



All Saints'  
Academy  
Cheltenham

# TEACHING AND LEARNING HANDBOOK



2023 - 2024

# 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 to maximise the learning progress of their students. We expect all teachers to be self-starters who take responsibility for their own development and for supporting colleagues.

We have a shared understanding of what quality teaching is, in the form of our High Quality Teaching and Learning criteria. We believe that Teacher Development should be personalised to support each teacher and teaching assistant in becoming more effective. We engage with teacher communities beyond our walls to ensure we are up to date with new developments in pedagogy. We work closely with examination boards to ensure we provide the most expert guidance and support to our students to maximise outcomes.

The Vice Principal (VP Curriculum) will create the conditions for teachers to collaborate for mutual benefit and will identify where strengths exist and enable others to learn from that. Middle and Senior leaders are committed to act where teaching quality is not at the expected level and will intervene skillfully to support colleagues to improve quickly.



## 2. Evaluating the quality of teaching

### Principal

The Principal has the responsibility to ensure that the system of leadership across the Academy is effective in evaluating and improving the quality of teaching and learning. The Principal will ensure that appropriate systems of monitoring, review and evaluation are in place at each leadership level.

### Vice Principal (VP)

VPs ensure that monitoring, review and evaluation procedures are in place and rigorously implemented to measure improvement in the quality of teaching and learning. They will identify and prioritise where improvements and support are required.

### Assistant Vice Principal (AVP)

AVPs are responsible for the improvement in the quality of teaching and learning across the Academy. They are responsible for:

- The quality of leadership in subject areas
- Implementing the High Quality Teaching and Learning criteria
- The quality of monitoring and evaluation

At senior and middle leadership meetings, the leadership teams will focus on the quality of teaching and learning.

Priorities will be:

- Recognising and sharing good practice
- Identifying where additional support is needed
- Tracking of student progress
- Work scrutiny.

### Heads of Faculty (HoF)

The distributed system of leadership enables HoFs to take ownership of their subjects and to instill high standards within that subject. They are responsible for:

- Designing the Curriculum
- Monitoring, reviewing and evaluating the impact of the curriculum
- Ensuring their team implement the ATP
- Ensuring that all teachers, including non-specialists, have the required subject specific knowledge and skills
- Ensuring that their team implement the Assessment Recording and Reporting Policy
- Ensuring that their team implement the Ready to Learn Policy.

### Classroom Teacher

All staff teaching a lesson are regarded as classroom teachers. They are responsible for:

- The safety and wellbeing of everyone in the classroom
- Preparation and planning for each lesson to implement the subject curriculum
- Implementing the High Quality Teaching and Learning criteria
- Implementation of the Ready to Learn policy
- Provision of homework in accordance with the homework timetable
- Implementation of the Literacy policy
- Full participation in teacher development training to improve standards on teaching and learning within the Academy.



# 3. High Quality Teaching and Learning

We have combined the core national teaching standards with knowledge of latest research and our experience of what works best at All Saints' Academy to create the High Quality Teaching and Learning criteria. They provide us with:

- a clear expectation of what we want our teaching to be like
- a common vocabulary for discussing teaching
- a shared set of criteria to assess the quality of teaching

## Teacher Development

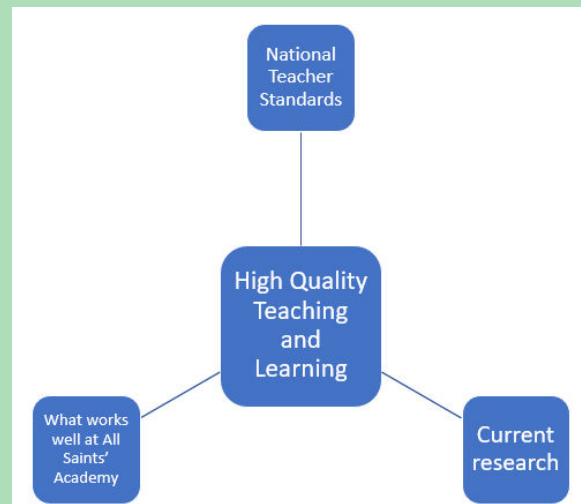
Teacher Development is planned to take place all year round. It is composed of three whole staff INSET days, four twilight training sessions and weekly teacher development time.

The principal aim is to ensure the effective consistent implementation of the Academy policies by all colleagues resulting in high quality teaching and learning.

Weekly subject team development time, known as "Plan-Do-Review", will focus on joint planning of lessons and review of the impact of this with a colleague from their team. Review will include lesson observation, work scrutiny and student voice.

All colleagues will have at least one development area which they are working to improve. This target will be identified and agreed with line managers and ATP targets will be matched to the Academy Improvement Plan and/or subject improvement plan. Targets will then change when the teacher has achieved the target, hence, the development of our teachers is continuous.

When all staff are reviewed against the High Quality Teaching and Learning criteria the outcome is recorded and feedback discussed with the teacher. This is saved by the teacher within their own School IP appraisal account. Reviews will be undertaken regularly each term and not usually last for more than 15 minutes of a lesson, at an agreed time to view a particular aspect of the teaching.



*In 2023-24 the whole Academy priority will be Adaptive teaching :*

Support is provided:

- between colleagues in a subject team
- from the subject leader
- from the Lead Practitioner and Learning Team
- through a specific training course.

The VP Curriculum and other leaders, will be able to analyse the implementation of the focus to inform the next steps in teaching development.

Feedback on the quality of teaching is presented at staff briefing time and compiled to enable colleagues to share best practice and recognise teacher development successes.

The Lead Practitioner provides models, resources and advice on teaching techniques to support colleagues in implementing the High Quality Teaching and Learning criteria. The ASA Teaching Team in MS Teams is the source of all support for Teaching and Learning.

The Lead Practitioner and team provide coaching on a bespoke basis to colleagues. Paired learning walks are organised by the Teaching and Learning Team to facilitate colleagues who wish to see each other teaching.

Early Careers Teachers (ECT) benefit from full participation in the teacher development strategies in addition to other support which is set out in the ECT Induction Policy.

# High Quality Teaching and Learning Criteria

## Curriculum planning and sequencing

Evidence of effective sequencing over time / sharp focused lesson design / objectives / effective use of learning time			
Teachers will....	So that students can/are....	What it looks like....	TS
a) communicate learning instructions clearly	a) have complete clarity around their learning.	a) Shared success criteria; and keywords explained.	1.2.2
b) present new material in small, sequenced steps	b) have secure understanding before moving on	b) Chunking information.	1.4.1
c) use a wide range of resources to embed knowledge and skills	c) successfully understand and apply key knowledge	c) Different resources and approaches.	1.1.1 and 1.4.5
d) plan to reduce cognitive load	d) focus on understanding and processing new information	d) Connect visual and auditory information; concise chunking; and writing frames.	1.2.4
Prior learning / retrieval			
Teachers will....	So that students can/are....	What it looks like....	TS
a) sequence and interleave content	a) revisit material in a way that promotes long-term memory	a) Well-structured curriculum; and retrieval quizzes.	1.2.4 and 1.4.5
b) use regular low stakes questioning	b) embed learning into long-term memory across cycles	b) <a href="#">Mini-whiteboards</a> ; MCQs.	1.6.2 and 1.6.4
Common misconceptions are addressed effectively			
Teachers will....	So that students can/are....	What it looks like....	TS
a) plan for and address misconceptions	a) overcome common misconceptions	a) MCQs; specifically highlighting these in the lesson.	1.2.2 and 1.5.1
Adaptations in place to support SEND in covering the same content.			
Teachers will....	So that students can/are....	What it looks like....	TS
a) adapt learning as needs arise	a) supported to overcome barriers and achieve in line with others	a) EAL and SEND strategies in line with class map information and <a href="#">MyPlans</a> .	1.4.4
b) show a deep understanding of students with diverse needs	b) make exceptional progress	b) Implementation of EHCP and <a href="#">MyPlans</a> ; phonics teaching; resources for disadvantaged and EAL.	1.5.2, 1.5.3 and 1.5.4
Opportunities to develop literacy and numeracy are taken			
Teachers will....	So that students can/are....	What it looks like....	TS
a) promote and uphold high levels of literacy and oracy	a) communicate effectively in different contexts	a) Literacy policy <a href="#">implemented</a> ; written feedback.	1.3.3 and 1.3.4
b) provide a range of sources for reading	b) practice and improve reading skills	b) ASA reading strategy; phonics teaching.	1.6.1 and 1.6.2
c) teach subject specific vocabulary	c) communicate their learning effectively	c) Word walls; key word questions.	1.3.3

## Engagement of students

High expectations of student involvement / participation			
Teachers will....	So that students can/are....	What it looks like....	TS
a) have high expectations for all	a) able to succeed in challenging tasks	a) Excellent models; scaffolded resources; low threshold, high ceiling tasks.	1.1.2 and 1.5.1
Emphasis on learning through dialogue and opportunities for students to talk about the learning			
Teachers will....	So that students can/are....	What it looks like....	TS
a) provide opportunities to apply learning	a) demonstrate recall, creativity, team skills and oracy	a) Problem solving; team challenges; discussion-based tasks.	1.2.3
Effective use of Q/A, modelling, student input			
Teachers will....	So that students can/are....	What it looks like....	TS



# High Quality Teaching and Learning Criteria

a) lead students in guided practice followed by independent practice b) provide models  c) use effective questioning to engage, check for understanding and challenge d) ask questions that are pitched and directed appropriately	a) gain confidence in achieving a high success rate and becoming self-reliant b) know what success looks like  c) understand what is being taught and encourage deeper thinking d) demonstrate their knowledge confidently	a) I do, we do, you <u>do</u> ; homework tasks  b) Exemplars – student and teacher. c) Cold calling; <u>mini-whiteboards</u> ; MCQ; Bloom's taxonomy. d) Cold calling; <u>mini-whiteboards</u> .	1.2.5 and 1.4.3  1.2.4  1.4.2 and 1.6.1  1.6.2 and 1.6.4
PAR (feedback and student response) impacts on progress in learning			
<i>Teachers will....</i>	<i>So that students can/are....</i>	<i>What it looks like....</i>	<i>TS</i>
a) give high quality feedback in line with Academy policy  b) provide opportunities for students to act upon feedback	a) able to understand their level of achievement and know how to improve b) make good progress in their learning	a) Consistent verbal feedback; correct it, perfect it; cycle assessments. b) Correct it, perfect it; marking stamps; review activities.	1.2.1 and 1.6.4  1.6.4

## Behaviour and learning/shared expectations

Good quality presentation of students' work			
<i>Teachers will....</i>	<i>So that students can/are....</i>	<i>What it looks like....</i>	<i>TS</i>
a) set high expectations for presentation	a) clearly record and review their work	a) <u>Well presented</u> exercise books; clear classroom routines.	1.1.3
Students accept/show responsibility for their own learning and work independently			
<i>Teachers will....</i>	<i>So that students can/are....</i>	<i>What it looks like....</i>	<i>TS</i>
a) provide opportunities to practise new skills independently	a) build resilience and develop in-depth knowledge	a) Silent working.	1.2.5
Appropriate use of encouragement and praise to engage and motivate students			
<i>Teachers will....</i>	<i>So that students can/are....</i>	<i>What it looks like....</i>	<i>TS</i>
a) reinforce and reward good effort	a) understand the connection between hard work and achievement	a) Awarding Life points; verbal and written praise; positive parental communication	1.2.5
Effective behaviour management/shared expectations			
<i>Teachers will....</i>	<i>So that students can/are....</i>	<i>What it looks like....</i>	<i>TS</i>
a) demonstrate effective classroom management  b) consistently apply Ready to Learn c) ensure that all students participate fully in the learning	a) experience minimal wasted lesson time dealing with transitions and low-level disruption b) focus on their learning free from distraction c) engaged and thinking hard about their learning	a) Students are sat in correct seats and following instructions; consistent use of Ready to learn; rewards are used. b) Personalised learning plans a Ready to Learn in place. c) <u>Mini-whiteboards</u> ; questioning.	1.7.1  1.7.2  1.7.3 and 1.7.4

## Progress

Evidence of good progress typically by all groups			
<i>Teachers will....</i>	<i>So that students can/are....</i>	<i>What it looks like....</i>	<i>TS</i>
a) demonstrate expertise in exam specifications  b) choose effective assessment tasks c) use assessment to direct planning	a) successful in exams  b) apply their learning to meet clearly defined objectives c) fill gaps in learning	a) Share mark schemes or examiners reports; and decode exam vocabulary. b) Exams; essays; presentations; practical tasks. c) QLA and tracker analysis; regular feedback and response.	1.3.1 and 1.3.2  1.6.2  1.4.4 and 1.6.3

# 3. Teacher Development

This page shows the structure for teacher development

**Whole Academy Priority identified (eg. Adaptive Teaching)**  
 (Review and move priority when teaching quality improved)

## All teachers

### Staff INSET days & Twilight sessions

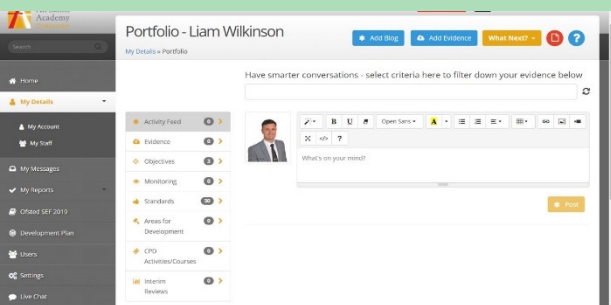
Used to target support on implementing policy, review progress made on Academy Improvement Plans and recognise successes.

### Head of Faculty

- Responsible for evaluating teaching quality in their subject and identifying actions to improve
- Lead the termly “Plan-Do-Review” time
- Feedback to HoF group on progress made in improving quality of teaching

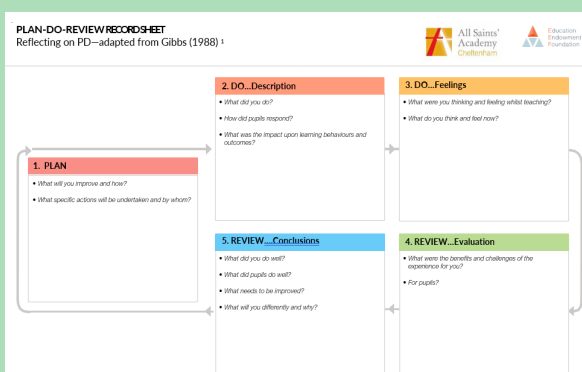
### Subject teams “Plan-Do-Review”

- Continuous self-directed teaching development led by HoF
- Teams have designated time to collaborate throughout the term,
- PDR journal to record development and impact, saved on School IP fortnightly



School IP Account

<https://login.schoolip.co.uk/>



Teacher PDR record

## ECT teachers

The Lead Practitioner will support the ECT Induction Tutor in providing regular termly training to support delivery of the Early Career Framework.

## 4. Learning Cycles and Homework

### Learning Cycles

Our year is divided into 3 learning cycles. Each cycle has a planned set of learning outcomes which are assessed at the end of the cycle. The subject Curriculum Plans identify these clearly and the Curriculum Organisers are designed for the students and parents to understand the learning intentions.

Following the assessment at the end of that cycle the results will be recorded and captured for analysis across the Academy by middle and senior leaders. Class teachers utilise assessment to give feedback to students on their learning. They then address any learning gaps to consolidate learning or extend learning further.

### Curriculum Organisers

A Curriculum Organiser is a document produced for the students which clearly identifies the key concepts and facts that they are required to know and shares the overview plan for their curriculum in each subject.

We have designed our Curriculum Organiser to match the learning cycles which the students will move through as the year progresses. Students are given the Curriculum Organisers for each subject at the beginning of each learning cycle in order to support their learning and aid revision. Teachers reference the Curriculum Organiser throughout the learning cycle and set homework tasks to enable these facts to be memorised.

### Homework

Homework provides opportunities for our students to develop self-reliance, self-management and self-discipline. It gives time to reinforce concepts and skills learnt in lesson time, as well as time to research topics, concepts and ideas more deeply. Homework is pre-planned and an essential element of each subject curriculum. We know that our students benefit most when parents regularly monitor their children's completion of homework and regularly discuss the homework. Students and parents should log on to Satchel One to see homework tasks, please click on the link: <https://asachelt.satchelone.com/school/home>

Homework is an essential component of the learning journey of our students. The completion of homework is a daily expectation for all students and meeting this will be encouraged, supported and monitored by teachers at all levels.

Students in Year 7, 8 and 9 are expected to complete 1 hour per day on average, totaling 5 hours across the week. Students in Year 10 and 11 are expected to complete 2 hours per day on average, totaling 10 hours across the week. Students in Year 12 and 13 are expected to complete 3 hours per day on average, totaling 15 hours across the week.

Parents can view tasks set for their child and completion records on their Satchel One account. We ask parents to support their children in providing a space for study at home. Where students require additional structure or support with their homework, we offer access to IT resources and support for all children at supervised independent study support club (Every evening from 15.10 -16.10 in the Gateway Learning Hub, GLH).

AVPs and subject leaders monitor Satchel One and books to ensure that homework is being set and completed in accordance to the homework schedule and during conversations with students and staff. Pastoral Leaders and Tutors will monitor student folders to ensure that students are equipped with their Curriculum Organisers and are completing their homework tasks. SLT will provide further monitoring via discussions with students from each year group.