

Winifred Holtby Academy

Respect, Ambition, Achievement

Teaching and Learning Policy

Policy Control Table	
Policy Title:	Teaching and Learning Policy
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1. Inclusion

Statement of Intent

At Winifred Holtby Academy, we believe learning is a transformative process through which students develop the knowledge, skills, and attitudes needed to thrive in an ever-evolving world. Grounded in our values of Respect, Ambition and Achievement, we aim to create an inclusive, stimulating, and high-achieving environment where all students are supported and challenged to reach their full potential.

Inclusive Practice Commitments

- Lessons are planned using up-to-date assessment data, including SEND strategies and pupil profiles.
- Teachers adapt delivery to meet the needs of disadvantaged, SEND, EAL, and high-attaining students.
- Additional adults are deployed effectively to support progress and access.
- Student voice informs curriculum design and feedback systems.
- Equity of access is central to our curriculum, pedagogy, and enrichment offer.
- To continually raise standards of teaching and learning by integrating evidence-based practices and fostering innovation.
- Work towards ensuring students become active, independent learners, equipped with the skills and knowledge to succeed in life.

2. Curriculum and Teaching

Curriculum Aims

- Deliver an ambitious, coherent, and knowledge-rich curriculum.
- Emphasize literacy, numeracy, digital fluency, and metacognition.
- Foster curiosity, creativity, and critical thinking.
- Ensure curriculum sequencing supports long-term retention and application.

Teaching Principles (Teachers will):

- Support and challenge students to achieve their best.
- Deliver high-quality, engaging lessons using evidence-based practices.
- Use modelling, scaffolding, and retrieval strategies to secure knowledge transfer.
- Embed Tier 2 and subject-specific vocabulary explicitly.

- Provide high-quality feedback that drives improvement.
- Evaluate and reflect on their practice regularly.
- Work collaboratively to share best practice across subjects.
- Provide meaningful home learning that involves parents/carers.
- Use Mode B strategies (e.g., debate, problem-solving) to inspire and challenge.

3. Achievement

Tracking and Assessment

- Teachers assess and track progress against individual targets.
- KS3: 3 formal reporting points; KS4: 4 reporting points annually.
- Planning for Progress files include support strategies for vulnerable groups.
- Subject and faculty leads analyse data to identify underperformance and plan interventions.
- Work scrutiny, lesson drop-ins, moderation, and student voice triangulate achievement evidence.

Student Expectations (Students will):

- Participate fully in lessons and strive for continual improvement.
- Support peers and teachers to foster a collaborative learning culture.
- Take pride in developing literacy and numeracy across the curriculum.
- Respond positively to feedback and rise to challenges with resilience.

4. Attendance and Behaviour

Learning Environment

- Teachers establish high expectations for behaviour, effort, and achievement.
- Lessons include clear objectives, shared at optimal points for engagement.
- Homework and intervention tasks consolidate and extend learning.
- Behaviour systems promote consistency, restorative practice, and positive reinforcement.

- Attendance is supported through engaging curriculum, early intervention, and pastoral care within in the classroom.

5. Personal Development and Wellbeing

Holistic Development

- Teaching supports emotional literacy, resilience, and wellbeing.
- Feedback promotes self-efficacy and confidence.
- PSHE, enrichment, and pastoral systems contribute to personal development.
- Opportunities for leadership, collaboration, and reflection are embedded across subjects.

6. Leadership and Management

Monitoring and Evaluation

- Teachers are responsible for student progress and self-evaluation.
- CPD is aligned to Trust priorities and individual development needs.
- Monitoring includes:
 - Lesson drop-ins
 - Work scrutiny
 - Data analysis
 - Moderation
 - Student voice
- Formal observations are planned with 5-day notice and feedback via Insights.
- Planning for Progress files are used to inform evaluation and support.

Quality Assurance

- Senior and middle leaders conduct drop-ins, scrutiny, and interviews.
- Evidence is stored centrally via Power BI and Insights.
- Coverage is tracked by staff, subject, year group, cohort, and subgroup.

Post-Evaluation Actions

Teaching should incorporate elements from the Trust Teaching and Learning Framework:

- Explaining and Modelling: Use scaffolds and models to promote independence.
- Practice and Retrieval: Embed spaced practice to enhance memory.
- Questioning and Feedback: Use probing questions and actionable feedback.
- Effective Literacy: Develop fluency, oracy, and vocabulary.
- Mode B Teaching: Use engaging strategies to inspire and challenge.