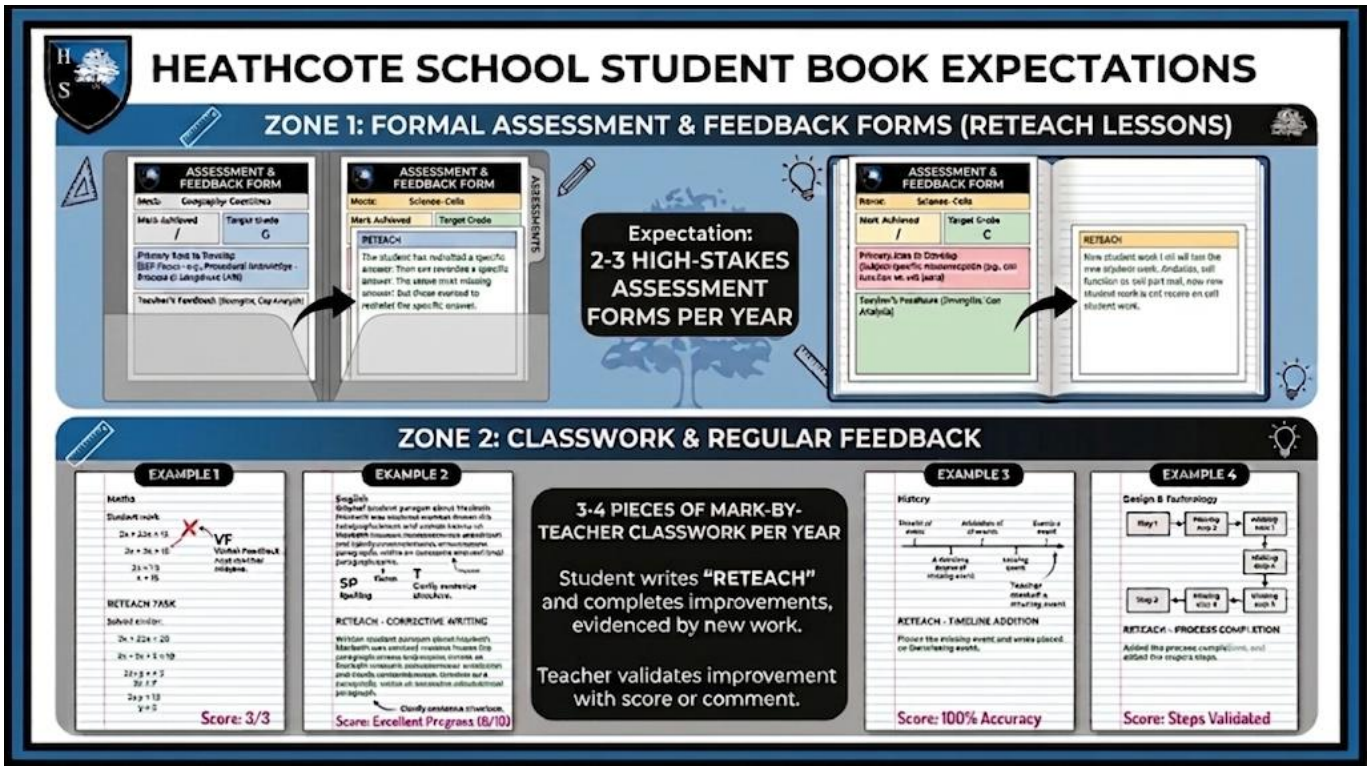
The most immediate way we can provide improvement strategies is through live marking. The Learning Pillars are about continually reviewing and checking for understanding.

At Heathcote we are not stipulating a house style or chosen method for marking or feedback mechanism. However, pupils will receive one piece of written feedback each half term through either a challenge week assessment or a piece of work.

Challenge Week Assessment will provide pupils with an assessment and feedback form which includes a score, strengths, areas to develop and a target. This will be followed by a Reteach lesson in green where gaps are addressed and pupils have an opportunity to improve.

Marked work will provide students an opportunity to redraft their work in green, during a Reteach

lesson and teachers will acknowledge pupil improvements in pink.



7. Assessment and Reporting

It is essential that this information is shared with the pupils, through written and/or verbal feedback, and through a formal reporting procedure. Teachers are responsible for ensuring that pupils act upon the feedback given and that they use this information to enhance their learning. This happens through a variety of means based on each department-preferred method, however, all abide by the key principles of marking. Parents also play an important part in this process and they are encouraged to enter into a dialogue with their child and the teacher when appropriate.

Assessment data is used to track the progress of all pupils and is essential in the identification of potential underachievement and the implementation of appropriate interventions. This data is used to measure the performance of the school and consequently creates a mechanism of accountability for all stakeholders. All teachers must use data on a regular basis to monitor the outcomes of their teaching and to ensure all pupils progress to their full potential.

8. Monitoring

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. All staff will therefore participate in quality assurance activities as part of the Quality Assurance Cycle to support performance management and professional development.

All leaders will monitor and evaluate the impact of teaching on pupils' learning through a centrally planned cycle of MER activities (Monitor; Evaluate; Review). The MER cycle involves:

- Conducting learning walks throughout the year
- Observations of lessons. Where concerns have been identified through department reviews or learning walks, lesson observations may be carried out as part of the schools monitoring process
- Reviewing marking and feedback; through book looks/pupil voice exercises.
- Meetings to review pupil data e.g. Department Reflections; RAPs

- Gathering input from the pupils, ambassador and pupils leadership teams, parents/carers, governing body.
- Monitoring of lesson SOPs and other Heathcote systems
- Department Reviews
- SLT quality assurance

It is the fundamental belief that MER activities are designed to develop and support staff and therefore, where appropriate, feedback from MER activities should always look to enhance performance by sharing good practice and celebrating. MER activities are not identified to individuals but instead focus on themes, year groups, departments or lines of enquiry.

MER activities whether led by DLs (Department leads), YLs (year leads), SLT (senior leadership team) or the SEN (special educational needs) team do not have individual names recorded. If individual concerns are noted, this will be communicated to Department Leaders (or line manager) who will address concerns.

These processes are designed and to be carried out in order to identify strengths and areas for professional learning. Strengths will be recognised and celebrated while support is to be given to aid improvement of areas for professional learning.

At any point in either a lesson observation or MER activity, if a lesson or teacher is felt to contravene health and safety or safeguarding practice then our policy states that they can be placed on relevant support plans or intervention based on need, including formal observations. Please see the Phased Support diagram below for further details.

9. Continual Professional Development Opportunities (CPD)

CPD is an integral mechanism for ensuring staff are enabled to deliver on outcomes.

The performance appraisal and quality assurance (MER) systems are designed to provide intelligence to identify CPD needs. At Heathcote we are committed to ensuring we have an open-door culture and that learning comes first from within.

Department reviews and other MER activities are used to determine the CPD needs of the school and its staff as individuals or department teams.

Performance appraisal and quality assurance (MER) systems are designed and to be carried out in order to identify strengths and areas for professional learning. Strengths will be recognised, celebrated and shared within as best practice while the schools CPD offer will aim to support improvement of areas for professional learning.

If external CPD is required, staff must provide 15 working days' notice by completing a CPD request form submitted to the deputy headteacher. This must indicate how the purpose of the CPD links to the school improvement plan.

10. Review

This policy will be reviewed every year by Deputy Head. At every review, the policy will be shared with the Learning Excellence and Growth Committee as well as the full governing board.

Systems and processes within this policy will also be discussed with teaching unions to ensure transparency and fairness.

11. Dealing with Concerns

If there is a cause for concern regarding safeguarding or health and safety the observer will intervene immediately and explain why to the teacher.

During an ECS walk; If there is a cause for concern regarding teaching practice this will be shared with the DL in the first instance for them to address with the member of teaching staff and to check against the DLs knowledge of if this is a one off or an ongoing concern.

During a department review; If there is a cause for concern regarding teaching practice this will be shared with the DL in the team consensus from the review observations. This will be discussed with the DL or SLT link (if the member of staff is the DL) if concerns remain then these staff will be checked back with in the current window or this will be addressed within the areas for professional learning recorded for the individual member of staff.

During a new staff observation; If there is a cause for concern regarding teaching practice this will be shared as part of the individual staff component of the department review feedback grid. A 1 to 1 conversation with the DL or member of SLT will be had if it is deemed timely feedback is required to address concerns.

Typically further observations in would be arranged should there be a concern.

The format of this will be specific to the concern that is observed. Eg Concerns regarding health and safety or safeguarding will be re-observed within the current department window where possible, or in the following week.

Concerns regarding pupils' progress or behaviour for learning (elements that cannot be left too long due to having a detrimental impact on pupil progress if left long term) will be observed in the second department review window. To ensure progress has been made. This allows staff to attend CPD and receive informal support.

- Evident lack of planning for lessons.
- Failing to demonstrate professional standards
- lacking subject knowledge
- Not deploying the curriculum as set by the Dept.
- Lessons not meeting the minimum requirements for progress of the pupils
- Poor behaviour management that fails to follow the school behaviour policy and systems.
- Pupils not producing work over an extended period of time and being unchallenged.
- Unchallenged lack of pupil engagement over an extended period of time.

Typically, if further observations still have cause for concern, we move to the phased model of support as outline in the CPD Support Plan Diagram.

In exceptional circumstances e.g. significant health and safety / safeguarding concerns, HR or an intensive support programme may be put in place at this stage.

12. Phased Support Structure for Teachers

<table>
<tr><td>Phase:
1
Department CPD Plan</td><td>Lead:
Within Department / DL</td><td>Duration:
6 weeks</td><td>When:
When following concerns being raised and input from DL concerns still remain.</td><td rowspan="2"></td><td rowspan="10">Notes of clarification:

Informal support:
Heathcote operates a coaching model so it is likely that a teacher will have benefited from considerable informal/personalised input prior to the commencement of structured support. This may involve; targeted CPD; informal mentoring, buddying and sharing best practice or resources.

Personalisation:
This diagram lays out a typical phased support plan for teachers. We are committed to the long term retention and development of teachers and, as such, will always take account of an individual's wider context. We are also aware that teachers are individuals and that phased support plans need to address the individual issues facing a particular member of staff. We will therefore always tailor the plan and the lead to the individual / team concerned. Nonetheless, our commitment to the highest standards for pupils remains undiluted.</td></tr>
<tr><td colspan="4">Support:
DL led training or feedback
Team planning
Team teaching
Coaching within the department through informal meetings, resource sharing or sharing of best practice.
DL review of seating plan / lesson planning

Review:
DL to observe and review with observation of lesson/s (can be outside of the department review windows) and review progress and implementation of suggested strategies / improvements.
Reviewed by DL with SLT input via line management.</td></tr>
<tr><td>Phase:
2
Additional structured CPD support plan</td><td>Lead:
SLT link for department or member of SLT team.</td><td>Duration:
6 weeks</td><td>When:
When insufficient impact is had from phase 1 CPD plan and concerns still remain.</td><td rowspan="4">Total period of support for phases 2 and 3 must be a minimum of 12 weeks.</td></tr>
<tr><td colspan="4">Support:
SLT led training / CPD provision
Team planning
Team teaching
coaching within department
SLT review of seating plan / lesson planning

Review:
SLT to arrange with observation of lesson/s (can be outside of the department review windows) and review progress and implementation of suggested strategies / improvements..</td></tr>
<tr><td>Phase:
3
Cause for concern plan</td><td>Lead:
Deputy Headteacher</td><td>Duration:
6 weeks</td><td>When:
When insufficient impact is had from phase 2 CPD plan and concerns still remain.</td></tr>
<tr><td colspan="4">Support:
Bespoke 1:1 support with Deputy Headteacher
Team planning, Team teaching, coaching through informal meetings, resource sharing or sharing of best practice.

Review:
Deputy Headteacher to lead and review with observation of lesson/s (can be outside of the department review windows) and review progress.
and implementation of suggested strategies / improvements. With input from headteacher.</td></tr>
</table>

Appendix 1 **Teaching and learning development plan**

DL to lead: Short term up to 4 weeks. For a specific area of focus.

Teacher name:			
Reviewer name			
Area of focus			
Success criteria			
Actions needed			
	Teacher feedback	Reviewer feedback	
Review 1			
Next steps/ Support			
Review 2			
Next steps/ Support			
Review 3			
Next steps/ Support			

Appendix 2. Informal Support and Development Plan

DL to lead/ SLT to support with target setting: Medium term up to 6-8 weeks. For areas of concern within the teaching standards focus.

Teacher name:		
Reviewer name		
Area of focus 1		
Success criteria		
Actions needed		
	Teacher feedback	Reviewer feedback
Review 1		
Next steps/ Support		
Review 2		
Next steps/ Support		
Review 3		
Next steps/ Support		

Teacher name:	
Reviewer name	
Area of focus 2	

Success criteria		
Actions needed		
	Teacher feedback	Reviewer feedback
Review 1		
Next steps/ Support		
Review 2		
Next steps/ Support		
Review 3		
Next steps/ Support		

Appendix 3. Formal Support and Development Plan

SLT to lead/ DL to support: A Medium term up to 6-8 weeks. To be used when progress on Informal support plan does not occur as expected.

Teacher name:		
Reviewer name		
Area of focus 1		
Success criteria		
Actions needed		
	Teacher feedback	Reviewer feedback
Review 1		
Next steps/ Support		
Review 2		
Next steps/ Support		
Review 3		
Next steps/ Support		

Teacher name:	
Reviewer name	
Area of focus 2	
Success criteria	

Actions needed		
	Teacher feedback	Reviewer feedback
Review 1		
Next steps/ Support		
Review 2		
Next steps/ Support		
Review 3		
Next steps/ Support		

Teacher name:		
Reviewer name		
Area of focus 3		
Success criteria		
Actions needed		
	Teacher feedback	Reviewer feedback
Review 1		

Next steps/ Support		
Review 2		
Next steps/ Support		
Review 3		
Next steps/ Support		