TEACHING AND LEARNING POLICY 2026-2027

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CLEEVE SCHOOL
AND SIXTH FORM CENTRE OF EXCELLENCE

TEACHING AND LEARNING POLICY 2026-2027

Cleeve School Teaching and Learning values: Aspiring, Collaborating, Transforming

Cleeve School Mission: Transforming Lives, Creating Opportunities, Inspiring Futures

At Cleeve School we aspire to be the very best teachers we can be at all times and on a consistent basis, to provide the highest quality and transformative learning experiences for every student and to have the highest possible aspirations for what all students can and will achieve.

In turn, students are supported to aspire beyond any limit to their capabilities, avoiding any form of 'labelling' to what any student can achieve. We collaborate effectively as a whole staff, department and pastoral teams, with the Curriculum for Excellence and Behaviour for Excellence leadership teams, to ensure that all students are effectively engaged and appropriately challenged in their learning journey through Cleeve School.

We value and nurture the relationships between parents and carers, staff and students to always ensure that all parties are fully involved in making this learning journey as successful as possible. Professional partnerships are developed that enable us to continually improve our knowledge and skills as teachers.

As a school, we fully accept that a clear measure of our quality of teaching and learning are our student outcomes and if we are to evaluate our pedagogy as exceptional then our outcomes across all Departments must reflect that. Therefore, the consistency of quality delivery across the school is vital and particularly so in terms of a student's entitlements to receive excellent learning experiences consistently across all subject areas and classrooms, regardless of Key Stages or setting or prior attainment or perceived learning need.

Cleeve School Teaching and Learning Intent: Practice based on research

The Cleeve School Teaching & Learning delivery model is built on building memory**,** increasing **knowledge** and improving subject **mastery:**

Knowledge - what all students need to know.

The key information that students need from any given subject, unit of work or lesson, be it facts, vocabulary, concepts, theories or principles.

Mastery - how all students use that knowledge.

Mastery of a particular concept, topic or subject helps move students from novice to expert learners, via a process of instruction, asking questions (staff and students), building memory, deliberate practice and feedback.

Exceptional Teaching and Learning at Cleeve School is underpinned and supported by the Cleeve Teaching Principles. These Teaching Principles are represented by "STRIVE" which is our framework to support "Striving for Excellence" in student learning behaviours.

S : Start Now
T : Think Deeply
R : Respect All
I : (are) Independent
V : (are)Vocabulary Rich
E : Engage fully

The STRIVE staff handbook sets out clearly, for each aspect of the framework, what effective practice looks like and how we achieve this. Effective practice is defined as follows:

S: Start Now

a. Students' entry to the classroom is calm, orderly, positive and punctual
b. Students are ready to learn with Learning Packs, Equipment and Standards Cards on desks
c. Low stakes 5 in 5 quizzing starts promptly.
d. All students attempt all quiz questions before feedback is gained from all
e. Quizzing is limited to 5 mins
f. Transitions between tasks are well paced
g. Students apply themselves to all tasks promptly
h. Dismissal of students is calm, orderly, positive and punctual.

T: Think Deeply

a. Knowledge Goals and expected mastery drive the learning outcomes through a Key Question
b. New knowledge builds upon previous knowledge to build schema
c. Teachers subject expertise moves learners from novice to master
d. Misconceptions are planned for and addressed
e. Connections are made clear between learning in different units/subjects
f. All students are engaged in work that is suitably challenging
g. Skilful questioning requires students to think deeply
h. Cognitive overload does not become a barrier to thinking deeply

R: Respect All

a. The classroom is a safe, respectful and inclusive space for all students and staff
b. The classroom is a disruption-free learning environment
c. Effective routines and strategies for classroom management are implemented
d. Excellent effort is praised and rewarded
e. The behaviour policy is applied consistently
f. Teaching is adapted as needs emerge
g. Use of effective teaching and learning strategies enables SEND students to succeed/thrive
h. Differences within the classroom are celebrated, and teachers' knowledge of their class is strong

I: (are) Independent

a. Effective teacher explanations support increasing student independence
b. Excellence is modelled to enable students to meet all success criteria
c. Effective scaffolding and its timely withdrawal enables students to be independent
d. Adequate time is devoted to guided deliberate practice
e. Study skills and learning strategies are explicitly taught
f. Purposeful homework supports the learning done in the classroom

g. Feedback and fix it opportunities support students to improve their work independently
h. Students take responsibility for their learning and are able to plan, monitor and evaluate their own work
i. Students demonstrate a genuine thirst for learning

V: (are) Vocabulary Rich

a. Teachers promote and uphold the highest standards of literacy
b. New vocabulary is introduced in a planned and systematic way and tracked throughout the curriculum with common, agreed definitions being used across departments
c. Common vocabulary misconceptions are planned for and addressed (Frayer model)
d. Students regularly use Tier 2 and Tier 3 terminology effectively
e. Students use oracy opportunities to develop their understanding and use high-level vocabulary
f. Reading Age information is used to inform teaching and learning
g. Vocabulary is regularly quizzed to ensure understanding and application
h. Students follow standardised Cleeve Reading Routines

E: Engage Fully

a. The classroom culture is one of active participation not just compliance
b. All students participate fully in regular low stakes quizzing / testing throughout the lesson
c. Students are not able to opt out of answering questions
d. Students engage fully in guided deliberate practice and / or groupwork
e. Formative assessment is embedded throughout a lesson with a high ratio of student response
f. Students engage fully with feedback and fix-it based on SMART targets to improve their work
g. Students not engaging fully are re-directed promptly through positive language initially
h. Students who continue to disengage from learning are given lack of pride consequences

Cleeve Classroom Model

All lessons at Cleeve School are underpinned by the Cleeve Classroom Model, which sets out the fundamental ingredients needed in lessons based on the Cleeve Teaching Principles. The **beginning** and **endings** of all lessons follow an identical process to ensure outstanding behaviour for learning and consistency across the school. All lessons start with a maximum of 5 minutes quizzing to support retrieval practice and processing of recent learning. Learning objectives are shared in the form of a Key Question, Knowledge goals and Mastery aims. Subsequently, a learning cycle of instructional modelling, deliberate practice and assessment of learning is delivered, ending in a final review of the key question and review of knowledge goals and mastery.

Cleeve Knowledge Booklets and Personal Learning Checklists

All pupils in Years 7 – 11 have ‘Knowledge booklets’ which specify the exact knowledge that needs to be acquired in order to be successful in subject mastery, enabling pupils to form a strong schema and practice retrieval. These Knowledge booklets correlate with the 6 or 7 week teaching blocks.

Pupils in Key Stage 5 use ‘Personal Learning Checklists’ which explicitly shares the knowledge and skills pupils need to acquire and directs them to specific areas to practice retrieval and mastery. These will be closely associated with the learning required to achieve excellent outcomes post-16.

Inclusion

The Cleeve Teaching Principles and STRIVE learning behaviours focus on pitching high for all pupils and ensure that teachers do not 'dumb-down' knowledge, for example, for SEND. Any pupil may need extra guidance or support to access the knowledge, but not to give them lesser knowledge, since this would be inequitable and would re-enforce how specific groups of pupils are disadvantaged via lesser knowledge throughout their education. At Cleeve, we will not accept this. As part of our STRIVE model under Respect All, having a clear understanding of, and planning for the needs of SEND students is paramount to effective teaching and learning.

Homework at Cleeve School

We believe that homework plays a key role in students' learning cycle, particularly in building memory capacity. To this end, homework at Cleeve School is underpinned by Student Knowledge Goals in Key Stage 3 and 4 and Personal Learning Checklists in KS4 and KS5. All Homework for all Key Stages is set on Classcharts. Our Virtual Learning Environment FROG and Microsoft Teams are also be used to provide learning resources and facilitate the sharing of work.

All Homework and Independent Study will fall within one of the following CHART categories which will be made clear via Classcharts.

- **C** – CONSOLIDATION of learning from class
- **H** – HEAD START by pre-learning ahead of the lesson
- **A** – APPLICATION of skills and mastery
- **R** – RETRIEVAL of key knowledge / self-quizzing
- **T** – TESTING with exam style questions

Independent Study (Sixth Form only)- Sixth Formers are set 5 hours of independent study per subject per week.

At Key Stage 3, students will be set Homework that will amount to a total of approximately one hour of work, five times per week. We place huge importance on the value and benefit of reading for pleasure and therefore all students are required to engage with the Sparx Reader programme and read for a minimum of one hour per week at home. Students are also expected to complete 100% (or a minimum of one hour) of Sparx Maths per week. In English, Science and MFL, students do 20 minutes of Homework per week and in all other subjects, 20 minutes per fortnight. Students on the Mandarin Excellence Programme commit to 4 hours of self-study each week.

At Key Stage 4, students will be expected to complete a minimum of 1 hour per week per subject Students in Key Stage 5 are supported to ensure they plan and manage their own time, learning and revision effectively. They should complete 5 hours per subject per week which will be a combination of Homework and guided independent study tasks.

For all key stages, the issue and submission date will be co-ordinated by individual teachers as opposed to a centralised Homework timetable. Departments will give at least a week for any homework to be completed and submitted.

If students are failing to complete Homework set to the required standard or failing to meet deadlines, sanctions will be issued and support given to ensure students do not fall behind in their progress to achieving their potential.

Continuing Professional Development at Cleeve School

Teaching and Learning is at the heart of continuous school improvement. We recognise the importance of developing staff as learners through professional development to ensure that we all constantly strive to review and develop our own classroom practice. Each teacher is a classroom leader of the environment in which students learn and it is therefore vital that teachers have the necessary knowledge and skills as teachers in order to enable students to fulfil their potential.

Our CPD programme is focused on developing teachers' skills within our curriculum and pedagogical philosophy. Staff receive the relevant training to support their teaching development through a range of INSET days, meetings and workshops, external courses and visits, collaborative partnerships as well as personal investigation and a robust coaching programme (see below). From September 2023 the school day timings were amended to facilitate a weekly CPD session for staff at the start of the day and from September 2025 an additional twenty minutes of CPD per week have been added via directed time.

Lead Practitioners support the Deputy Heads in leading the development of Teaching and Learning through an annual programme of CPD, which includes individual coaching of staff requiring extra support.

The expectation is that our Upper Pay Spine (UPS) teachers provide a larger team of 'go to' teachers and we ensure that, in line with UPS national and Cleeve standards, that value-for-money is achieved.

Every student has the right to expect high quality teaching and learning within their lessons, across all subject areas and Key Stages. Where teaching falls outside the standards expected of a school that is aspiring to outstanding and where excellence is expected for all students, and despite available coaching and support, then the process of capability will be deployed. See separate capability policy.

Cleeve School Developmental Drop-In Process

Cleeve School Developmental Drop-In Process is a low-stakes, developmental coaching model, which is the driving force of personalised CPD throughout the academic year. This all-encompassing programme is our primary improvement strategy, impacting all teaching staff. Every Cleeve teaching member of staff is part of the DDI process, which takes the form of 15 minute 'drop-ins' each term. The team of coaches consists of our 'Teaching and Learning specialists', including the Curriculum for Excellence SLT, Lead Practitioners and ECT lead and induction tutors. Coaches observe 15 minutes of a lesson and subsequently meet later that day with the teacher to discuss a key strength observed in the lesson and an actionable 'next step' based on STRIVE Principles. All strengths and actionable steps are recorded on a spreadsheet, which ensures a totally transparent and developmental process for all teachers. The follow-up coaching visit will consider whether the 'actionable step' has been taken forward in a cycle which sees all teachers receive at least three DDI visits a year. Teachers are also encouraged to carry out a 'Peer DDI' each half term, to further support their CPD.

Quality Assurance of Teaching and Learning

All teachers are responsible for reviewing the quality of their own teaching and ensuring it is the best it can be. Heads of Department and Lead Practitioners follow a clear Quality Assurance process throughout the year, which regularly reviews the quality of teaching and learning within their own departments, via quality assurance activities such as learning walks, work scrutinies, student voice and moderation.

Heads of Department are fully responsible for encouraging, facilitating and monitoring the continuing professional development of their team. The most important aspect of the Head of Department role is to ensure that the Teaching and Learning within their subject areas is of the highest quality and, where it isn't, they proactively provide support and challenge, working closely with the Senior Leadership Team, if required. The Data Drop and examination outcomes for a Department are viewed as a measure of the quality of Teaching and Learning within that Department.

Where a Department's outcomes are failing to reach expected standards, the Head of Department is held to account for the quality of Teaching & Learning, the Department improvement strategy and all related Department development processes.

The annual appraisal process for teachers monitors whether staff are meeting the Teachers' Standards and developmental targets facilitate the ongoing improvement of Teaching and Learning. All quality assurance, CPD and appraisal targets will be monitored by the relevant member of the Senior Leadership Team through department line management.

Cover Lessons

It is expected that Cover lessons will strive to be of the same standard as when the teacher is present. No pupil or groups of pupils should be disadvantaged as a result of a Cover lesson or a series of cover lessons.

First and foremost, it is the Head of Department's (or a delegate) role to proactively check that cover work is properly in place and that the person covering has all the required information and resources.

The central oversight of cover lessons will be the Deputy Head: Our People, supported by the Cover Manager.

Where the absent member of staff is away due to a pre-planned activity or due to needing to work remotely, but is essentially fit and well, then strong consideration must be given to utilising our IT capability so that the subsequent lesson is either 'live' or recorded. In this regard, the 'cover' becomes a facilitator of the IT provision and the student focus/ behaviour, rather than the person delivering the lesson.

The Executive Head, Heads of School and Trustees will review the Teaching and Learning Policy at regular intervals and the relevant changes made.