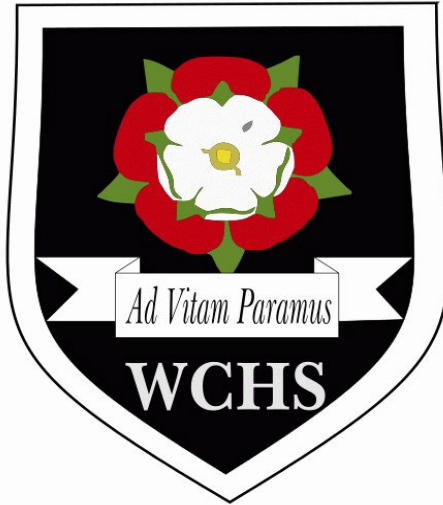


Teaching and Learning Policy

West Craven High School



Approved by: Assistant Principal for Teaching and Curriculum

Last reviewed on: September 2026

Next review due by: September 2027

1. Rationale and Purpose

This policy, and the guidance contained within it, sets out clear expectations for the standard of Teaching and Learning at West Craven High School to:

- Ensure high-quality learning experiences in every classroom
- Ensure a consistent approach to planning, teaching, feedback, and assessment
- Adopt and promote best practice across the school
- Develop teachers' professional practice
- Ensure accountability for the quality of Teaching and Learning as set out in the Teacher Standards

The purpose of this Teaching & Learning policy is to promote a consistency of practice, ensure clarity of purpose, and ensure that every member of the school community is committed to the process of lifelong learning and continuous improvement. Excellence should be expected, but it is not a result. Excellence, in all areas, is achieved through continuing development, practice and review. Therefore, our Teaching and Learning policy and practice is based on implementing effective Educational Research and methods that have proven to have a positive impact on the outcomes for students.

Our teachers are professionals, as underpinned by the Teachers' Standards and have expert knowledge and experience that they will apply and continue to develop as they plan and deliver their curriculum areas. This policy places high expectations on teachers to implement best practice, reflect and improve. It places high expectations on students to practice what they have been taught, engage in their own learning, to reflect and improve. The school Leadership Team and Governing Body will ensure these high expectations are upheld, and we ask for all parents/carers and the community to support our high expectations of Teaching and Learning at West Craven High School.

2. Teaching and Learning Non-negotiables

Teachers work collaboratively in departments to develop lessons that consistently deliver their subject curriculum. Lessons will incorporate best practice in line with West Craven High School's ASPIRE and Super Six principles for Teaching and Learning. This will be the focus for whole school CPD. Lessons at West Craven needs to contain the following non-negotiable elements:

2.1 Ambition

- Students should be greeted at the door on arrival to the lesson
- Learning should start as soon as students enter the classroom. There should be an active and do now that make students think about their prior learning or the intended future learning (word searches, colouring activities, etc. are not acceptable).
- Students should have their basic equipment on the desks in front of them: pen, pencil, ruler, rubber, and planner.
- The lesson intention slide must be used for all lessons to ensure consistency
- The Bigger Picture needs to be shared every lesson. Students don't just need to understand what they are learning but why.

4.2 Support

- Strategic Seating Plans should be in place for all classes in all rooms that consider those students with additional learning needs and disadvantaged students.

- Learning intentions should be made clear to students. Learning should be personalised with differentiated success criteria/learning outcomes.
- Retrieval practice is built into the lesson to ensure all students must remember and recall prior learning.
- New learning is broken down into smaller steps with consideration given to cognitive overload. This new learning is delivered in a way that is succinct and clear.
- The teachers model new learning and applications of new learning, narrating the thinking process.

4.3 Positivity

- All adults in the room are positive role models in all aspects of language, communication, presentation of self and work.
- All adults in the room demonstrate and communicate high expectations of all students, such as sharing ambitious targets (see Marking Feedback and Assessment policy), explicit reference to desired learning conduct and explicit teaching/reinforcing of brain plasticity
- Students should be visibly rewarded with explicit reference to the learning conduct being exemplified. This should be entered on Class Charts.
- Questioning should be planned and involve all students in thinking and contributing to the lesson.
- Teachers should develop a range of assessment techniques that check all students' understanding. (See Marking, Feedback and Assessment policy).

4.4 Independence

- Teachers should plan explicit opportunities for guided practice, where students are challenged in the application of the new learning.
- Teachers should establish and maintain a risk-free environment; where students collaborate, make mistakes, and correct them as part of the learning process.
- learners during guided practice. (See Marking, Feedback and Assessment policy).
- Students should apply their new learning in different contexts during independent practice. (See appendix 3 – Modelling and Practice)
- Students should be explicitly taught to reflect on their own learning (and that of their peers), articulate their learning and set their own goals/targets.

4.5 Resilience

- Teachers should give all students frequent feedback and targets for improvement. (See Marking, Feedback and Assessment policy).
- Students should be given dedicated time to make improvements in their learning in response to the feedback given. (See Marking, Feedback and Assessment policy).
- New Learning should challenge students and take them out of their comfort zone; extension strategies should be anticipated and planned to stretch all students.
- Teachers should plan teaching strategies that involve students collaborating in their learning, including structured opportunities peer and self-assessment.

- Pride in presentation must be re-enforced by the teacher and following the DUMTUM system. Expected levels of presentation must be modelled by the teacher. (See appendix 9 – Pride in Presentation)

4.6 Equality

- Teachers have a thorough understanding of the students they teach; their prior attainment data, SEND information, Pupil Premium. Teachers plan lessons utilising strategies to meet the needs of their class.
- Teachers build a picture of learner's progress (depth of understanding, development of skills, levels of confidence, etc) after each lesson and use this to plan and adapt future lessons that personalise the learning for the students they teach.
- All academy policies impacting on the student's experience in the classroom must be applied correctly, fairly, and consistently.
- Lesson consolidation should be planned, and lessons should be concluded with students waiting silently behind their chairs to ensure a calm and orderly dismissal.
- Teachers should dismiss students from the door and ensure that the school's high expectations are upheld, and students feel safe on the corridors as well as in classrooms.

3. Teaching Reading across the Curriculum

At West Craven High School, we feel that reading is the most crucial literacy skill for cross-curricular success. To access a curriculum dominated by text, both in print and on screen, our learners need to be able to read effectively to understand, make sense of and take meaning from the wide range of texts presented to them. For several learners who enter secondary school with a reading age below their chronological age, the reading demands of the secondary curriculum prove extremely challenging. Students with a reading age lower than their chronological age have significant problems accessing the information they need to be successful learners. All subjects are required to expose students to age-appropriate reading material which develops literacy skills. This is supported by Robust reading, accelerated reader, and reading interventions.

All staff are to promote the value of language in learning and effectively teach the skills of reading.

- It is the responsibility of the classroom teacher to raise the profile of reading within their subjects through visual displays either in the classrooms, or in corridor displays. All teachers must consider their classroom environment ensuring that there is a reading area / book corner / displays promoting subject specific texts / book reviews from students on subject specific texts etc.
- Display subject specific word walls in teaching rooms to create an accessible, word rich environment. Student friendly definitions and examples can make such word walls useful.
- Use available data on students' reading levels, made available by KS2 tests and the Renaissance Star Reader tests to make informed choices about appropriate texts and reading materials for students.
- Plan appropriate support and differentiation for students in order that they may successfully access texts and use them well to make progress.

- Review textbooks and worksheets for readability. Present reading tasks at both a suitable and challenging level.
- Type/word process worksheets for clarity and according to the needs of students.
- Make available a range of reading/research materials, and use the facilities provided by the school to enhance reading skills.
- Build extended reading tasks into departmental schemes of work e.g. academic articles, research tasks; reading in depth around a subject; comparisons of viewpoints in texts to develop students' independence.
- Make available, in teaching rooms, dictionaries, thesauri, glossaries and, where relevant, etymological dictionaries.

To support and enhance students' reading skills, it is essential that teachers across the curriculum provide opportunities for learners to facilitate reading development through their subject through the following means:

- Read and engage with a variety of different texts both in print and on screen.
- Learn how to sift and select information appropriate to the task.
- Follow up their interests and read texts of varying lengths.
- Question and challenge printed information and views.
- Use reading to research and investigate.
- Draw students' attention to structure, layout, format, print and other signposts.
- Help students to skim, scan or read intensively according to the task.
- Teach students to select or note only what is relevant.
- Help students to question, challenge and recognise bias in a range of texts.
- Support students who are at the early stages of reading.
- Teach students to read identified subject vocabulary.

Materials that students will be provided with:

- A range of materials to support the subject topic that will be effectively differentiated to ensure that students can access the materials and use them well to make progress.
- Texts at appropriate readability levels that cater for the range of students' reading needs.
- Materials reflecting a balance of culture and gender.
- Materials that are up-to-date and attractive.
- Resources / reference materials that enable all students to be independent readers.

Reading Activities:

Students will have the opportunities to:

- Use reading to research topics within all subject areas.
- Use the library and ICT suites to support subject learning.
- Be as independent as possible through reading to learn.
- Read for pleasure.
- Read aloud.
- Read a range of non-fiction text types.
- Read texts in different media e.g. Internet web pages, Newspapers, Academic Journals etc.
- Read narratives of events.

- Locate and retrieve information.
- Select and make notes from a text.
- Use a range of reading skills such as skimming, scanning, reading for meaning.
- Read fiction texts that will support their learning in a subject area.

Lessons across the curriculum will provide:

- Opportunities to facilitate the assessment of reading either formally or informally.
- Activities that focus on reading and reading skills.
- Opportunities to understand and use specialist vocabulary (key words).
- Homework activities that require reading.

4. Monitoring of Teaching and Learning

The key procedures for monitoring teaching and learning are analysis of examination results, departmental data for all teaching groups, Curriculum Area Reviews, lesson observations, lesson drop ins, work scrutiny, and the outcomes from parent and pupil surveys.

The key responsibilities for the implementation of this policy are as follows: Teachers:

- Adhere to WCHS Non-negotiable aspects of classroom practice
- Commit to Continuing Professional Development
- Engage with Education Research and Whole School CPD to develop best practice
- Collaborative plan the subject curriculum with colleague

Heads of Curriculum and Subject Leaders:

- Ensure that Teaching and Learning is a standing agenda item
- Lead collaborative planning and ensure consistent curriculum coverage for all students
- Lead the subject/faculty response to the Teaching and Learning policy, ongoing CPD and shared best practice
- Ensure that department practices and procedures are in line with the Teaching and Learning policy
- Evaluate the teaching of your subject/curriculum area
- Analyse and interpret data on students' performance against school expectations and other comparative data
- Monitor students' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data
- Work with SLT to take an active role in department, faculty, and school improvement

Senior Leaders:

- Ensure that the plan for school improvement places a high priority on Teaching and Learning
- Ensure that structures are put in place to support Teaching and Learning priorities

- Ensure the effective implementation of school policy through monitoring the quality of teaching and learning across the school
- Measure and feedback the impact of the Teaching and Learning policy to school stakeholders
- Regularly review the policy, including the impact on teacher workload

