



WILL ADAMS
ACADEMY
DREAM, BELIEVE, ACHIEVE



Teaching and Learning Policy

Date of last review by Local Governing Body	March 2026
Review cycle	Annual
Policy due for review by Local Governing Body	March 2027

Will Adams Mission Statement

The mission of Will Adams Academy is to offer a high-quality alternative education in a supportive and engaging environment. Our vision is to build a school where the whole community works together and thrives. Our staff are dedicated to nurturing well-rounded young people and preparing them for their post 16 destination.

Aims of the School

To emphasise the importance of learning for ALL students.

To provide a learning environment where students develop confidence and are able to take up the opportunities offered.

To teach students to accept differences in others and to develop personal, social and moral values.

To provide an excellent quality of provision that is relevant and leads to nationally recognized qualifications. This will be regularly reviewed and developed in conjunction with other partners.

To provide an environment that is safe, supportive and provides challenge for the students.

To establish lasting habits of good health and wellbeing that will carry into adulthood.

At Will Adams, teaching and learning are at the heart of everything we do. We aim to:

- Create open, positive, supportive relationships where children and young people will feel that they are listened.
- Promote a climate in which children and young people feel safe and secure.
- Model behaviour which promotes effective learning and wellbeing within the school community.
- We will be sensitive and responsive to each young person's wellbeing.
- Set high expectations and deliver challenging lessons that ensure young people can recognise their potential.
- Enable students to achieve their full potential by learning in a variety of ways and through challenging learning environments.

Management of the School Day

The School Day

09:10 – 9:40	Supervised breakfast club & registration
09:40 – 10:25	Period 1
10:25 – 11:10	Period 2
11:10 – 11:55	Period 3
11:55 – 12:40	Period 4
12:40 – 13:00	Lunchtime
13:00 – 13:45	Period 5
13:45 – 14:30	Period 6
14:30 – 14:40	Tutor Time

Core	Year 9 (Respite)	Year 10 (Respite)	Year 10	Year 11
English	3	4	4	5
Maths	3	5	5	5
Science	2	3	3	3
PE	1	2	2	1
PSHE	1	1	1	1
Careers	1	1	1	1
Arts Award	1	1	1	1
Life Skills	2	2	2	2
Resilience	1			
Core Options				
Business	3	3	3	3
Princes Trust	3	3	3	3
History	3	3	3	3
Vocational				
Sports Leaders		4	4	4
Hospitality & Catering		4	4	4
Art		4	4	4
Hair and Beauty		4	4	4
Occupational Studies: Travel and Tourism		4	4	4

Occupational Studies: Trade		4	4	4
Intervention				
Off- site Activities	6 (Rotation with Year 9)	6 (Rotation with Year 9)		
Survival Skills	6			

Time Allocation per week (no of periods):

Time Allocation

At Will Adams Academy, we are dedicated to meeting the requirements of the National Curriculum wherever possible, while maintaining flexibility to offer a range of qualifications.

Teachers will encourage learners to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils

Students learn best in short bursts because it helps them stay focused, retain information more effectively, and maintain their energy and engagement.

Equal Opportunities

In accordance with the Trust’s ‘Equality Policy for Students, Parents and Carers’, all learners at The Will Adams Academy will, where possible and appropriate, be given full access to the curriculum. Staff will endeavour to help all learners to reach their full potential irrespective of race, gender, age or ability.

Monitoring and Evaluation

- Subject leaders will regularly, at least termly, monitor and moderate learners’ work books. These should also be available for SLT to sample
- SLT will observe class teachers in their area at least once a year using the Lesson Observation Form
- SLT will carry out a termly work scrutiny

Effective Teaching

Our teaching policy focuses on creating a positive and engaging learning space where every student can do their best. We make sure lessons are clear, organized, and use different teaching methods to suit individual needs. By encouraging students to get involved, think critically, and regularly checking their progress, we help them gain the skills and knowledge needed to succeed.

Teachers set high expectations and lead by example, plan lessons that help all students succeed, and use creative teaching methods that inspire. They adapt to students' needs, assess progress regularly, and keep students engaged and motivated. Feedback is given to encourage, challenge and connect lessons to real-life scenarios.

Teachers will make their lessons purposeful:

- Through carefully planned, well- structured and paced lessons
- By making aims and objectives explicit to learners at the beginning of each lesson, task or topic (see development mid-term plans) and involving learners actively in their evaluation of learning achievement (not just a passive process)
- Through explicit checking understanding and reviewing work covered in each

Resources

Each classroom will be equipped with appropriate curriculum resources.

Learners will be taught how to use resources correctly and safely, with care and respect, and with regard for health, safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all learners have equality of access.

Governing Body's Role

It is the Governing Body's role to monitor and review the policy and its practice through

- Reports provided by the Head of School and SLT

The Governing Body also needs to fulfil its role as detailed in the Governing Body Terms of Reference.

Parent/Carer's Role

The parents' role within the school will be discussed at the initial interview and at academic review meetings.

We encourage parents to support their child's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending Academic Review Meetings.
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Agreeing to WAA Rights and Responsibilities
- Contributing relevant information to base line assessment
- Responding to letters sent home from school

- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.

A forum for educating parents in their role is at the initial interview but also in termly Academic Review Meeting.

The School's Role

In relation to each of the above areas the school will reciprocate by:

- Responding to offers of support as far as possible
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures
- Setting up curriculum meetings
- Giving reasonable/appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the success of their children, and encouraging parental involvement in working out the way forward for their child's educational future.

In 'High-Quality' lessons you should see:

- **Learning Objectives** shared with the group. The lesson objectives will be inclusive and challenging and visible at all times to the students during the lesson. They will endeavour to reflect a range of different skills that correspond to their challenging targets.
- **Progress** – Each lesson should be composed of a variety of activities or episodes that take account of different learning styles. To take advantage of the longer lessons, there should be points of progress built in which will be marked by a review of the learning in the form of mini-plenaries. Teaching must ensure that pupils make rapid gains.
- **Assessment for Learning** – Students should complete regular peer- and self-assessment tasks alongside the teacher assessments. Staff should use the effective questioning to challenge students. These mini plenaries should summarise learning, and help pupils to understand how to improve;
- **Effective questioning** - Allowing students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application; leading to a development of language.
- **Adaptative teaching** - For varying needs by task, resources, outcomes and/or method;
- **Careers opportunities** – Teaching should develop employability skills and raise aspirations, with clear links to career pathways, local labour market information, and post-16 options including college and apprenticeships.

- **Literacy** – Teachers should display the keywords in every lesson and encourage the students to use new vocabulary. Staff including teaching assistants should be actively promoting literacy at every opportunity.
- **Numeracy** - Responsibility for developing students’ numeracy skills is shared by all staff, not just the dedicated team of specialists and opportunities should be taken where necessary.
- **Resources** - which use stimulating and interactive resources including use of ICT and e-learning;
- **Pace & Challenge** - ensure that lesson resources are differentiated to allow students to access learning and enable students to make progress.
- **Active Learning** – Teachers providing opportunities to students to interact with one another in group activities so that they can learn via collaboration and team work or independently.
- **Data** – Teachers should be aware of and act on the current data for the class. It is essential that lesson is planned to challenge students that reflects aspirational progress expectations rather than old national levels. On a bigger scale, progress should be measured using assessment data from the group in comparison with national figures wherever applicable.
- **Teaching strategies:** which allow students to learn in their preferred styles i.e. visual, auditory or kinaesthetic; work both independently and collaboratively, and which contribute to one another’s learning;
- **Behaviour management** – which is positive and encourages students to achieve, including praise and rewards according to academy policy;

Monitoring & Evaluation of the Quality of Teaching & Learning

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This is achieved by:

- Monitoring student progress to ensure they achieve well against prior achievement through termly assessments, mock exams and annual examination analysis;
- Line management meetings, self-evaluation of own subject knowledge and understanding of educational initiatives.
- Formal and informal lesson observations and lesson drop-ins
- Tracking and monitoring of individual pupils and groups of pupils
- Work scrutiny
- Appraisal / PM self-review process for all teachers linked to teachers’ standards
- Subject exams analysis
- External quality assurance
- Regular learning walks are carried out by SLT and Trust leaders.
- Themed learning walks are carried out.

Teachers will use both formative and summative assessment to evaluate pupil progress and then use this information to close attainment gaps and inform future teaching. Teachers will mark pupil work, in line with the Will Adams marking policy which is monitored by SLT.

Classroom Management and Organisation

I. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- One to one teaching
- Collaborative learning in pairs and groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, the vocational curriculum and work experience in order to ensure opportunities for a range of activities which will develop 5 key outcomes in Every Child Matters.

II. Behaviour Management

As outlined in the Behaviour Policy. In addition, each class will:

- Display the Behaviour and Safeguarding Policy
- Follow the Whole School Behaviour Policy
- Use the rewards scheme in order to reinforce positive behaviour
- Follow through the consequences for poor behaviour

III. Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- Writing resources will be available for use at all times and will be centrally accessible
- Labels and posters should, wherever possible, reflect the levels of learning throughout the school

- Classroom displays will be used to celebrate achievement.

Planning

Medium Term Plans should be in place and reviewed regularly by subject leaders.

To facilitate cross curricular working, a yearly overview of planning will be produced on the agreed format.

Adaptive teaching

Adaptive tasks will be detailed in the curriculum. Teachers will adapt the curriculum to support the individual needs of students by:

- Task
- Outcome
- Teacher / adult support
- Staff will encourage critical thinking through the use of Bloom's Taxonomy assessment questions.

Record keeping and assessment

Regular assessments are made of learners' work in order to establish the level of attainment and to inform future planning. Learners should be aware of the level of work they are completing and at what levels they are working.

Throughout the year, there will be three data drops (Autumn, Spring, and Summer) to track student progress and identify areas for improvement. These regular assessments help ensure that students stay on track, allowing teachers to adjust their teaching methods and provide targeted support where needed, leading to better learning outcomes.

Continuing Professional Development (CPD)

The Academy is committed to high-quality professional development to ensure consistently strong teaching and learning. CPD is informed by monitoring activities, school improvement priorities, and individual appraisal targets. Staff engage in regular training, instructional coaching, subject-specific development, and sharing of best practice to strengthen pedagogy, adaptive teaching, behaviour management, and curriculum delivery.