



All Saints'
Academy
Cheltenham

TEACHING AND LEARNING POLICY



2024 - 2025

1. All Saints' Academy, Vision, Ethos & Mission

Our Christian Vision

Where every member of our extended family realise their God-given potential, inspired by John 10:10. Jesus said 'I have come so you may have life in all its fullness'.

Our Christian Purpose

Is to be a beacon of hope founded on Christian values serving Cheltenham and the Diocese of Gloucester where there is excellence in learning, achievement and fulfilment.

All Saints' Academy is an Anglican Church Academy serving the community of Cheltenham, sponsored by the Diocese of Gloucester.

All Saints' Academy is a learning and loving community which seeks to be a sign of reconciliation, living in the hope of the Gospel. The Academy strives to live out the values of the Gospel and bear witness to the teaching of Jesus.

In order to achieve this, the Academy will: recognise that every individual is created in God's image and is worthy of respect; fulfil the potential of all students by providing an excellent holistic education; nurture the spiritual development of all within the Academy community, whilst recognising that faith is a free response to God and cannot be imposed; foster a search for truth; work for the common good, instilling in students a desire to serve others and work for justice and peace.

The academy will uphold the tenets, teachings and practices as governed by the Bishop of Gloucester.

Our Christian Ethos

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in His teaching, we seek to fulfil in every member of our community their full potential so they are able to 'live life to the full' and recognise that they are called to use their gifts and talents for the benefit of all.

We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and in action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

At All Saints' Academy we have a committed professional community of teachers with varied experience and expertise. We empower all teachers to realise their God-given teaching potential so that their students learn as well as they can.

Our objectives are:

- to have a shared model for learning, rooted in credible cognitive science, which informs the teaching techniques that our staff use.
- To promote collaboration across the wider Academy team, within subject and pastoral teams.
- To facilitate teachers to work together in coaching partnerships providing constructive feedback, in a way which is supportive and not judgmental.

We review the quality of teaching, and teacher development, across the Academy daily through a range of methods, involving the whole team, to accurately assess our strengths and to plan our next stages of development as a team.

2. Career Development at All Saints' Academy



“If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what they we can achieve.” Dylan William, Institute of Education, University of London.

We believe that the development of a teacher through their career must be characterised by a commitment to continual improvement of their teaching techniques to maximise the learning gains possible in their classroom. “The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers”, (Sutton Trust, 2011).

Early Career Framework

The Early Career Framework provides high-quality training and induction to our new teachers, utilising the most effective teaching techniques which are rooted in robust cognitive science. At All Saints’ Academy we are committed to supporting Initial Teacher Training with our lead partners at the University of Gloucestershire and Teach First and then Early Career Teachers through our dedicated ECT induction led by exceptional mentors and our Induction Programme Leader.

Ongoing teacher training

We are equally committed to providing high-quality personalised training to our teachers through coaching to build on the early career framework. This is focused on collaboration between teachers, who are respected and trusted to share openly in the pursuit of improved student learning outcomes. We give time, resources and support to enable teachers to engage fully and effectively in their ongoing training so that positive change will happen. Progress made in ongoing teacher training is not evaluated specifically as part of the appraisal system by line managers, although teachers may choose to use it in this way.

Leadership and career specific training

Teachers at All Saints’ Academy can access the range of high-quality NPQ leadership programmes to continue their career progression. Additionally, we support teachers in accessing other career specific training opportunities, such as those linked to specific subjects, safeguarding or special education needs.

Following induction at the Academy, new teachers will work with their line manager to discuss their career development priorities to help provide the most appropriate next stage support.

3. Professional Development

INSET training

All teachers will participate in INSET training, which brings together the whole Academy to focus on learning Academy policy to ensure fidelity and consistency. We also utilise this time to meet statutory requirements in safeguarding, for example.

Teaching and Learning Community (TLC) groups

Teachers select a TLC group session to attend each term in an area of interest to them. These are led by other teachers, or coaching pairs, to share best practice and collaborate with others.

Responsive Coaching

Coaching lies at the heart of our teacher development model. All teachers work in pairs and are trained to give and receive feedback using a Responsive Coaching approach (Goodrich, 2024) .

This empowers teachers to personalise their development, working alongside a colleague to motivate and problem-solve. Coaching is arranged flexibly to fit the needs of the pair and teachers are trusted to record their coaching actions and impact.

Additional Personal Training

All teachers can request further training to pursue leadership or specialised training. This is done through appraisal discussions and should be aligned with the development priorities of the Academy as well as personal career ambition.

Our staff development events, by term, are identified below:

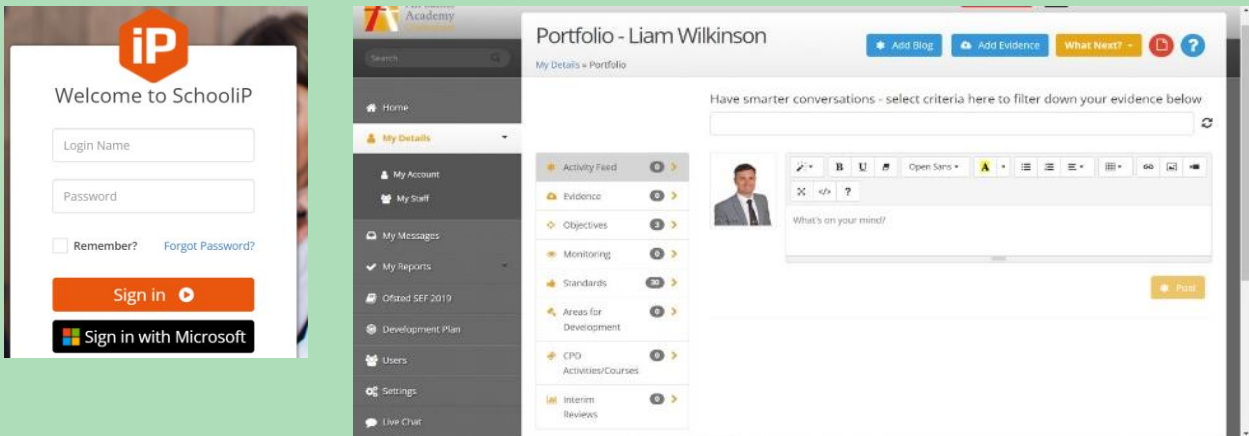
	INSET	Coaching	Subject/Year Meeting (40 mins)	Teaching and Learning community groups	Line Management <i>(disaggregated INSET day in July)</i>	Total (hrs)
<i>Term 1</i>	2 days	2 <u>hrs</u> flexible	Weekly x 5 (3 <u>hrs</u> 20)	1hr	1 <u>hr</u>	16
<i>Term 2</i>	1 day (PM)	2 <u>hrs</u> flexible	Weekly x 5 (3 <u>hrs</u> 20)	1hr	1 <u>hr</u>	11
<i>Term 3</i>	1 day	2 <u>hrs</u> flexible	Weekly x 5 (3 <u>hrs</u> 20)	1hr	1 <u>hr</u>	11
<i>Term 4</i>		2 <u>hrs</u> flexible	Weekly x 5 (3 <u>hrs</u> 20)	1hr	1 <u>hr</u>	6
<i>Term 5</i>		2 <u>hrs</u> flexible	Weekly x 5 (3 <u>hrs</u> 20)	1hr	1 <u>hr</u>	8.5
<i>Term 6</i>		2 <u>hrs</u> flexible	Weekly x 5 (3 <u>hrs</u> 20)	1hr	1 <u>hr</u>	8.5

3. Professional Development

Recording ongoing professional development

All professional development is recorded on to School IP. This helps teachers to maintain records of progression made in teaching practice and professional skills and experience. This supports teachers in receiving recognition as part of the appraisal process.

To access School IP you should go to <https://login.schoolip.co.uk/> and use the “sign in with Microsoft”, when you are logged in to your Academy pc.



Within the “Portfolio” section you can save your continuing professional development information. The key sections to use are described below:

Areas for development:

This is the place to add the coaching work that you are working on with your partner (or independently). Further guidance for responsive coaching is available in the ASA responsive coaching guide. [Link here.](#)

CPD Activities/Courses:

This is the place to add any external courses you have completed. You may choose to retrospectively add courses/qualifications that you have completed in the during your career (or specifically while at ASA). If you are unsure which courses may be relevant, please consult LW.

Evidence:

This is the place to add any relevant evidence you might like to have considered for your appraisal and could relate to your appraisal objectives.

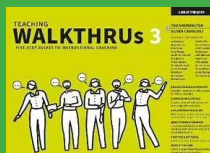
Objectives:

This is where your objectives are recorded at the start of the year in your appraisal meeting with you line manager. These are set on your account by your line manager during your meeting. Further guidance for appraisal is shared in the appraisal policy.

Interim Reviews:

This is the place to add your records of line management conversations throughout the year, aside from first and last where you set or close your appraisal objectives. Again, these are recorded by your line manager during your meeting.







4. The Learning model



The starting point for the expected standards for teaching is the National Teacher’s Standards (DfE). Additionally, we have considered credible cognitive science models of how learning works. Our learning model is based on the work of Daniel Willingham (Why don’t students like school?) and Barak Rosenshine (Principles of Instruction). This provides the foundation for the type of teaching we want to use with our students to optimise learning.

We utilise Sherrington’s/Caviglioli’s Teaching Walk Thrus platform (<https://walkthrus.co.uk/>) to provide clarity on how to perform techniques well in the classroom.

All staff have free access to this resource: Login: walkthrus@asachelt.org , password: **ASACPD2024!**

Student prompts	Responsive Coaching stages	 WALKTHRU	Teaching Standards
<p><i>Plan & evaluate</i></p> 	Curriculum Planning	<ul style="list-style-type: none"> • Sequence concepts in small steps • Coherent mapping (use of a curriculum organizer) • Blend knowledge and experience • Pitch it up • Tiered questions and problems • Plan for reading 	<ul style="list-style-type: none"> • Standard 2 • Standard 3 • Standard 4 • Standard 5
<p><i>Focus</i></p> 	Securing Attention	<ul style="list-style-type: none"> • Positive relationships • Establish expectations • Signal, Pause, Insist • Positive reframing • Rehearse routines • Choices and Consequences 	<ul style="list-style-type: none"> • Standard 1 • Standard 7 • Standard 5
<p><i>Think</i></p> 	Explaining and modelling	<ul style="list-style-type: none"> • Giving an explanation • Examples and non-examples • Sequences, causes and consequences • Predict and <u>verify</u> • Chunking • Advance organisers • Writing: developing Academic voices • I do, we do, you do 	<ul style="list-style-type: none"> • Standard 4 • Standard 5
<p><i>Check</i></p> 	Questioning and Feedback	<ul style="list-style-type: none"> • Cold call variations • Strategies to check for understanding • Class discussion • Show call • Scaffold verbal responses • Short feedback loops • Student feedback • Assessment for student agency • Formative use of tests 	<ul style="list-style-type: none"> • Standard 4 • Standard 5 • Standard 6
<p><i>Practise</i></p> 	Practice and Retrieval	<ul style="list-style-type: none"> • Synoptic practise questions • Repertoire of retrieval routines • Consolidation • Accountable independent reading • Close reading • I say, you say: my turn, your turn • Sustained independent practice • TAs: working in tandem 	<ul style="list-style-type: none"> • Standard 4 • Standard 5 • Standard 6

4. The Learning model

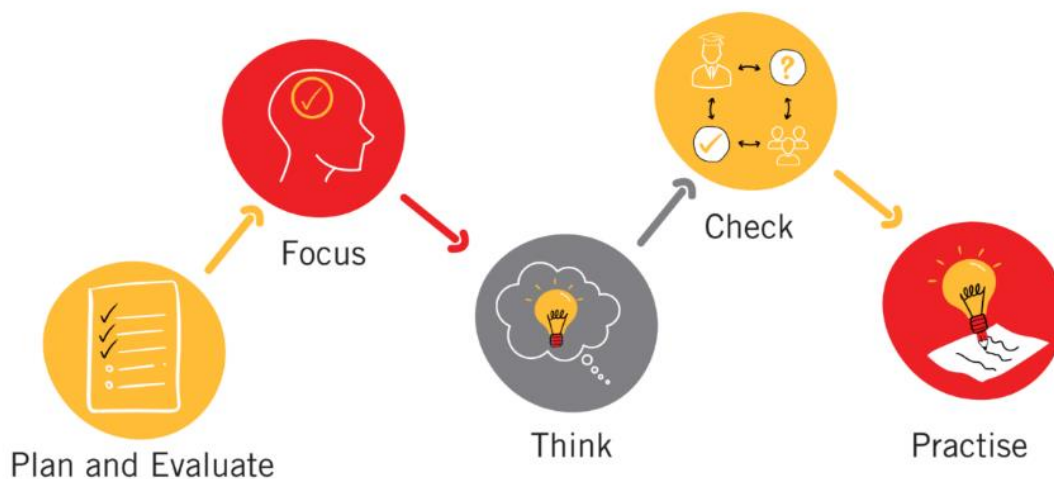
WALKTHRU
 BUILD GREAT TEACHING.

To help our students to better understand how they learn and therefore how we teach them we explain the fundamentals of cognitive science to them and then the techniques we use so that they know the best way to participate in the learning experience.

We communicate our learning model to them using the codified icons, seen on the poster below.



ASA Learning Model



 All Saints
 Academy
 Cheltenham

We believe that we can help our students and parents to understand how they can optimise their learning at the Academy. We provide support and guidance to empower our families to have life in all its fullness through high-quality learning.

We share information with students about how we learn and the specific teaching methods we use at the Academy through a regular series of Learning Briefings and ongoing dialogue in lessons. We also share resources and helpful “explainers” on the Academy website for all to access. [Insert link here](#)

5. Evaluation

Our learning model combines the core National Teaching Standards with knowledge of latest research. They provide us with:

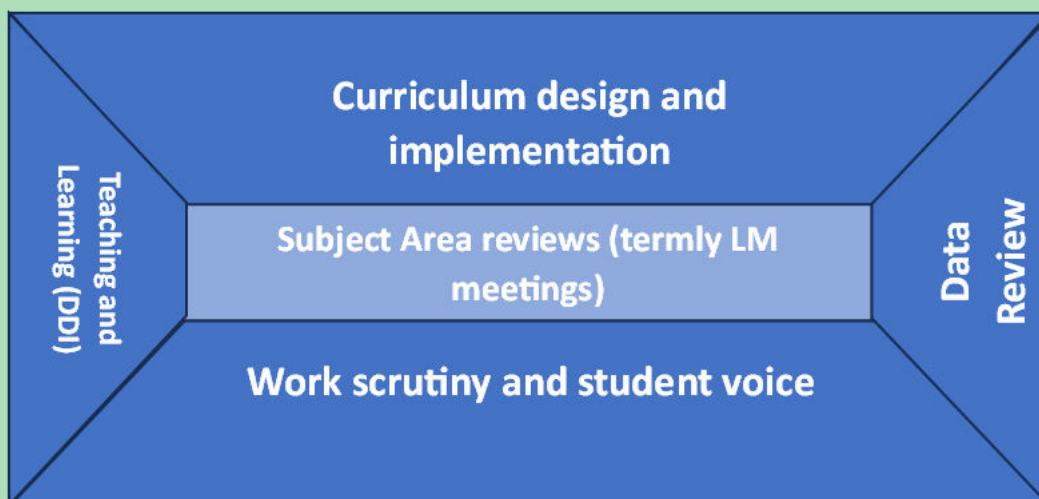
- a shared understanding of how we learn
- A clear expectation of what we want our teaching to be like
- a common vocabulary for discussing teaching and improving our teaching skills

Assessing the quality of teaching is done through a combination of observing teaching and speaking to teachers, looking at student work, speaking to students and evaluating outcomes.

Subject Reviews

Subject reviews are continuous, with key review points at the end of each learning cycle.

They include the four pillars: 1. Curriculum design and implementation; 2. Developmental Drop-ins; 3. Work scrutiny and Student voice; 4. Data review.



1. Curriculum design and implementation

The curriculum is designed to meet the learning needs of students at All Saints' Academy. It should build on the learning done in the previous phase and prepare students for the next phases of learning and training. We review the intentions, fidelity and impact of the curriculum, implementation.

2. Developmental "Drop-ins" (DDI)

To help evaluate the quality of teaching and learning at the Academy we have planned learning walks which take place daily across all subjects. They are conducted by middle and senior leaders and last for up to 15 mins per lesson. Teachers know in advance that these are scheduled and can select the focus, or there may be a whole school focus.

Constructive feedback will always be given promptly to teachers and will be positive in spirit.

5. Evaluation

The DDI lessons and feedback given will be recorded within School IP and used to analyse the quality of teaching across the whole Academy. Teachers will be able to use this feedback to support their development journey.

Anonymised summary reports will be shared with teachers termly to recognise the progress made in developing the quality of our teaching and learning.

3. Work Scrutiny and student voice

We complete an analysis of the quality of student learning seen in books/folders in response to the curriculum plan and teaching. This will be done as part of DDI visits or specific student group reviews (e.g. SEND, Disadvantaged, etc).

Student voice discussions happen with a selection of students, with their work, to consider what they have been learning, how well they have understood it and what they can recall.

4. Data Review

Following the completion of learning cycles, all students complete assessment. The outcomes of this assessment is discussed to assess the impact of the teaching.

Subject reviews therefore draw in information from across the year and has contributions from the wider leadership team and rather than a “moment in time”.

Key conversations happen between the Line Manager and the Head of Faculty in each area to analyse the review information at end of cycle Subject Review meetings. The outcomes of this are recorded in School IP with strengths and development areas identified.

The VP Curriculum analyses the strength and development trends across the Academy. The VP then responds with adjustments in professional support to the teaching team.

Reporting to trustees

The VP Curriculum reports to the Standards and Steering committee with a summary of the quality of curriculum, teaching and learning.

6. Setting of cover work

Maintaining consistent high standards of teaching and learning when the main teacher is not present provides obvious challenges. It is, however, our objective to minimise the disruption to learning when this happens. Our shared understanding of learning and common approaches learned from *Walk Thrus*, supports us in keeping consistency. Where possible we seek to utilize our internal cover supervisor staff.

Planned absence

Planned absence is where a teacher knows in advance that they can not attend their lesson, such as when a teacher is on a school trip, personal appointment or training event. Absence requests should be made well in advance and follow the process set out by the cover manager. This will always need to be agreed by the line manager first before this is confirmed or refused by the Principal (or Vice Principal). Planned absence can only be approved where a cover teacher can be provided and not cause significant disruption.

Cover should be set by the class teacher and planning guidance will be stored in the Z:drive\Cover folder under the name of the staff member. Planned cover must:

- Continue to deliver the curriculum plan for the term
- Focus on the practice phase of teaching (not new content)
- Be accessible to a non-specialist teacher
- Provide a model example for staff to assess work, or worked solutions
- Not include formal (end of cycle) assessment (unless being covered by a member of the same subject team)

In some cases, it may be helpful to record a short voice recording on MS Stream, to introduce the task clearly for the class and the cover teacher. For guidance on this please see Mr Wilkinson.

Unplanned absence

Unplanned absence is where a teacher is unable to teach their class at short notice, such as following the sickness protocol or emergency childcare on the day. In this situation we would expect a teacher to prepare and share an appropriate instruction to the Head of Faculty.

If the teacher is unable to, then the Head of Faculty will set appropriate cover work for the class. To help assist the Head of Faculty in these situations, some general cover work suitable for each class will be prepared by all colleagues in advance and shared with the saved to the Z:drive\Cover folder under the name of the staff member. This can be accessed by the Head of Faculty and other colleagues in an emergency. Teachers will replace this after it has been used with an alternative lesson plan.

The phone number to call for unplanned absence is 01242 711 330 and we are expected to call this between 7am and 7.30am to leave a message explaining the situation concisely. A member of the senior leadership team will call you back prior to 8am to understand the details and to support with putting cover in place for the day, as required.

7. Whole Academy Literacy- Reading

Morning Reading sessions

There are 4 sessions a week, each with a different focus. Students should be encouraged to bring in their reading material, especially for the reading-for-pleasure session; if they don't, books will be provided to tutor groups for use.

Videos and resources to aid reading will be in Teams: Tutors- Literacy 24-25

Pixl also has a wide range of resources that can be used to support during the reading sessions: <https://auth.pixl.org.uk/members/#!/feature/1/49894208>

Years 7-10:

Session 1: Reading for Understanding

Tutors will model high-quality reading aloud to students from a given class reader. Discussion questions, which have been provided, should be explored during the sessions and tutors should focus on ensuring understanding of unfamiliar vocabulary.

Session 2: Reading for Practice

Students will read aloud from the same book and practice their reading skills using various strategies including, but not limited to: individual aloud reading, echo reading and choral reading (examples of which can be found in the folder).

Session 3: Reading for Progress

Years 7 and 8 will individually read their Accelerated Reader book, and quiz if complete. During this session, laptops will be provided in the breakout area for students to use. They will have their AR books from their English lesson. Tutor should aim to listen to some students read aloud during this session and reward those who do.

Years 9 and 10 will read a book of their choice independently or in small groups. If students are reading in groups, tutor should talk circulate and join in to encourage participation.

Session 4: Reading for Pleasure

Students and tutors will independently read a book, magazine, newspaper or academic article they have selected. Tutors should monitor reading and model silent reading themselves. At the start of this session, tutors should show the book recommendation video to their tutor groups; this will be shared by email each Wednesday in preparation for this session.

Students in Years 7 and 8 who are reading at below age expectations will be taking part in reading intervention programs during this time. Lists and locations will be shared with tutors once initial reading tests are completed.

7. Whole Academy Literacy- Reading

Year 11: Reading for Revision

Students will have a specific subject to focus on each week during their reading time. They will have a piece of text which is subject-specific to help them revise, consolidate or extend their learning on a part of their GCSE course. Heads of Faculty are aware of this and will have prepared resources for your students.

Resources will be provided to tutor groups the week before to allow tutors time to pre-read the text ready for the Tuesday guided reading session. Revision resources that are created should be kept in students' black folder for use.

Session 1- guided reading and summarising

Tutors will model high-quality reading aloud to students from the text provided, stopping as appropriate for students to verbally or in writing, summarise the key ideas in the text.

Session 2- group reading and discussion

Students will continue to read through their revision resources aloud to the class. This session should start with individual students reading sections aloud to the group and then completing it in smaller groups. The session should finish with students discussing and identifying the most significant, prominent ideas from the text they need to remember.

Session 3- re-read independently

To consolidate understanding of the text, students should re-read the text independently and look for small details that may have been missed previously.

Session 4- write about reading

Students should create a revision resource based on the reading completed during the week. This could be a small set of revision cards, mind map, revision song or any other useful resource.

Reading will not take place for year 11s during mock examination weeks. If students are in these sessions, due to not having exams they should use them to revise independently.

Sixth Form

At least one piece of set independent work per week for each subject will be extended, academic reading.

Students studying functional skills will have a class reader.

7. Whole Academy Literacy - in lessons

Disciplinary Literacy

It is the intention that all staff understand what literacy looks like in the areas and what makes it unique. Faculties work together to ensure there is a clear and cohesive approach to literacy in their subject areas. A range of resources are available on the pixl website to enhance departmental literacy: <https://auth.pixl.org.uk/members/#!/feature/1/49894208>

Reading

One reading task per subject, per cycle should be agreed by faculties and planned to have maximum impact. This should be evident on curriculum documents.

Students and tutors are actively involved with daily reading and students are frequently hearing good-quality reading aloud.

Students should be reading aloud in most lessons from the board, textbooks, worksheets etc.

There are a number of students who, for specific reasons, should not be asked to read aloud in lessons- this information will be on Sims and should be followed.

Writing

One reading task per subject, per cycle should be agreed by faculties and planned to have maximum impact. This should be evident on curriculum documents.

Extended writing should be taught using the staged approach of the writing process: planning, executing, and editing.

Planning

Students should have time to plan before writing orally for example talk to write or in writing with mind-maps, lists etc

WalkThru- Talk to Write: <https://sites.google.com/view/walkthrus/what/mode-b-teaching/oracy-talk-for-writing>

Executing

Students are given time and space to write in focused way. Students should have a clear timeframe for their writing.

Editing

Time is given for students to reflect on and improve what they have written and make edits by referring back to initial task and success criteria. Walk Thru Editing and Redrafting:

<https://sites.google.com/view/walkthrus/learning-walkthrus/reading-writing/editing-redrafting>

7. Whole Academy Literacy - in lessons

Vocabulary

Each scheme of work should have tier 2 and 3 vocabulary identified within it- this should be repeated shared with students in lessons, through spelling tests or homework and used to help pre-teaching for SEND students.

Subject-specific vocabulary to be displayed in teaching areas.

Introduce new vocabulary by breaking it down into syllables and using the etymology of it.

Say the word aloud and have students repeat it: follow 'My turn, Your turn Walkthru:

<https://sites.google.com/view/walkthrus/what/practice-retrieval/i-say-you-say-my-turn-your-turn>

Refer to the word later in the lesson and in future lessons.

Oracy

One reading task per subject, per cycle should be agreed by faculties and planned to have maximum impact. This should be evident on curriculum documents.

Use of consistent oracy sentence starts during discussions. Each class teacher will be given a laminated set of these to use in discussion/ debate activities; link to Workthru 'Scaffold Verbal Responses.:' <https://sites.google.com/view/walkthrus/what/questioning-feedback/scaffold-verbal-responses>

Plan for students to be able to discuss work using strategies such as think, pair, share and collaborative talk.