



All Saints'
Academy
Cheltenham

TEACHING AND LEARNING POLICY



2025 - 2026

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 and teaching, rooted in credible cognitive science.
- To provide a comprehensive Professional Development Programme which is inclusive for all who lead learning, including a coaching partner.
- To provide teachers with regular 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. For Early Career Teachers we lead our own training as founding partners of InvestEd (lead partner for Teach First) Our ECTs receive 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 protect PD 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 evaluated specifically as part of the appraisal system by line managers.

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

TLC meetings take place twice per term, introducing the learning on teaching WalkThrus for the term ahead and giving deliberate practice time. These are led by other teachers, and developed in coaching pairs, to share best practice and collaborate as a team.

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 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:

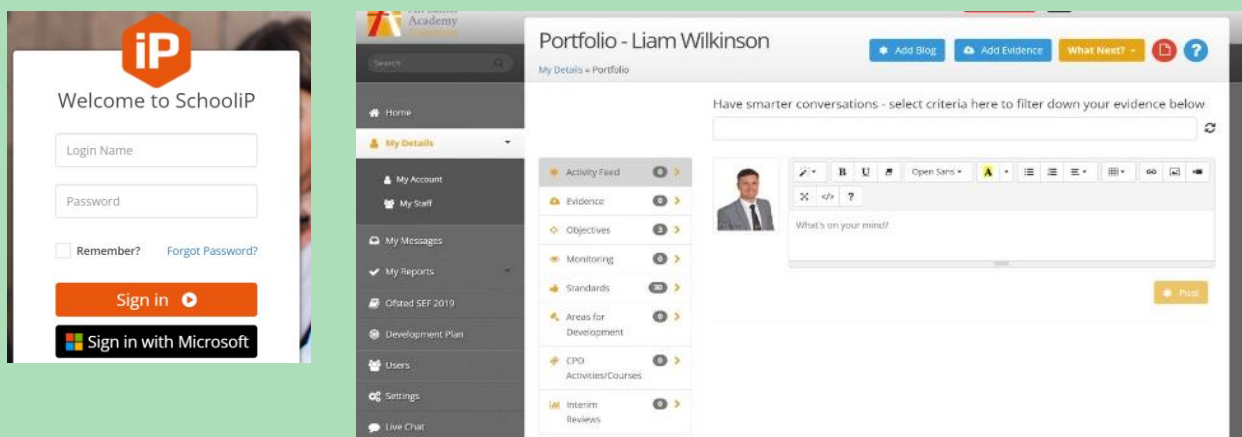
	W1	W2	W3	W4	W5	W6	W7	
Term 1	TLC	Faculty Meet	Faculty Meet/ Coaching	Assessment planning	Faculty Meet	TLC/Coaching	Faculty Meet	1.5hrs training 1hr coaching per term 1hr DDI feedback
Term 2	TLC	Faculty Meet	Faculty Meet/ Coaching	Exam groups review	Homework review	TLC/Coaching	Faculty Meet	1.5hrs training 1hr coaching per term 1hr DDI feedback
Term 3	TLC	Faculty Meet	Faculty Meet/ Coaching	Review Improvement plan	Exam groups Action plan	TLC/Coaching		1.5hrs training 1hr coaching per term 1hr DDI feedback
Term 4	TLC	Faculty Meet	Faculty Meet/ Coaching	Faculty Meet	TLC/Coaching			1.5hrs training 1hr coaching per term 40 mins DDI feedback
Term 5	TLC	Faculty Meet	Faculty Meet/ Coaching	Faculty Meet	TLC/Coaching			1.5hrs training 1hr coaching per term 40mins DDI feedback
Term 6	TLC	Faculty Meet	Faculty Meet/ Coaching	Faculty Meet	Review Improvement plan	TLC/Coaching	Prepare for Sept	1.5hrs training 1hr coaching per term 1hr DDI feedback
							Total	9hrs training 6hrs coaching 5hrs20mins DDI feedback

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.



Coaching

This is where records from your Responsive Coaching conversations are saved. From the “Home” page you can add a monitoring record for your coaching partner and they would do the same for you. See full guidance here: [Responsive Coaching activity recording instruction for School IP.docx](#)

Strengths and Areas for development:

This is the place where feedback from your DDI observations are saved for you to monitor and respond to.

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.

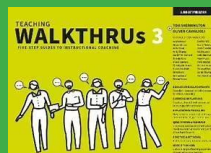
Objectives:

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









WALKTHRUS
BUILD GREAT TEACHING.

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.

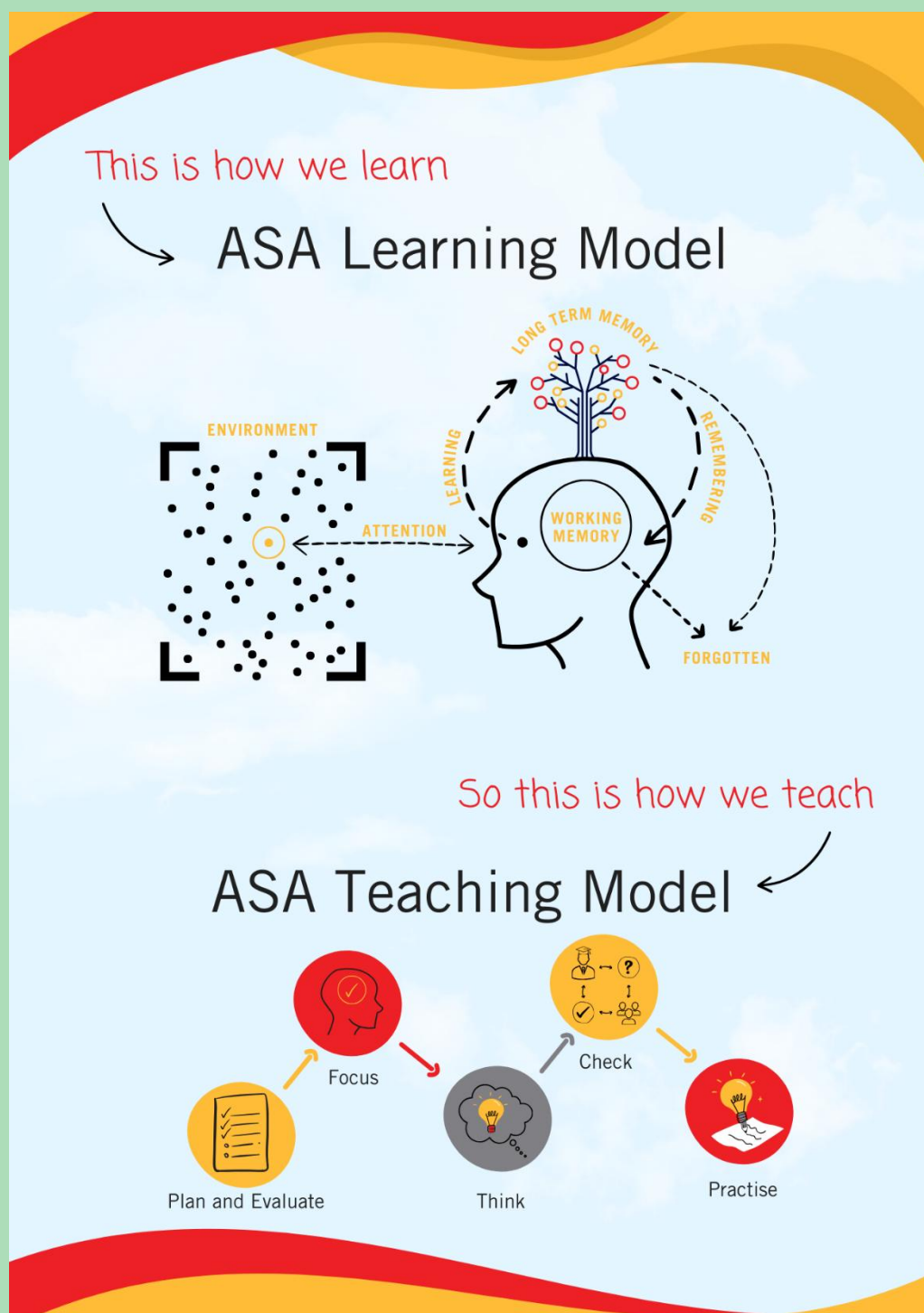
All staff have free access to this resource: Login: walkthrus@asachelt.org , password: **ASACPD2024!**

Student prompts	Responsive Coaching stages	 WALKTHRUS	Teaching Standards
<i>Plan & evaluate</i> 	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
<i>Focus</i> 	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
<i>Think</i> 	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
<i>Check</i> 	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
<i>Practise</i> 	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

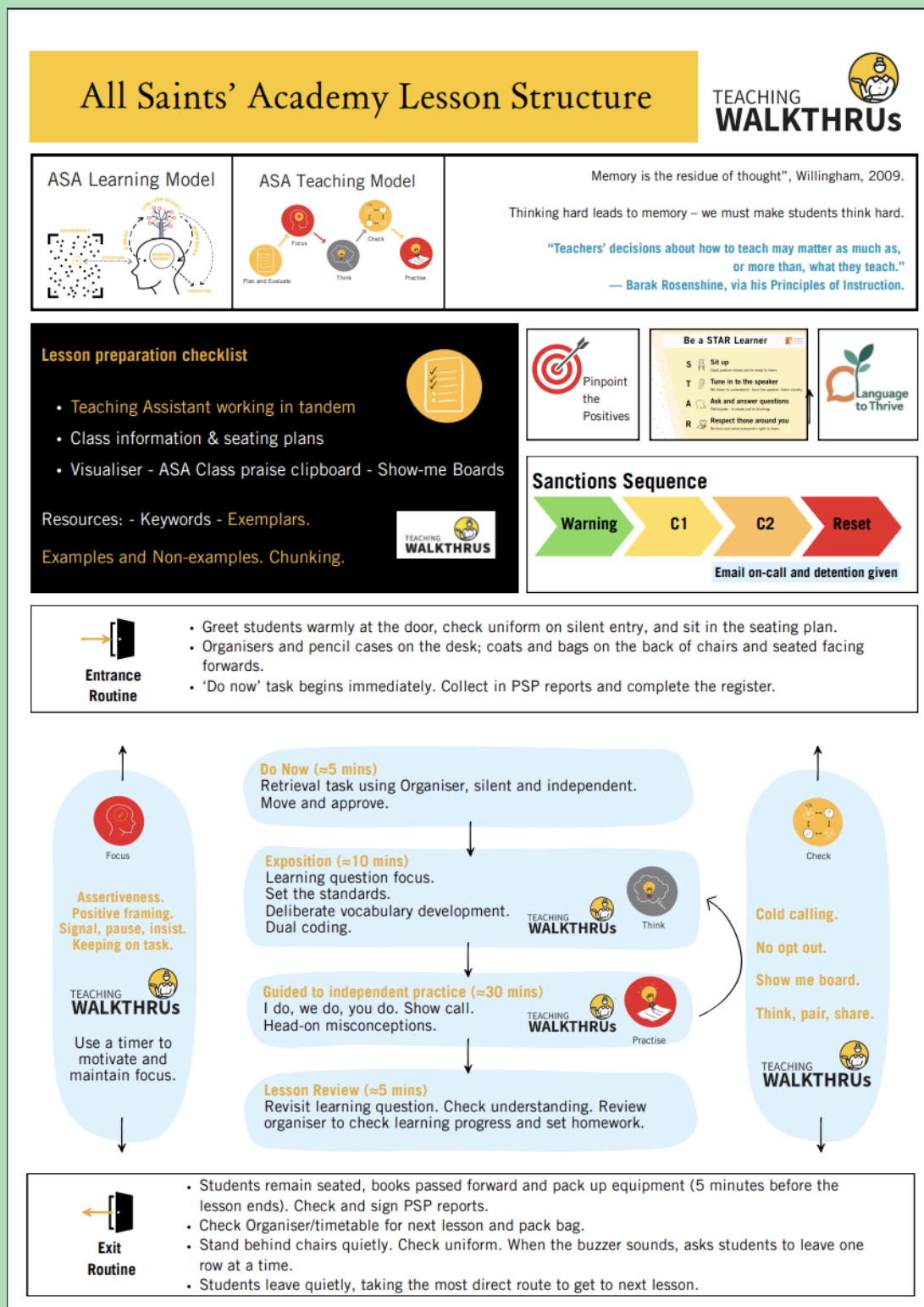
To help our students to better understand how they learn and therefore how we teach them we explain the fundamentals of cognitive science to them and then the techniques we use so that they know the best way to participate in the learning experience.

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



4. The Lesson Structure

To make our teaching model explicit for staff, students and parents, our Teaching Leadership Group developed our Lesson Structure for all lessons to follow in the Academy. The work of understanding how to implement this in the classroom is the focus of the Professional Development programme (see page 4-5) .



5. Evaluation

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

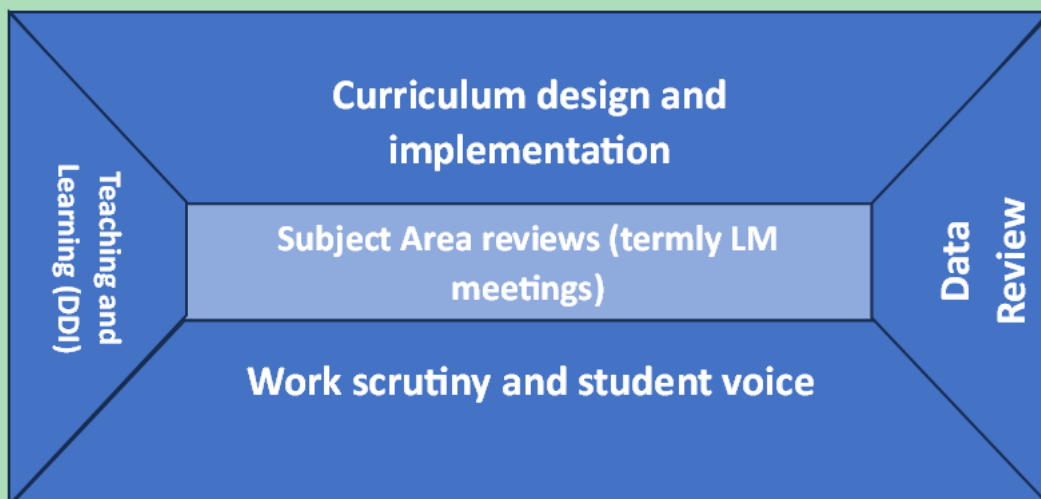
- a shared understanding of how we learn
- A clear expectation of what we want our teaching to be like
- a common vocabulary for discussing teaching and improving our teaching skills

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 20 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 teaching techniques to implement our Learning model.

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 Associate Principal and AVP Teaching and Learning analyse the strength and development trends across the Academy. The AVP Teaching & Learning then responds with adjustments in professional support to the teaching team.

Reporting to trustees

The Associate Principal reports to the Standards and Steering committee with a summary of the quality of 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 moves to be 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 ASA Staff Cover Teacher Team folder under the name of the staff member. Planned cover must:

- Focus on reviewing known information and skills, NOT introduce new content.
- Focus on the practice phase of teaching (therefore 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 the Associate Principal.

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 Head of Faculty for access in an emergency. Teachers will replace this after it has been used with an alternative cover resources.

The phone number to call for unplanned absence is 01242 711 330 and we are expected to call this between 6.30am and 7.00am to leave a message explaining the situation concisely. This helps the cover manager to make early contact to agency staff, if needed.

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

“The average marks of pupils who read books rose by 0.22 points overall, which is the equivalent of 3 months’ worth of additional secondary school academic growth.”

Jerrim, J., Lopez-Agudo, L. A., & Marcenaro-Gutierrez, O. D. (2020). Does it matter what children read? New evidence using longitudinal census data from Spain. Oxford Review of Education.

Our reading programme provides time, guidance and resource to support ALL students in daily reading in the Academy. Students who are behind their age-expected levels are given support according to their needs from intensive one-to-one phonics support to small group reading.

Morning Reading sessions

There are 4 sessions a week, with 3 different focuses. 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 25-26

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:

Sessions 1 and 3: 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 4: Reading for Pleasure

Students and tutors will independently read a book, magazine, newspaper or academic article they have selected. Years 7 and 8 will have the opportunity, should they wish, to read their Accelerated Reader books during this session and quiz on any completed ones. Tutors should monitor reading and model silent reading themselves. At the start of this session, tutors could show the book recommendation video to their tutor groups, which will be shared centrally.

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

Students who are still reading below expectations in Years 9, 10 and 11 will also participate in reading interventions, many of which will be during this time. If students are required for interventions, tutors will have the information in advance.

Students will be rewarded for taking an active role in daily reading and their interventions.

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.

Subject order:

English
Science
RE
English
Science
RE
Options

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- writing 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 11 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 two pieces of set independent work per cycle for each subject will be extended, academic reading
Students studying functional skills will have a class reader.

DEAR (Drop Everything and Read) will take place a half term for all students. Resources should link to topic and provide the opportunity for discussion after.

DEAR timetable will be shared with staff in advance.

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 writing 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>

For Key Stage 3, writing will be taught in a similar way in all English, Humanities and RE lessons with a shared success criteria to build confidence and improve quality of extended pieces.

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.