



The Wilnecote School

Title of Policy:

Teaching & Learning Policy

Member of leadership team with lead responsibility for oversight and update of policy	Mrs. J Marsland
Approved at SLT	June 2026
Policy approval at Governing Body	July 2026
Policy review cycle	Triennial
Policy review date	July 2029

Teaching and Learning Document

Vision and Philosophy

At The Wilnecote School, we believe that excellent teaching is the most powerful driver of student success. Every interaction in the classroom contributes to long term learning, and it is through careful, deliberate practice that great teaching is developed over time. We define learning as a lasting change in long-term memory. Students learn when they know more, remember more, and can apply their knowledge with increasing confidence and sophistication. To this end, colleagues endeavour to design and deliver instruction that is carefully sequenced, purposeful, and responsive, enabling support for all.

Our ambition is that every student, regardless of background or starting point, experiences successes. We strive to achieve this through a consistent commitment to excellent teaching, underpinned by strong relationships, high expectations, and a firm belief that all students can succeed. We seek to promote equity by giving particular attention to those most at risk of underachievement, particularly students who are disadvantaged or have special educational needs, so they are supported to achieve their full potential.

Our approach is grounded in a secure evidence base. The work of John Sweller informs our understanding of how students learn, recognising the limitations of working memory and the need to carefully structure instruction to avoid overload. The principles of explicit teaching and sequencing reflect the work of Barak Rosenshine. Our emphasis on responsive teaching and formative assessment is grounded in the research of Dylan Wiliam, while our focus on teacher impact, clarity and feedback aligns with the findings of John Hattie. Our curriculum is shaped by the belief that all students are entitled to access powerful knowledge, drawing on the work of Michael Young.

This document must be considered within the context of other school policies and should be read in conjunction with our:

- Curriculum planning policy
- Feedback Policy
- Literacy strategy
- Universal Approach
- Behaviour Policy
- Homework Policy
- The Teaching Standards (ECF)
- Professional Development Policy
- Observation Policy

Access to support and sister policies can be found on the school intranet: [Teaching & Learning](#)

The Wilnecote Teaching Framework

(Aligned to the CAT Teacher Toolkit and SISRA Observe)

Teaching at Wilnecote is defined, developed, and evaluated through four domains drawn from the CAT Teacher Toolkit. These domains provide a shared language for classroom practice, professional development, and quality assurance.

Professional development is further supported by the Trust Playbook, which catalogues evidence-informed strategies aligned to each of the Toolkit domains. This resource is readily available to all colleagues and supports consistent, high-quality practice across the school.

Both the CAT Tool kit and Playbook can be accessed via a link our intranet :[Teaching & Learning](#) or [CAT Institute of Education - Secure Area](#)

Planning for Learning

Teachers plan learning that is:

- sequenced, coherent and knowledge-rich
- rooted in curriculum intent and end points
- designed to manage cognitive load

This includes:

- identifying key knowledge and misconceptions
- planning for retrieval, guided practice and independent practice
- anticipating where students may struggle

Culture for Learning

Teachers establish classrooms where:

- routines are clear and consistently applied including SLANT
- expectations are high for all students
- relationships support learning

This enables attention, effort and engagement; all prerequisites for learning

Leading Learning

Teachers lead learning through:

- explicit instruction
- modelling and explanation
- guided practice
- questioning and checking understanding

This domain is where:

- Rosenshine is enacted
- guided Practice is central
- 'Focus 5' is operationalised

Assessment for Learning

Teachers use assessment to:

- check understanding continuously
- identify misconceptions
- adapt teaching in real time

This domain is enacted through:

- responsive teaching
- 'Focus 5' strategy
- 'White Folder' reflection and annotation

Lesson Structure: Every Lesson Counts

(Leading Learning and Assessment for Learning in action)

Lessons are shaped by a consistent set of principles, informed by the work of Barak Rosenshine, to support effective learning. This provides a shared approach across the school while allowing flexibility for teachers to adapt structure and delivery in response to the needs of their students and the demands of their subject. This structure may also be evident across a sequence of lessons, rather than within every individual lesson, for example 'Green Pen' work. The strategy 'SLANT' is to be used to support the learning culture of the classroom.

1. Do Now / Review – Retrieval

Following meet and greet, lessons begin with a review of prior learning. This retrieval practice strengthens long-term memory and prepares students for new content.

2. Shared Learning Intentions

Learning intentions are clearly communicated, identifying both disciplinary and

substantive knowledge through ‘know that’ and ‘know how’ statements. Where appropriate, these may be framed as measurable learning objectives or enquiry questions. Success criteria and relevant context are shared to support understanding, including how the lesson builds on prior learning and connects to future content.

3. Activation Starter

A short activity designed to engage students and activate interest in the learning, providing a purposeful entry point into the lesson.

4. Guided Practice – I do, We do, You do

a) Explicit instruction

New material is introduced in small, carefully sequenced steps, with clear explanation and explicit modelling to support understanding of key concepts and their application (I do). Students then practise new learning with appropriate support while teachers circulate, question, and check understanding, addressing misconceptions in real time and adapting teaching as needed to ensure secure understanding (We do).

b) Check Understanding (Throughout the Lesson – Before Moving On)

Understanding is checked systematically throughout the lesson, particularly before students move into independent work. This ensures that any gaps or misconceptions are addressed in a timely way and that students are secure and ready to apply their learning with confidence.

c) Independent Practice – Apply Learning

Students independently apply what they have learned. Teachers continue to circulate, provide support, and extend thinking where appropriate (You do).

5. Plenary – Consolidate Learning

Learning outcomes conclude with a structured review that reinforces key learning and informs future teaching.

6. Feedback (Going Green) – Improve Work

Dedicated time is built in for feedback and improvement. Students reflect on their work, respond to feedback, and make meaningful improvements to secure progress.

PPT Design Expectations

Accessibility and Inclusion

- Use clear sans serif fonts (e.g. Arial, Calibri, Aptos).
- Use a minimum font size of 18pt.
- Use reduced contrast background colours.
- Avoid overcrowding slides with excessive text or images.

- Ensure presentations are accessible for pupils with SEND and additional learning needs.

Layout and Presentation

- Include the full date where appropriate.
- Use numbered lists to support sequencing and clarity.
- Use alternative colouring for lists or sections to aid readability.

Cognitive Load and Learning

- Demonstrate an appreciation of Cognitive Load Theory (CL).
- Reduce the split attention effect by placing related text and visuals together.
- Break information into manageable chunks.
- Avoid unnecessary animations and decorative elements.
- Highlight key vocabulary and essential learning points clearly.

Professional Standards

- Proofread presentations for spelling, grammar, and accuracy.
- Use resources appropriately and in line with copyright guidance.
- Maintain consistency with school or departmental expectations.

Practice, Retrieval, Homework, Literacy and Assessment

Learning is strengthened through repeated, purposeful practice over time. Teachers embed retrieval practice within lessons to support long-term memory, alongside opportunities for both deliberate and independent practice. Homework is used to reinforce prior learning, extend understanding, and promote increasing independence.

This approach reflects the principle that repeated practice and retrieval strengthen long-term memory and support durable learning, aligning with cognitive science research, including the work of John Sweller.

Assessment, literacy, curriculum planning and homework are all central to high-quality teaching and learning, as they underpin curriculum design, secure progression, and support effective implementation in the classroom. However, each of these areas is addressed in greater depth within their respective policies to ensure clarity and detailed guidance for practice.

For further detail in each of these areas, please refer to the relevant policies.

If teachers wish to use standard icons these can also be found on our intranet: [Teaching & Learning](#)



Responsive Teaching in Practice: Focus Five and the White Folder

(Assessment for Learning enacted)

Responsive teaching is a non negotiable expectation at Wilnecote. It ensures that teaching meets the needs of all students and that those most at risk of underachievement are prioritised.

The White Folder

The White Folder is the core tool for responsive teaching and reflection.

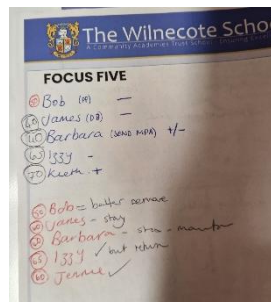
It must include:

- Seating plans
- Identification of Focus 5 students
- Live/post reflections during lessons
- Student passports

The consistent use of the White Folder is essential. It provides evidence of adaptive teaching and ensures that no student is overlooked.

Focus Five Strategy

In every lesson, teachers identify five focus students. This includes at least one student premium student, one student who is double disadvantaged, one student with special educational needs, and additional students selected based on need.



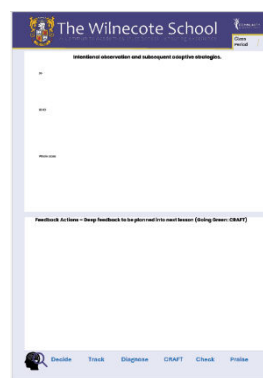
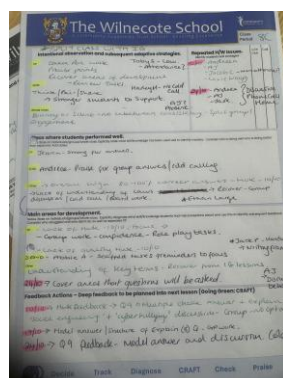
For each Focus 5 student:

- **Cold call** to check understanding
- **Circulate and check work**
- Provide **precise, actionable feedback**
- Use **targeted questioning**
- Monitor **progress within the lesson**

This approach operationalises formative assessment by ensuring that assessment is targeted, purposeful, and equitable rather than generalised. Teachers should use their professional judgement to determine how long students remain part of the “Focus Five.” This may vary between core and non-core subjects due to differences in curriculum time and lesson frequency. In most cases, students will remain within the Focus Five across a number of lessons until assessment for learning indicates that their needs have been met and another student would benefit from targeted focus and support.

This reflects the principle that effective formative assessment must be deliberate and inclusive, ensuring that all students, particularly those most vulnerable, are visible in the learning process, as emphasised by Dylan Wiliam.

Lesson reflections



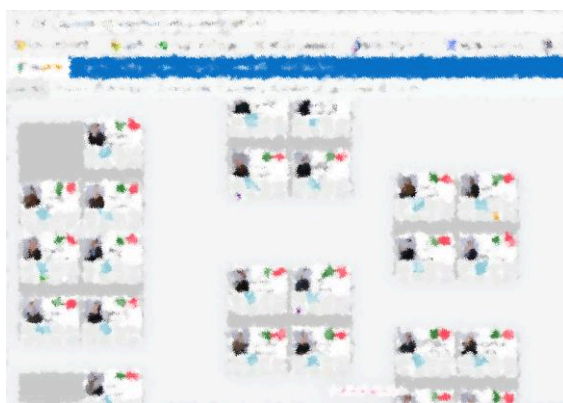
Reflection sheets should be used to record key observations about student understanding, including where difficulties arise and how teaching may need to be adapted. This may include misconceptions, gaps in knowledge, and students requiring further support.

This structured reflection ensures that assessment information directly informs future teaching and aligns with the principle that feedback and teacher responsiveness are key drivers of student progress, as identified by John Hattie.

In the interest of workload, this process should not be burdensome and should consist only of brief notes to support future adaptation and planning. Teachers may use their own preferred codes or note-taking format, provided it is meaningful and useful to them. It is foreseen that a teacher may fill in approximately one reflection sheet per half term.

Seating Plans

Seating plans are a fundamental component of effective teaching.



With in *Classcharts* all teachers maintain clear and up to date seating plans which identify the key demographics of a class, including those who are disadvantaged or have special educational needs. In the interest of GTPR please ensure that cards are flipped correctly so that sensitive personal information is not on public display.

Seating plans are used to support:

- high expectations in classroom culture
- guide questioning
- circulation
- responsive teaching

Wave provision

All teaching is inclusive and ambitious, below outlines a summary of The Wilnecote schools approach, but should be read in conjunction with the Universal Approach and SEND Policy.

Colleagues maintain **high expectations for all students** and adapt teaching through:

- scaffolding
- questioning
- modelling

- support structures

The school adopts a graduated approach:

Wave 1 – Universal Provision

- High-quality teaching for all
- Adaptive strategies embedded in classroom practice

Wave 2 – Targeted Support

- Additional strategies informed by student need
- Use of passports and targeted interventions

Wave 3 – Specialist Provision

- Personalised support for students with EHCPs

We recognise and uphold that equity is achieved through responsive teaching, not reduced expectations.

Quality Assurance and Evaluation

(Aligned to CAT Toolkit and SISRA Observe)

Teaching is evaluated over time through a range of evidence. This includes lesson visits, work scrutiny, curriculum review and student voice. Evaluation focuses on how effectively the four domains of the Teaching Framework are enacted in practice, with particular attention to guided practice, responsive teaching and the use of assessment. There is no reliance on single lesson judgements. Instead, teaching is understood through patterns over time and the impact on student learning. This reflects the evidence on teacher effectiveness presented by John Hattie.

Roles and Responsibilities:

Senior Leadership Team (SLT) will ensure that:

- Each faculty is monitored in accordance with the Observation and Quality Assurance Policy.
- High-quality teaching and learning is consistently delivered in line with this policy, alongside the Curriculum, SEND, Behaviour, Literacy, and Assessment policies.

- The implementation of this policy is regularly evaluated, with diagnostic feedback provided to support the ongoing development of departments and individual teachers.

Heads of Department will ensure that:

- Long-term curriculum planning aligns with the principles set out in this policy and the curriculum policy.
- The implementation of subject intent is monitored in accordance with the Observation and Quality Assurance Policy. (*Found on the school intranet*)
- Teachers receive clear, diagnostic feedback based on findings from monitoring activities. These relate to the Trust T&L Playbook and Toolkit.
- Departmental teaching and learning expectations are clearly communicated and aligned with whole-school principles.
- There is consistency in the delivery of high-quality teaching across the department.

Academic Heads of Year will ensure that:

- Year group progress, attainment, and attitudes to learning are monitored using a range of evidence, including assessment data, book scrutinies, learning walks, student voice, behaviour records, and attendance patterns, to support strong pupil outcomes.
- Priority groups, including disadvantaged pupils, pupils with SEND, and other identified cohorts, are tracked closely to ensure barriers to learning are identified early and appropriate support is implemented.
- Communication with parents/carers is timely and purposeful, particularly regarding progress, attendance, behaviour, and attitudes to learning, with agreed actions reviewed regularly.
- High expectations for behaviour, routines, attendance, presentation, and engagement in learning are consistently reinforced in line with whole-school expectations.
- Academic and pastoral interventions are monitored to ensure impact on pupil progress, engagement, and achievement, with clear evaluation of outcomes.
- Tutors, teachers, and support staff receive clear guidance and feedback to support consistent implementation of teaching, learning, and curriculum expectations.
- Pupils are supported at key transition points so they are prepared for the next stage of their learning and future pathways.

Professional Development

Teachers at Wilnecote are committed to continual improvement. Professional development is aligned to the Teaching Framework and focuses on improving classroom practice through reflection, collaboration, and engagement with evidence-informed approaches. The CAT Toolkit, Playbook, and GGP support both individuals and leaders in evaluating and developing professional learning in a structured and consistent way.

A shared language, including the Toolkit, Playbook, Focus Five strategy, and White Folder, supports consistent professional development across the school.

For further details, please refer to the Professional Development Policy.

Further information and access to support and policies can be found on the School intranet: [Teaching & Learning](#)