



Cloughwood Academy

Teaching and Learning Policy

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1. Mission Statement and Curriculum Intent

Mission Statement

Mission:

Create a school where all are safe, enjoy learning and leave equipped with the skills to succeed in life, education, work and their communities.

Values:

Our values have been written with the child in mind and are therefore accessible to all. Our five core values are 'Safety' 'Learning' 'Respect' 'Integrity' 'Determination'.

Curriculum Intent

Our curriculum equips all pupils with the skills, knowledge and understanding they need to be effective learners and have happy, fulfilled, successful, sustainable futures.

2. Priority Teaching & Learning Approaches

We strive to enable every learning experience at Cloughwood Academy to be consistently outstanding. There are 6 non-negotiable teaching expectations that will be evident consistently throughout the school.

1. Learning Objective should clearly be displayed and accessible for all. Success criteria should also be displayed.
2. Corrections and Challenges: Identifying the value of good quality feedback and investing time in pupil reflection and correction.
3. Retrieval activities should take place in every lesson. They should be in keeping with Rosenshein's research-based practice: 'last lesson, last week, last month, last term, last year.' Teachers can exact creative license as to how this is implemented.
4. Instruction. This element of the lesson should be tailored to the needs of the individual pupils in the classroom ensuring all can access their learning through scaffolding and inclusive approaches. It will be apparent that our whole school literacy strategy is embedded across all stages of the lesson and should be clearly evident in the instruction. Staff will ensure they check pupils for understanding to encourage learning to be embedded before moving on.
5. AfL. This has been a focus for the Quality of Education Team in the previous academic year and continues to be a priority now. Staff have been trained on the research-based techniques, nuances and strategies of AfL. Handy resources to support AfL in the classroom are available on the Quality of Education OneDrive. Coaching Triad teams also work together on developing practice in this area. There is a standardised approach to AfL at Cloughwood; using the mild, medium and hot chilli system which is implemented across all phases of the school.
6. Plenary. As part of our AfL, teachers will need to consider how to effectively use mini-plenaries throughout their lesson. All lessons should conclude with a plenary, providing the teacher an opportunity to consolidate the lesson's learning, check for understanding and boost the confidence and self esteem of their pupils by showcasing what they have achieved. Outstanding plenaries will adopt a growth mindset methodology where pupils see progress through dedication, resilience and a thirst for learning. Teachers must complete a points plenary where behaviour is

reflected upon as a whole group and points administered. This is in line with the school's behaviour policy.

Attendance: Evidence shows that where absence is high, pupil performance is low. Cloughwood Academy endeavour to work closely with families and our wider community, including Early Help support services from the Local Authority and paid for services including private Educational Psychologists, counselling service, 1:1 tuition to improve and sustain good attendance for our pupils. We strive for outstanding attendance for all of our pupils. Our Designated Safeguarding Lead works closely with staff and families to achieve this end.

3. Assessment & Tracking

'Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.' – Education Inspection Framework July 2023.

The purpose of the Cloughwood Academy Assessment and Tracking Framework (CAAT) is to ensure that every pupil is making the best possible progress they can. It is designed to be proportionate to its educational benefits and not an arbitrary monitoring system built to increase workload on teachers or to quality assure their teaching. The Framework is a live document that can be accessed by all curriculum staff and updated based on formative or summative assessments. Teachers will use this data to help map out subject area curriculums, address any gaps in a pupil's learning (for example, long periods of educational absence) and inform detailed planning. At Cloughwood Academy we recognise the individual needs of pupils with SEMH difficulties and complex needs and that the best lessons require a greater detail of planning to offer a bespoke experience. The Governors and Senior Leadership Team would prefer time dedicated to planning rather than administrative tasks, which is why the Cloughwood Academy Assessment and Tracking Framework has been designed to minimise paperwork.

Staff will:

- know and understand how the Cloughwood Academy Assessment and Tracking Framework promotes pupil learning without adding unnecessary workload to teachers.
- be able to efficiently use the solar platform to access the framework.
- recognise that the Cloughwood Academy Assessment and Tracking Framework is a live scaffolding for yielding positive pupil outcomes.
- make use of all types of assessment to secure pupils' progress but recognising that research shows day to day formative assessment with relevant learning conversations will actively promote pupil progress. This data can then be used to plan subsequent lessons and secure positive outcomes for pupils.
- give pupils regular feedback, both orally and through accurate marking (in line with our marking and feedback policy), and encourage pupils to respond to the feedback.

- recognise that autonomy is placed on the teacher to ensure pupils are making outstanding progress. There will be 3 formal data drops annually which will be reported on to relevant stakeholders, including parents/carers. To spot any early warning signs to implement appropriate interventions there will also be 3 informal data drops annually.
- know that the Deputy Headteacher will report data to the governors in accordance with their reporting cycle. She will also manage and evaluate the Cloughwood Academy Assessment and Tracking Framework.

4. Marking and Feedback Statement of Intent

Within Cloughwood Academy we take a professional approach to the tasks of marking work and giving feedback on it. All of our children are entitled to regular and comprehensive feedback on their learning, which is an essential part of our learning process and inclusive values. We encourage all children to reflect upon their own learning and contribute to the evaluation of their work and progress. Our policy is based on a wide range of research around the reduction of teacher workload.

Aims:

Marking and feedback should aim to:

- Motivate our pupils by showing that we value their work and efforts, and encourage them to value it too.
- Be meaningful to our children.
- Be manageable for our staff.

Outcomes of marking and feedback in our Academy:

- Promotes progress.
- Extends learning and thinking.
- Promotes independence and accountability.

Purpose:

The purpose of marking pupil's work and providing feedback includes the following:

- To celebrate success and/or to raise expectation of future success.
- Identify learning needs and key priorities for improvement, promote self and peer assessment.
- Correct errors.
- Check knowledge, skills and levels of understanding to inform planning, inform teacher assessment and reporting to parents.

5. Personal Development

Enrichment Intent

Our Enrichment offer is designed to complement and reinforce the learning taking place within the wider curriculum by providing pupils with opportunities to apply their knowledge and skills in real-world contexts. Through carefully curated experiences, both on and off-site, we encourage pupils to extend their learning beyond the classroom, pushing them out of their comfort zones while building confidence and resilience. These activities not only enrich academic understanding but also foster personal growth, helping students to develop critical thinking, problem-solving, and teamwork abilities that will benefit them in all areas of their education.

We are committed to offering a safe and enabling environment where pupils can take risks and explore new experiences, including outdoor learning and other opportunities they may not have encountered outside of school. Our Enrichment offer ensures that all pupils have access to transformative experiences that broaden their horizons and deepen their engagement with their studies, equipping them with the skills and mindset to thrive both inside and outside the classroom.

At Cloughwood Academy we strive to develop the following personal and social attributes in all our pupils by providing enrichment opportunities in the following areas:

Independence and Community

Creativity and Culture

Physical and Health

6. Continuous Professional Development and Support

Cloughwood Academy is committed to providing high quality personalised professional development opportunities for all.

We have created a collegiate approach to personal and professional development through our robust coaching model for all. The school will provide:

- Daily briefings – sharing best practice and communication including updates to safety plans.
- Tuesday staff and CPD schedule.
- Twilights.
- Learning courses and visits to other schools.
- Examination and invigilation training.
- Courses and conferences determined by teachers through personal and professional development meetings.
- 1:1 support from SLT and Middle Leaders.
- External quality assurance and moderation/standardisation including our SIP.
- External networking groups.
- Supervisions.
- Working parties.

- Collaborative planning and assessment sessions and curriculum conversations.
- Individualised Staff Profiles for Staff Development (Staff Cloughwood Profile).
- Line Managers
- ECT mentors.
- Any member of the Senior Leadership Team (SLT).
- Coaching Triads.
- Teaching Assistant Training.
- Senior Mental Health Lead.
- Quality of Education Team.

7. Monitoring Systems

We follow a robust Quality Assurance calendar which involves not only SLT but Middle Leaders, and Subject Leaders. Teachers may be invited to work with our School Improvement Partner; external visitors who are working with school to continuously improve, may provide feedback on lessons as part of our Quality Assurance process.

Curriculum Conversations

SLT will hold regular curriculum conversations with teachers looking at pupil progress and curriculum development. Progress meetings are intended to develop, share and highlight outstanding practice and to provide advice, guidance and support on any issue related to teaching and learning. Our intent is to identify, early, any pupils at risk of underperforming and plan for intervention moving forward.

Teachers should be able to discuss recovery plans for individuals or groups of pupils should they not be making the progress expected.

Lesson Observations

Teachers at Cloughwood Academy are expected to maintain high standards, expectations and aspirations in the classroom to make sure all pupils are fully engaged and are making good progress. As part of the Quality Assurance cycle teachers will be formally observed three times each year. Observations will be planned to take in a range of classes and Key Stages at different times in the week. Supportive discussions, coaching and mentoring are implemented to address any potential negative impact on pupils' progress.

Book Scrutiny

Book scrutiny forms a critical part of data tracking, curriculum reviews and QA week cycle. Subject Leaders will support Senior Leaders in this endeavour.

Subject Development Plans

Each subject leader produces a comprehensive development plan, which help to drive continuous improvement within their subject. These are completed annually and included in the personal and professional line management process.

Questionnaires

Learners, staff and parents are surveyed regularly, the results of surveys help to inform the strategic direction of the continuous improvement cycle.

Coaching at Cloughwood

All teaching staff and teaching assistants are part of a coaching triad, designed to promote a collegiate approach to developing and maintaining high teaching standards. Specific training on coaching is delivered annually by the curriculum lead. We are reflective practitioners. A Quality of Education Team, made up of middle leaders and the Deputy Headteacher, are a highly experienced cohort of practicing teachers who work with all staff to promote consistency of standards across the school. Their work ranges from whole school CPD to bespoke work with individual or small groups of teachers.

1. Compliance Monitoring Form

Marking and Feedback

Name	
Subject	
Quality assurance carried out by	
Date	

Follow up actions from previous quality assurance (if applicable)

Area	Meets expectations if:	Meets expectations	Requires development	Evidence and notes
Activities and work in pupils' books matches the curriculum planning	When cross referenced there is clear synergy between curriculum plan and book.			
	Pupils work has a clearly identifiable learning objective and is dated.			
Pupils' work is marked following the marking policy.	There is evidence of verbal feedback.			
	Pink pen is used to reinforce correct answers.			
	Green pen is used to highlight areas for			

	development / growth.			
	The teacher identifies where pupils have not met non-negotiables (using symbols where relevant).			
	Marking indicates whether the pupils' work was completed independently or with support.			
	There is evidence of marking conferences / learning conversations.			
	Pupils act on feedback and as a result there is evidence of progress.			
Quality feedback	The teacher indicates whether the learning objective has been met.			
	The teacher identifies how the pupil has achieved the objective or highlights what			

	the pupil needs to do to achieve it through verbal feedback, marking conference, or written feedback.			
Guidance and feedback is clear and accessible for pupils.	Marking comments are included to indicate how pupils need to improve.			
	There is evidence that this is discussed in marking conferences / learning conversations.			
	Feedback is followed up and shows progression.			

2. Teacher Observation Proforma

Peer to Peer Observation			
Observer:	Teacher:	Date/Time:	Subject:
Focus on Curriculum:			
Learning Objective:			
Success Criteria:			
Lesson is in line with curriculum plan:			
6 non-negotiables of teaching:			
1. LO (Is it clearly displayed and recorded in pupils' books?)			

2. Corrections and Challenges
3. Retrieval (daily, weekly, monthly)
4. Instruction (quality delivery of new information, structure, sequenced and scaffolded? Oracy? Key words?)
5. AfL (chillis, targeted questioning, self-assessment, peer assessment, mini-plenaries, checking for understanding, feedback)
6. Plenary

Focus on Instruction:

CPD is evident:

AfL

BfL

Focus on Learner:

Pupils demonstrated:

Engagement

Respect

Understanding of SEND needs of all pupils

Classroom environment

Book scrutiny

