



# Teaching and Learning Policy

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Trustees



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### 1. Aims of the School

*Wadebridge School aims to create a caring and stimulating environment in which high standards of learning and teaching are promoted and in which all students can achieve success.*

*We aim to develop in all students a sense of self-esteem, responsibility and mutual respect. In a rapidly changing world we aim to equip each student with a range of adaptable skills and the ability to make informed decisions through engagement in lessons and working to ensure that all students are thinking, understanding and practicing throughout their lessons.*

### 2. The Curriculum

The curriculum is all the planned events that students experience in school. It can be considered as consisting of two parts: a formal curriculum which is delivered through structured activities taking place in the normal school day; a *hidden* curriculum which finds expression in the complex pattern of life at Wadebridge School and the richness of experience this affords to all.

The statements which follow are concerned only with the formal curriculum.

The school aims to provide a challenging yet accessible curriculum which contains enough breadth, balance and relevance to provide all students with a good general education, which is cohesive, progressive and adaptive so that it meets the needs of all children regardless of ability, race or gender. This curriculum should leave students well placed, with the appropriate qualifications to go on to further and higher education or into employment and training. In order to ensure that this is the case the school will attempt to ensure that:

- Curriculum Area Leaders see that these issues are reflected in the relevant schemes of work and departmental handbooks;
- an appropriate amount of time is devoted to each subject in the school timetable
- regular review and modification of the curriculum takes place which takes account of changes to statutory requirements as well as other factors;
- the whole curriculum contains well-structured Relationships, Sex and Health Education (RSHE) and Careers Education
- all students with special educational needs, including those of exceptional ability, are provided with a curriculum to suit their needs;
- staff receive appropriate professional development and training to deliver the curriculum effectively and to keep up to date with new educational practice;
- students are placed in teaching groups which best allow the implementation of the curriculum, taking account of age, ability, staffing, accommodation, and subject requirements;
- each class is taught in the best available accommodation which meets the demands of the curriculum;
- all students will be regularly assessed and appropriate information fed back to students and reported to parents;
- during Year 8 students and parents are provided with details of the alternative pathways and options available in Key Stage 4 and are provided with guidance on making choices for Years 9, 10 and 11 (see Key Stage 4 Prospectus);
- during Key Stage 4 students and parents are provided with details of the various options available post-16 and are provided with impartial guidance on making their choices;



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- where appropriate, external agencies and other community stakeholders are utilised;
- the work done in class is supplemented by the setting of appropriate home learning (see homework policy);
- students' work is valued, feedback is provided promptly and constructively according to the school assessment and feedback policy;
- at appropriate points during each Key Stage students take the relevant internal and external examinations (these are identified each year on the school calendar), the results of these are collated and analysed to help track pupils' progress, plan appropriate interventions and to evaluate performance;
- all students are expected to present work appropriately in all subjects, taking account of spelling, punctuation and grammar;
- lessons are managed so that the classroom environment is such that students feel safe and effective learning can take place.

### **3. Spiritual, Moral, Social and Cultural (SMSC)**

SMSC across the curriculum is about how the school enables students to grow and flourish and become confident individuals so that they can appreciate their own worth and that of others. The climate and ethos of the school is key as well as the range of opportunities offered to students to develop their resilience and confidence. Students do have a strong sense of values and respect towards peers and those from the local community.

Dilemma based enquiry forms the basis of enrichment activities across the curriculum as well as the core curriculum. As a Rights Respecting School we ensure students are encouraged to think about their rights and the rights of others' and how accepting and respecting others benefit the community as a whole.

Students engage with people from other cultures when the opportunity arises and value the needs of those less fortunate than themselves.

Personal insight and spiritual development are implicit within the school curriculum; all key areas promote self-awareness and reflection and spirituality is about open-mindedness, awareness, respect and understanding as well as being emotionally involved in an activity.

### **4. Fundamental British Values (FBV)**

According to Ofsted Fundamental British Values (FBV) are:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs.

Through the provision of SMSC/FBV we:

- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to develop self-knowledge, self-esteem and self-confidence;
- encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society as a whole;



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- further tolerance and harmony between different cultural traditions;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes and
- enable students to acquire a broad general knowledge of and respect for public institutions and services.



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5. The Curriculum Model (2024-25)

Year 7

English 14%	Maths 14%	Science 10%	Languages 8%	Geography 8%	History 8%	EPR 4%	DT 8%	PE 8%	Music 4%	Art 4%	RSHE 4%	IT 6%
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Year 8

English 14%	Maths 14%	Science 12%	Languages 10%	Geog. 6%	History 6%	EPR 4%	DT 8%	PE 8%	Music 4%	Art 4%	RSHE 4%	IT 6%
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Year 9

English 16%	Maths 16%	Science 16%	EPR 4%	PE 8%	RSHE 4%	Option 1 8%	Option 2 8%	Option 3 8%	Option 4 8%
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Year 10

English 16%	Maths 14%	Science 18%	EPR 4%	PE 8%	RSHE 4%	Option 1 8%	Option 2 8%	Option 3 8%	Option 4 8%
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Year 11

English 14%	Maths 16%	Science 20%	EPR 4%	PE 6%	RSHE 2%	Option 1 8%	Option 2 8%	Option 3 8%	Option 4 8%
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#### 6. The Learning Environment

Learning can happen in any of three contexts: lessons, routines and events.

- **Lessons** – these are planned experiences when learners are under the care and direction of teachers or other adults and work through a pre-determined scheme of work towards specific, often personalised learning goals. The vast majority of lessons will be planned, organised and delivered by fully qualified teachers, however, it should be noted that some lessons will be taken by adults other than teachers, e.g. guest speakers, trainee teachers, HLTAs, cover supervisors, supply teachers.
- **Routines** – these are regular occurrences in school when students go about their school life whilst being influenced by the place and people they find themselves with, e.g. assemblies, tutor time, moving around the school, accessing the Learning Resource Centre and completing home learning tasks.
- **Events** – the School arranges events such as music and drama performances, Year Group residentials, Duke of Edinburgh expeditions, curriculum enrichment days, sporting fixtures, field studies, work experience. All of these create opportunities for students to learn both curriculum content and / or develop personal qualities and attributes.

In each of these contexts young people learn well when the environment in which they find themselves is well ordered and well managed, where there is discipline, expectations are well defined and where there is clarity of purpose. Specific environments at school will vary depending on the curriculum content or characteristics that are being developed but each and every learning environment must be carefully planned in order to create a climate that it is safe and which maximises learning. Learning is a human process and relationships are pivotal for effective learning, learners must feel challenged but comfortable in expressing their own views, a climate for learning should be created where there is an ethos of mutual respect.

At Wadebridge School staff work hard to ensure that learning takes place in circumstances where:

- relationships are of the highest quality, individuals are respected and learners feel comfortable to offer their views and discuss issues with their teachers, other adults and their peers;
- facilities are well maintained and equipped with appropriate, modern learning apparatus and resources;
- Health & Safety issues are paramount and that both teachers and learners operate in a safe and secure environment;
- attention is paid to the physical environment to ensure that it is stimulating, this includes strategically displaying students' work together with other materials in order to enhance the learning environment;
- careful thought is given to the use of space and the arrangement of furniture;
- as far as possible the physical and emotional needs of all learners are accommodated.



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### 7. Behaviour and Attitudes of Learners

At Wadebridge School we believe that an effective discipline structure should promote positive behaviour in order to encourage students to be responsible for their own behaviour and to become increasingly responsible for their own motivation and learning. All members of the school community have high expectations of the standards of behaviour. Expectations are clear and applied fairly and consistently. A comprehensive rewards system applies to all learners. We work in partnership with parents and carers encouraging them to take an active role in the learning process.

The school operates in an atmosphere of mutual respect where learners are expected to arrive at school and to lessons ready and eager to learn; maintaining an ethos of being ready, respectful and safe at all times.

[See the School's Policy on Behaviour for Learning for more details]

### 8. Learning

#### 2024-25

The focus for this academic year, was prioritised in reaction to the core challenge that teachers face; how do you support **multiple students to learn simultaneously?**

Through a combination of Tom Sherrington's Walkthrus and Rosenshine's Principles of Instruction, 3 areas have been selected to form a whole staff focus using evidence-based teaching strategies which have been rooted in a deep understanding of how learning works.

The 3 areas of focus:

#### 'Say It Again Better'

'Say It Again, Better' gives students a chance to offer half-formed answers as they think aloud before gaining the opportunity to finesse their response.

#### 'Show Me Boards'

This is an instant formative assessment tool allowing teachers to engage with the thinking, understanding and progress of all students at once.

#### 'Cold Calling'

The routine use of cold call *establishes the students' mental habit* – the norm – that when a question is asked, everyone needs to listen, engage and think.

In the Summer term of 2024, in preparation for the upcoming year, all teaching staff received training to effectively implement and evaluate these three specific areas into their pedagogy. Using these three Tom Sherrington 5 step 'walkthrus', staff have been provided with training where they were given the opportunity to see each of technique modelled, trouble-shoot potential problems and consider ways that it could be incorporated into their own practice.

These 3 areas will also form aspects for consideration in each Learning Review 24-25 and make-up a key section for consideration in departmental Raising Achievement Plans (RAPs).

Lead Practitioners also communicated each of these 3 strategies with all stakeholders in the Autumn term by running assemblies to each year group and sending information home to parents / carers, informing everyone of what they will expect to see in lessons and the benefits of each aspect.



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### 2023-24

Research from the Education Endowment Foundation (EEF) <https://educationendowmentfoundation.org.uk/> suggests that in order to effectively support the learning needs of our students and improve the outcomes for **all** pupils, focus should be placed on the '5-a-day' principle. The EEF report suggests that "small tweaks could make a significant positive difference for the pupils we teach" if we are to purposefully include:

1. Explicit Instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible Grouping
5. Using Technology

To facilitate this, at Wadebridge School our professional development programme has 6 specific areas of focus (based also on the evidence in the EEF Guidance Report: '[Metacognition and Self-Regulated Learning](#)') to ensure Quality First teaching and an environment where staff are regularly updating and improving their pedagogy.

The 6 specific areas of focus for the preceding academic year (2023-24) are the following:

- Classroom Dialogue - promoting metacognitive talk in the classroom, pupil to pupil and pupil to teacher. Ensuring dialogue is purposeful, with teachers guiding and supporting conversations to ensure they are challenging and building on prior knowledge.
- Modelling - sharing expert thought processes to develop pupils' understanding. Teachers should verbalise their metacognitive thinking as they approach and work through a task. For example, through the use of "I do, we do, you do".
- Activating Prior Knowledge & Recall – focusing on helping pupils to remember through retrieval, spaced practice and interleaving. Teachers should support students to plan, monitor and evaluate their learning.
- Developing Independence - teaching pupils to effectively manage their learning independently, for example through carefully designed guided practice, with support gradually withdrawn as the pupil becomes more proficient. This allows students to develop skills and strategies to apply in independent practice.
- Challenge & Inclusion - setting appropriate challenge at *all* levels, motivating students to accept challenge, stretching and challenging MABLE students and supporting students with additional needs.
- Using Technology - using technology to enhance the learning experience of our students both in class and beyond. For example, encouraging students to use technology to help them learn, practice and record their learning.

Each of the focus areas will have a group 'expert' to lead the in-house training which is delivered through INSET days and Twilights to improve individual practice. There will then be frequent opportunities to disseminate best practice within departments to inform departmental RAPs.





## 9. Assessment for Learning

Assessment is an integral part of teaching and learning at Wadebridge School and is essential to effective learning. It is an interactive process shared between teachers and learners using criteria which make clear what is required for each student to progress. It serves to inform long, medium and short-term planning. It is often useful to divide assessment into the two categories of *'formative'* and *'summative'*. Each plays a key role in helping pupils to raise their achievement and in guiding teachers in their lesson planning.

Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons

### **Assessment for Learning (Formative)**

Assessment for Learning is more than simply marking and feeding back grades. It involves teachers in identifying the next steps for learning as well as responding to the errors students make and the difficulties they experience. Good quality assessment serves many purposes. It supports learning, improves standards, makes a positive impact on students' attitudes, improves motivation, provides diagnostic feedback, assists the teacher in evaluating the teaching programme and identifies subsequent action required to be taken by both the teacher and the student.

Essential to good Assessment for Learning are:

- The sharing of learning objectives with students
- Good planning
- A clear structure to the lesson
- Clearly considered questions
- Pupils reviewing their own work – self-assessment
- Pupils checking each other's work – peer assessment
- Teachers marking pupils' work
- Oral feedback to individual learners
- Small group or whole class activities planned by the teacher
- Written feedback in response

### **Assessment of Learning (Summative and end year etc)**

Assessments of learning will typically be seen at the end of a unit or scheme of learning and can be used to evaluate a student's understanding. These will be outlined on individual curriculum maps and will be consistently applied throughout the subject area.

Examples of these assessments may include:

- Trial exams for Key Stage 4
- Low stakes quizzes
- End of topic tests
- Summative exams

For further details refer to the School's Assessment and Feedback Policy.