



Teaching and Learning Policy

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1. Aims

This policy aims to:

- Outline the strategies we'll use to build a learning environment that encourages active pupil participation and engagement,
- Establish expectations to make sure all staff are committed to achieving a consistent approach to teaching and learning across our school
- Drive high standards and aspirations to ensure all pupils achieve their full potential
- Foster meaningful collaboration with pupils, parents and the wider school community to support pupils' learning and development

Purpose

- To ensure consistency and high-quality practice takes place in every classroom, resulting in pupil progress.
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- To ensure all stakeholders understand the 'Teaching and Learning' principles that strengthen the classroom experience, cultivating an ethos of high expectation.
- To promote best practice across the school, by providing staff with a 'Teacher Toolkit' that supports their pedagogical development in the classroom.
- To implement pedagogical approaches ensuring that teaching is inclusive and adaptive in lessons to promote pupil success
- To establish a collective approach for consistent routines to ensure pupils feel safe
- To provide information for the continuation of learning in the event of a school closure.
- To provide staff with information for CPD opportunities.
- To communicate effectively the Quality assurance processes within the school.

2. School Objectives and Core Values

Our goal is to provide a rich and comprehensive curriculum designed to equip pupils with the knowledge, skills, and experiences that will improve their life opportunities after leaving school. We will achieve this using adaptive teaching approaches that respond to individual needs and promote inclusion for every pupil.

Community - We are authentically inclusive.

Our lessons always incorporate our teaching and learning principles ensuring that quality first teaching is at the heart of our practice.

Social Justice - We are advocates.

Our lessons are planned utilising data to ensure that children are on the right path and adaptive teaching is imperative to ensure success of all learners.

Love - We are relational in our approach.

Our lessons and interactions will show this through the positive relationships staff build with children, rooted in trust, mutual respect, and care.

Flourish - We are here to empower.

Our lessons are designed to build children's confidence and self-esteem in order to feel successful in their learning.

Our school values of **Community**, **Social Justice**, **Love**, and **Flourish** underpin every aspect of our curriculum and teaching practice. These values guide how we design and deliver learning experiences that not only equip pupils with the knowledge, skills, and qualifications needed for future success, but also nurture compassion, inclusion, and a strong sense of belonging.

3. Teaching & Learning Principles

Our Teaching and Learning principles ensure consistency across all classrooms, providing clear expectations for staff. This consistent approach supports effective learning and helps pupils feel safe, secure, to be successful

<p style="text-align: center;">Do Now</p> <p style="text-align: center;">Why</p> <p>'Do Now' activities provide a consistent and purposeful start to lessons. They help pupils recall prior learning, strengthen long-term memory, and build resilience by encouraging independent thinking. This routine supports a calm transition into learning and prepares pupils to engage confidently with new content</p> <p style="text-align: center;">How</p> <p>Teachers can introduce short, focused tasks at the start of each lesson that revisit previous learning or key knowledge. These should be completed independently within the first few minutes to establish routine and focus.</p> <p>Teachers can then review responses to address misconceptions, celebrate success, and connect prior learning to new content — helping pupils build confidence, resilience, and retention over time</p>	<p style="text-align: center;">Dual Coding</p> <p style="text-align: center;">Why</p> <p>Dual coding combines visual and verbal information to enhance understanding and memory. By presenting content through images, diagrams, and text together, pupils can make stronger connections between ideas and improve recall. This approach supports different learning preferences, reduces cognitive overload, and helps pupils retain and retrieve knowledge more effectively over time.</p> <p style="text-align: center;">How</p> <p>Teachers use a combination of visuals and written or spoken explanations to present new information clearly. This may include diagrams, images, graphic organisers, timelines, or annotated examples alongside concise explanations. Visuals are kept simple to avoid distraction and are used consistently to help pupils connect key ideas, deepen understanding, and strengthen long-term recall</p>
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Explicit Instruction	Modelling & Scaffolding
<p data-bbox="395 145 459 181" style="text-align: center;">Why</p> <p data-bbox="76 185 782 488">Explicit instruction supports pupils by providing clear, structured teaching that breaks learning into manageable steps. It allows teachers to model new concepts, guide practice, and check understanding before pupils work independently. This approach reduces cognitive overload, builds confidence, and ensures that all learners have the knowledge and skills needed to succeed.</p> <p data-bbox="395 497 459 533" style="text-align: center;">How</p> <p data-bbox="76 537 782 719">Teachers clearly explain new material, model thinking and processes aloud, and provide worked examples to demonstrate success criteria. Pupils are given guided practice with feedback before moving to independent tasks.</p> <p data-bbox="60 728 794 835">Key learning points are revisited and reinforced regularly to secure understanding and promote long-term retention.</p>	<p data-bbox="1129 145 1193 181" style="text-align: center;">Why</p> <p data-bbox="801 185 1516 566">Modelling and scaffolding work together to make learning explicit and support pupils in developing independence. Through modelling, teachers demonstrate processes, share their thinking aloud, and show what success looks like. Scaffolding then provides structured support that enables pupils to apply new knowledge and skills confidently. As pupils' understanding deepens, this support is gradually removed to promote independence, resilience, and sustained success in learning.</p> <p data-bbox="1129 575 1193 611" style="text-align: center;">How</p> <p data-bbox="801 616 1516 956">Teachers model new concepts using clear explanations, worked examples, and success criteria to illustrate high-quality outcomes. Scaffolds such as guided practice, prompts, visual aids, and frameworks are used to support pupils as they practise new learning. These supports are adapted to meet pupils' needs and reduced over time, enabling learners to take increasing ownership of their progress and apply their learning independently.</p>

4. Common Routines

At Nore Academy, we believe that creating a safe environment underpinned by consistent routines, explicit instruction and adaptative teaching promotes pupils' readiness to learn and supports improved outcomes over time.

Starting activities:

The first ten minutes of a lesson

- A calm entrance to the room with the teacher greeting pupils at the door
- Power point on the board
- 'Do now' task ready for pupils to start
- 'Check in' time when and if needed
- Introduction of key vocabulary
- Transition activity/ task into lesson content (could be a concept curriculum)

If students are already in the room

- Teacher to display count down for pupils to end transition time (XX minutes)
- Teacher hands out 'Do Now' task
- Teacher puts PowerPoint on the board
- Check in time if needed
- Introduction of key vocabulary
- Transition activity/ task into lesson content (could be a concept curriculum)

Lesson Content:

The content of the lesson is underpinned by Nore and Estuary Island Academy Teaching and Learning Principles’.

- Include a mixture of teacher-led, peer/group work and individual learning.
- Clear Learning Intention (LI)
- I do; We do; You do
- Modelling of work/task/content
- Dual coding
- Question/ discussion
- Feedback and assessment

Staff can refer to the Teacher Toolkit for examples of a range of different pedagogical strategies to use in lessons.

Summing up and plenary:

The last ten minutes of a lesson

- Well-structured and meaningful plenary tasks for pupils – clarify your expectations i.e., info exit card
- End of lesson warning and preparing for transition
- Use tidying up as a learning experience, issuing clear instructions and modelling routines
- Ensure pupils are shown the end of lesson slide

- If leaving the room for next lesson pupils pack away their belongings and stand behind tucked in chairs waiting to be dismissed
- If pupils are remaining in the room give a ‘Brain Break’ activity
- End the lesson with a positive reinforcement
- Dismiss pupils in a calm and orderly exit

5. Learning Environment

Each Classroom should feature:

- Literacy and numeracy strategies
- Displays that can be used interactively during lessons
- Commonly used words / word of the week / Tier 2 Vocabulary
- Zones of Regulations
- The school’s values and vision
- Concepts for the subject

Each Corridor should feature:

- Photographs of enrichment activities/interventions (trips/clubs etc.)
- Termly competitions/ activities
- Rewards system/ Pupil of the week
- Pupil reminders of upcoming events/ deadlines
- Signposting to support
- Poster that promotes ‘positive talk’ to foster respect amongst pupils

Refrain from:

- Messy or disorganised areas that make it hard for pupils to concentrate and find the resources they need.
- Books and materials that are not properly maintained or stored, left out instead of putting away correctly.
- Displays that are cluttered, confusing, or unrelated to current learning.
- Overly busy or visually distracting classroom environments that reduce a sense of calm and make it difficult for pupils to focus.

6. School Closure

In the unlikely event of a school closure, the school is committed to providing continuity of education to its students and will do so through a process of remote or blended learning. This is to ensure we:

- Reduce disruption to pupils education and ensure continuity in the delivery of the curriculum
- Provide access to teaching, learning materials, and resources for all pupils.
- Promote pupil wellbeing by ensuring that all pupils remain supported whilst learning remotely.

The type of task set will vary between subjects, but examples of appropriate tasks might include:

- Taking part in live lessons where feasible through Google Classroom
 - Provision of work packs or activities for students in the event of planned closures.
 - Accessing recorded lesson content teachers upload
 - Reading around a subject top/ new material from a common subject area textbook or electronic resource
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- Working through subject-specific presentations or worksheets provided by the subject area set by teachers
 - A teacher sets a watching task of a relevant video resource and making notes
 - Teacher sets a listening exercise – a podcast or audiobook
 - Completion of practice questions or past papers

7. Teacher Toolkit

The toolkit is designed to support staff by providing quick, effective, and ongoing professional development focused on enhancing classroom practice and pedagogy. It enables teachers to take ownership of their professional growth and development. The National College complements this by offering a range of high-quality webinars that further strengthen staff expertise and reflective practice

Do Now	Dual Coding	Explicit Instruction	Scaffolding
<p>Effective “Do Now” activities support both classroom management and cognitive development. They ensure a smooth transition into learning by engaging pupils from the outset, reducing off-task behaviour, and reinforcing key knowledge through retrieval practice. When implemented consistently and purposefully, “Do Nows” strengthen memory, promote independence, and establish the routines necessary for sustained academic progress</p> <p>https://researchschool.org.uk/durrlington/news/do-now-better</p> <p>https://teachlikeachampion.org/blog/now-primer/</p> <p>https://evidencebased.education/resource/ensuring-a-smooth-and-successful-start-to-the-lesson/</p>	<p>Visual and verbal explanations are provided to aid students with remembering more information, as they ‘code’ information in two ways</p> <p>https://nationalcollege.com/webinars/dual-coding-theory</p> <p>https://www.readingrockets.org/topics/curriculum-and-instruction/articles/16-elements-explicit-instruction</p>	<p>Explicit instruction is fundamental to effective teaching and learning. It involves clear explanations, modelling, guided practice, and timely feedback to ensure that pupils grasp key concepts and skills. Through explicit teaching, teachers make learning intentions and success criteria transparent, enabling all pupils to progress with confidence and independence.</p> <p>https://www.readingrockets.org/topics/curriculum-and-instruction/articles/16-elements-explicit-instruction</p> <p>https://www.edresearch.edu.au/summaries-explainers/explainers/explicit-instruction-optimises-learning</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-exactly-is-explicit-instruction</p>	<p>Scaffolded tasks, like worked examples, allow students to develop their metacognitive and cognitive skills. Content is presented in steps with an opportunity to practise after each stage. Students actively utilise scaffolding to access challenging tasks</p> <p>Mini Masterclass: A 10-Minute Guide to Scaffolding Scaffolding in Education & Better Classroom Learning</p> <p>Modelling</p> <p>Modelling by the teacher reveals the thought processes of an expert learner to develop students’ metacognitive skills. All new material is presented in steps with the teacher modelling what success looks like so that students can see how to make progress</p> <p>https://nationalcollege.com/webinars/mini-masterclass-modelling</p> <p>Mini Masterclass: A 10-Minute Guide to Modelling</p> <p>Strategies for Explaining & Modelling with Precision</p>

Questioning	Literacy	Adaptative Teaching	SEND
<p>Effective questioning is central to formative assessment and pupil progress. It enables teachers to gauge understanding, challenge thinking, and adapt teaching in real time. By using a range of question types and providing appropriate wait time, teachers encourage pupils to articulate ideas, justify reasoning, and engage more deeply with their learning.</p>	<p>High-quality literacy provision is fundamental to academic achievement and lifelong learning. Through explicit teaching of reading, writing, and communication skills, we equip pupils with the tools they need to access knowledge, articulate understanding, and improve life chances.</p>	<p>Adaptive teaching is a key element of effective classroom practice. It enables teachers to modify instruction in response to ongoing assessment and individual learning needs, ensuring that all pupils can access the curriculum successfully. Through adaptive strategies, teachers foster inclusion, engagement, and high expectations for all pupils.</p>	<p>Implementing effective SEND teaching strategies is central to delivering an inclusive and high-quality education. Such strategies enable teachers to identify and address individual learning needs through targeted support, differentiated instruction, and adaptive pedagogy. By tailoring approaches to meet the unique profiles of pupils with SEND, schools uphold the principles of equality, accessibility, and personalised learning that underpin outstanding provision</p>
<p>https://nationalcollege.com/webinars/power-of-effective-questioning</p>	<p>Primary English: Teaching Disciplinary Literacy</p> <p>Secondary English: Teaching Disciplinary Literacy</p> <p>https://nationalcollege.com/webinars/bridging-the-literacy-gap</p> <p>EEF Blog: What do we mean by 'disciplinary literacy'? EEF</p> <p>https://nationalcollege.com/webinars/guide-to-oracy</p>	<p>https://nationalcollege.com/webinars/adaptive-teaching-stretch-and-challenge-secondary</p> <p>https://nationalcollege.com/webinars/adaptive-teaching-differentiation-secondary</p> <p>https://nationalcollege.com/webinars/dyslexia-friendly-approach-secondary</p> <p>https://nationalcollege.com/webinars/academically-driven-disadvantaged-pupils-secondary</p>	<p>https://nationalcollege.com/library?sortBy=relevance&phase=3&categories%5B0%5D=267&categories%5B1%5D=273&q=SEND+teaching&amount=24&selectedView=grid</p>

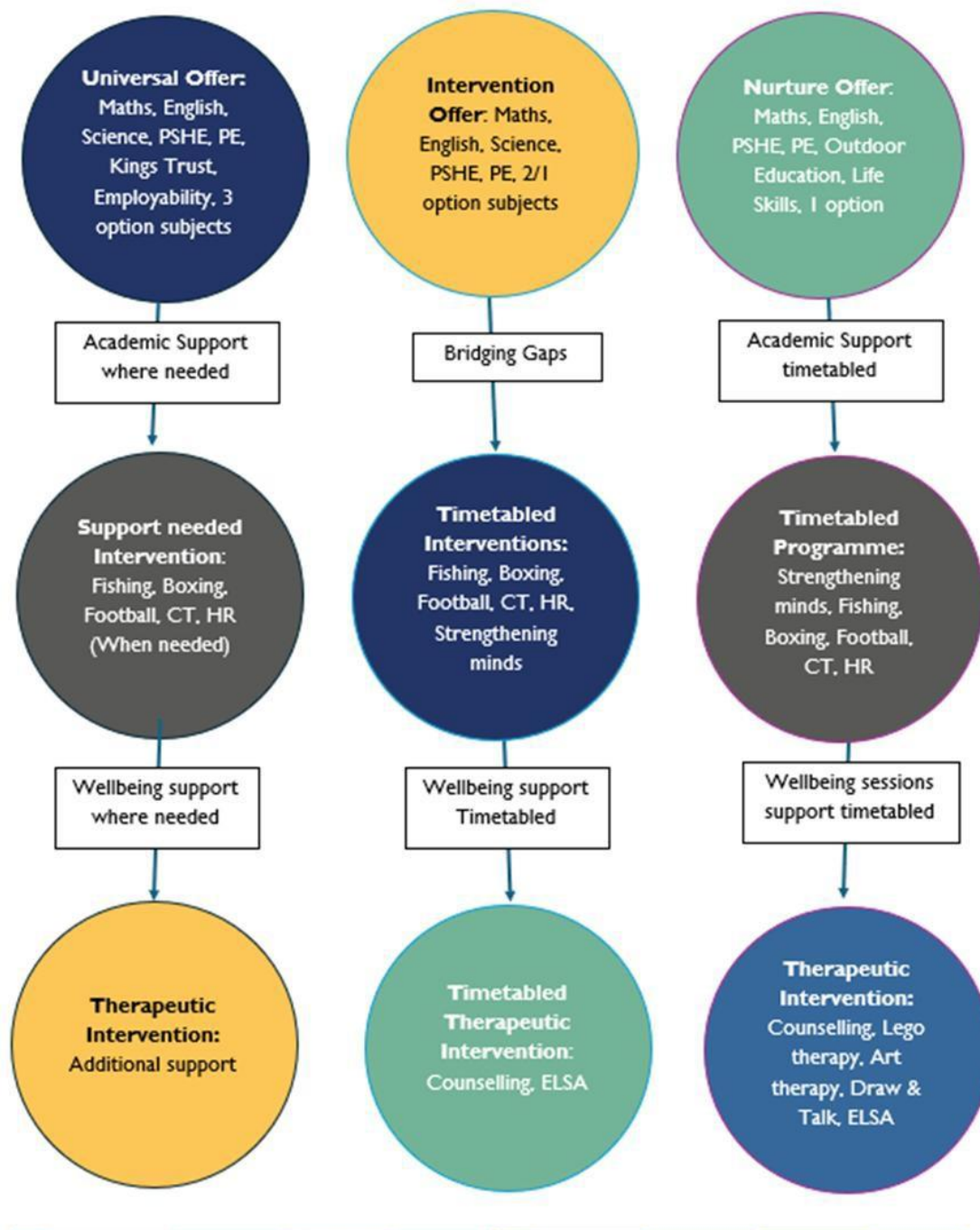
<p>Assessment Data</p> <p>The effective use of data enables teachers to make evidence-based decisions that enhance the quality of teaching and learning. It supports the identification of trends, strengths, and gaps in understanding, allowing for timely intervention and personalised support, monitor impact, and ensure that all pupils make sustained and measurable progress</p> <p>Using Data to Drive Classroom Practice (Primary)</p> <p>Using Data to Drive Classroom Practice (Secondary)</p>	<p>Technology</p> <p>Technology will be used to enhance the quality of teaching and learning and will support the physical and interactional presence of the teacher in order to improve outcomes for young people.</p> <p>Using Assistive Technology to Support Pupils with SEND</p>	
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For any queries regarding access to 'The National College Platform' or any feedback, questions and suggestions please speak to SLT.

8. The Curriculum

At Nore Academy, we believe every child is entitled to an education that reflects their individuality, builds on their strengths, and empowers them to succeed in their own unique way. We recognise that progress looks different for each pupil and celebrate learning that is personal, meaningful, and lifelong.

Our curriculum is grounded in compassion, high expectations, and a deep belief in every child's potential. It is designed to be ambitious for all students while nurturing the whole child supporting cognitive growth alongside social and emotional development.



9. Continuous Professional Development

Effective CPD is fundamental to the development of professional expertise and the delivery of high-quality education. Through ongoing training and reflection, teachers refine their practice, respond to emerging educational priorities, and enhance their capacity to meet the diverse needs of all pupils. A strong commitment to CPD strengthens teaching quality, supports staff wellbeing, and drives whole-school improvement.

At our school, we ensure that Continuing Professional Development (CPD) is purposeful, relevant, and closely aligned to both whole-school priorities and individual professional goals. CPD is designed to have a clear impact on classroom practice and pupil outcomes, with every opportunity rooted in evidence-based research and reflective practice, we do this through:

- Supportive learning walks with a focus on highlighting excellent practice as well as opportunities for development.
- Observations as part of the formal appraisal process.
- Book looks and informal drop-ins.
- Opportunities for staff feedback.
- Sharing of best practice across the school with a focus on improving pedagogy and student outcomes.
- Student voice.
- Data Analysis.