



CHILTERN
LEARNING
TRUST



Lea Manor High School

Teaching and Learning Policy 2026/27

Date Reviewed	Body
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Next review date: October 2027	To be reviewed: Annually

Together we succeed

CONTENTS:

1. School Mission and Values
2. Introduction
3. Rationale
4. Aim
5. Planning and Implementation Guidelines
6. Quality Assurance of Teaching and Learning
7. Professional Development
8. Lesson Visit Protocol
9. Marking and Feedback
10. Marking for Literacy
11. Presentation of Exercise Books
12. Protocol for Independent Learning
13. Assessments

1.SCHOOL MISSION AND VALUES

We are uncompromising in our belief that 'together we succeed' and we are dedicated to ensuring the academic, social, and emotional progress of all our pupils.

In order to create effective learners equipped with the qualifications, knowledge and skills to make lifelong choices, we are committed to developing the following within our pupils:

Pride: It is encouraged and taught that pupils take 'pride' in their learning experiences to foster a sense of self-worth and ownership over their learning.

Productivity: Pupils are taught to make 'productive' choices to support their learning and the learning of others. It focused on developing active participation and the engagement of pupils.

Progress: Both pride and productivity will develop the academic 'progress' of our pupils. Rich learning experiences inside and outside of the classroom will lead to their growth and progress.

2. INTRODUCTION

Policies at Lea Manor High School are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan. They are written to ensure that we achieve the best possible provision for our pupils.

3. RATIONALE

We believe that the teaching and learning policy will clarify the school's standards and expectations with respect to teaching and improve the quality of teaching across the school. Effective teaching promotes high levels of learning, progress, enjoyment and well-being for all pupils and it uses marking and assessment as an integral mechanism for meeting the needs of all pupils. This policy should be read and implemented in conjunction with the school's marking and assessment policy.

4. AIMS

The main purpose of this policy is to enable us to ensure that:

4.1 The majority of teaching in all key stages allows all pupils currently on roll in the school, including pupils with disabilities, those who have special educational needs

and those for whom the pupil premium provides support, to make good and sustained progress that enables them to fulfil their potential.

4.2 All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn well across the curriculum.

4.3 Teachers effectively check pupils' understanding throughout lessons, anticipating where they may need to adapt and doing so with impact on the quality of learning.

4.4 The teaching of reading, writing, oracy and numeracy is planned and implemented across the curriculum.

4.5 Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.

4.6 High quality marking and constructive feedback, ensures that pupils make rapid gains.

4.7 Teachers use different teaching strategies and offer timely support and intervention to match individual needs accurately. Consequently, pupils learn well across the curriculum.

5. PLANNING AND IMPLEMENTATION GUIDELINES

In order to achieve our goals we will make sure that we are aware of and understand this policy and that we operate in the following ways:

5.1 Plan all lessons within the context of the appropriate scheme of work; long, medium, short-term subject plans and exam syllabuses (where applicable). **5.2** Plan lessons for classes, groups and individuals in the context of prior attainment data and individual targets for attainment, ensuring an acute awareness of pupils' capabilities and their prior learning and understanding. Planning should ensure that all lessons are appropriately challenging for pupils, establishing high expectations of what can be learnt and achieved relative to their prior learning and abilities.

5.3 Ensure that pupils' work is marked up to date, following the detailed guidance contained in the school's marking and assessment policy.

5.4 Ensure that all pupils know their levels of progress in the subject and are clear about their next steps for improvement following the detailed guidance contained in the school's marking and assessment policy.

5.5 Manage the entry, exit, seating of pupils, behaviour in lessons and movement to and from lessons in an orderly and quiet way using the schools 'meet and greet' and 'end and send'

5.6 Interactive Whiteboards are switched on and displaying material appropriate to the prompt start of the lesson.

5.7 Pupils sit in a seating plan determined by the class teacher at the start of the year and

only move places when managed by the teacher to improve learning outcomes.

5.8 Pupils take all equipment out at the start of a lesson.

5.9 Teachers deal assertively with late-comers following the school policy.

5.10 Teachers use BromCom to record attendance and punctuality to each lesson and to monitor, reward and sanction pupil behaviour as appropriate.

5.11 Pupils stand behind tables and tidy areas at the end of lessons.

5.12 Teachers should supervise corridor movement in the vicinity of their classrooms between lessons to support pupils to move to lessons calmly and promptly.

The Lea Manor Teaching and Learning Framework lies at the heart of our classroom practice, serving as the blueprint for how knowledge is imparted, acquired and applied in lessons. It plays a central role in determining how well learning goals are achieved, how pupils engage with and retain knowledge, and how they acquire essential skills for the future.

5.2 Excellent teaching at Lea Manor consists of the following:



5.2.1 Learning:

5.2.1.1 Purpose: An excellent and well-sequenced knowledge rich curriculum with a clear intent for all subjects, outlined in subject documentation as learning journeys and curriculum overviews

5.2.1.2 Definition of Episodes: Explanations from the teacher are clear and concise

5.2.1.3 Core Pedagogy: When introducing new knowledge, teachers try to avoid cognitive overload by chunking information down, modelling new concepts and using regular low stakes testing to check new learning

5.2.1.4 Scaffolding: Information is provided in a student friendly way that everyone can understand and chunked into smaller parts when necessary

5.3.1 Engagement:

5.3.1.1 High classroom expectations: Establish classroom conditions for effective learning creating positive, professional relationships through clear roles, routines, expectations and boundaries

5.3.1.2 Supportive environment: Teachers create environments where all pupils feel safe and supported to learn

5.3.1.3 Challenge: Routines are rehearsed and positively reinforced by staff, using a variety of behaviour management strategies to help challenge and correct student behaviour

5.3.1.4 Adaptive Teaching: Teachers adjust their approach to meet the needs of their pupils regularly throughout the learning process

5.4.1 Assessment:

5.4.1.1 Retrieval: Secure pupils' fluency in storing and retrieving information from their long-term memory using a variety of retrieval strategies

5.4.1.2 Questioning: Questions are used to gain live feedback from pupils in the lesson, targeted and will include all pupils in the lesson using a variety of questioning techniques, such as Cold Calling, 'Say it again better' and 'Think-Pair-Share'

5.4.1.3 Response to feedback: is used to allow pupils to deepen their understanding through the creation of academic dialogue

5.4.1.4 Self & peer assessment: Pupils engage in activities assessing their own work or that of others to help them develop their understanding of learning objectives and success criteria

5.5.1 Progress:

5.5.1.1 Learning review: Learning overtime using retrieval practice to review knowledge and building long-term secure memory and fluency

5.5.1.2 Secure Knowledge: Teachers Provide pupils with accessible guidance to secure the learning with strong recall of the knowledge elements

5.5.1.3 Feedback: Teachers use feedback to secure learning and deepen knowledge and understanding, and improve performance

5.5.1.4 Address misconceptions: Teachers create an environment where pupils feel safe to learn from their mistakes and adjust their understanding by encouraging them to overcome misconceptions and build a solid foundation of knowledge

5.6.1 Stages of a Lesson

In Lea Manor, excellent teaching is rooted in LEAP and the delivery of our Lesson Structure. This model allows for excellent teaching and establishes routines for the Lea Manor Learners.

5.7.1 Impact

5.7.1.1 All pupils make good and sustained progress, including those who have special educational needs and those for whom the pupil premium provides support

5.7.1.2 Pupils' work is of consistently high quality and demonstrates pupils' pride and productivity in the standard and presentation of their work

5.7.1.3 Pupils' work demonstrates their intended curriculum has been effectively implemented, demonstrating a clear progress in pupils knowledge and skills, this knowledge is deeply embedded through the use of recall and retrieval practice activities, such as 'Do Now'

6. QUALITY ASSURANCE OF TEACHING AND LEARNING

We will monitor and evaluate our work by:

- 6.1** A continuing programme of lesson visits combined with structured feedback and coaching led by leaders
- 6.2** A structured programme of work scrutiny and student conversations conducted by team leaders and quality assured by senior leaders.
- 6.3** A whole-school programme of internal review through subject review meetings as well as external audits of teaching and learning including, but not limited to termly learning and lesson visits focusing on pedagogy and the implementation of the Teacher standards with a focus on the curriculum sequencing and the efficacy of its implementation
- 6.4** Analysing the quality of teaching and learning as indicated by the monitoring and evaluation processes to ensure we have met our quality of teaching targets and to establish trends.
- 6.5** Reporting on trends for the quality of teaching and learning to governors

7. PROFESSIONAL DEVELOPMENT

Professional development is at the heart of Lea Manor High School. We aim to provide an environment where teachers thrive and develop, securing the best for themselves, their pupils and their colleagues (please see Professional Development Handbook for further details).

Our professional development programme is initially informed by 'Rosenshine Principles in Actions' and 'Teaching Walkthrus', highlighting specific practical strategies for teachers to use in the classroom.

We will work to improve the quality of teaching at whole-school, team and individual level through:

- 7.1** Providing an effective induction programme for new staff to ensure they are familiar with expectations for the quality of teaching in the school.
- 7.2** Providing effective training and induction for Early Careers Teachers to ensure they enter the profession with clear expectations for the quality of their teaching and they are supported to develop outstanding practice.
- 7.3** Ensuring that all staff have identified clear, individualised areas of growth for

improving the quality of their teaching and that they are supported within the school's line management structures to progress towards achieving those areas of growth.

7.4 A programme of targeted interventions and bespoke instructional coaching for individual teachers whose teaching needs to improve.

7.5 The implementation of CPD programmes provided by the Chiltern Learning Trust that support the development of individual teachers and teaching assistants.

7.6 Developing the capacity of middle leaders to be effective leaders of teaching and learning through internal CPD, NPQs and other professional development opportunities. These opportunities should also support career progression into senior leadership.

7.7 Targeted interventions with subject and/or year teams where issues arise out of monitoring and evaluation activities.

7.8 A programme of professional development which has the improvement in the quality of teaching at its centre.

7.9 Working with partners such as the Chiltern Learning Trust, Challenge Partners etc. to develop and embed initiatives to review and improve the quality of teaching in all our schools.

8. LESSON VISIT PROTOCOL

During a visit to any lesson by any adult, the learning, progress and climate are not to be impacted therefore visitors are to:

8.1 Enter the classroom calmly, quietly acknowledging the teacher if appropriate **8.2** Move around the room/speak to pupils at appropriate points without affecting the flow of the lesson

Pupils are to:

8.3 Stay focused on their learning and teacher

8.4 Not call out to the visitor

8.5 Always demonstrate positive attitudes to learning

8.6 Confidently talk about their learning if asked to by the visitor

Teachers are to:

8.7 Continue to teach the lesson as normal

9. MARKING & FEEDBACK

9.1 Policies at Lea Manor High School are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan. They are written to ensure that we achieve the best possible provision for our pupils.

9.2 For the purposes of this policy, marking is defined as written feedback made by a teacher, a learning support adult or a peer about a pupil's work.

9.3 Marking should form a dialogue between teacher and pupil with the aim to improve pupils' understanding, learning and raise achievement. Similarly, teachers will glean information about pupil performance and use this to inform planning and progression for individuals and groups. Marking should also demonstrate to parents how their child's learning is progressing and what they need to do to improve **9.4**

This marking policy sits within the school's comprehensive assessment procedures that are linked to teaching and learning, literacy and the curriculum and are focused on raising achievement

9.5 All staff are clear about the school's expectations about how work in all subjects should be presented and marked

9.6 Marking is of a high quality, which enables pupils to understand how to improve their work and encourages high levels of engagement and interest

9.7 Pupils are able to reflect on and respond to comments given by the teacher and demonstrate this effectively in their exercise books, allowing them to set their own targets

9.8 The presentation of exercise books enhances learning and meets expectations as outlined in the school 'presentation of work' guidelines

9.9 All teachers follow a consistent approach to marking in their own subject and across the school in marking for literacy

9.1.1 Marking is meaningful, manageable and motivating

To be effective, feedback through marking should:

9.1.1.1 Make an impact on learning through meaningful and purposeful comments

9.1.1.2 Be about challenging tasks or goals to develop key skills and improve knowledge

9.1.1.3 Use 'fix it' time to give feedback about what has been done successfully, as well as about what can be improved and ensure that pupils make improvements and corrections to their work

9.1.1.4 Be specific, comparing what pupils are doing well now with

what they have done previously

9.1.1.5 Encourage pupils to continue to improve, not impact their self-esteem

9.1.1.6 Take place within a reasonable time frame following completion of work

9.1.1.7 Be completed regularly so that pupils make progress in learning

9.1.1.8 Teachers will mark mid-unit assessments and final assessments in detail, following the guidelines above. Where appropriate teachers will award a scale or grade that is then recorded in a mark book (electronic or paper), and is used to track pupil's performance and inform formal assessments and reports to parents

10. MARKING FOR LITERACY

10.1 All teachers are responsible for supporting pupils to develop their reading, writing, communication and numeracy skills in all subjects. Staff will use the following symbols and procedures to mark writing:

10.2 - SP – To indicate a spelling mistake, underline the word and write SP in the margin (also, write the correct spelling in the margin, if appropriate)

10.3 - NP – // To indicate a new paragraph use two parallel lines where the paragraph should start and write NP (new paragraph) in the margin

10.4 - GR – Grammatical error

10.5 - M – If the meaning is unclear or in inappropriate language (e.g. non-standard English) use a wiggly line under the section of writing and write M in the margin

10.6 - C – Correct capital letters and write C in the margin

10.7 - P – Correct punctuation and write P in the margin

10.8 - Marking for Literacy is a part of 'Live Marking' to ensure feedback is timely and relevant.

10.1.1 Pupils Engaging with Marking

10.1.1.1 Staff will use their professional judgement as to how many errors are corrected in any one piece of work depending on the purpose of the piece of writing, the context and the needs of the individual pupil

10.1.1.2 Staff will ensure that pupils respond to marking through the use of 'fix it' time to highlight improvements and corrections needed

10.1.1.3 Pupils are to rewrite incorrect spellings correctly three times at the end of the piece of work

10.1.1.4 Writing incorrect sentences correctly at the end of the piece of work

10.1.1.5 Improving or repeating work as instructed by feedback

10.1.1.6 Writing targets for learning, relevant to the feedback at the end of the piece of work

10.2 Peer Marking

10.2.1 Peer marking is an integral part of their teaching strategies to enable pupils to take greater responsibility and ownership for learning. When peer marking, pupils will write 'Marked by...' and state WWW: (What Went Well) and EBI: (Even Better If), following the marking criteria established by the teacher

11. PRESENTATION OF EXERCISE BOOKS

The manner in which information is presented in exercise books significantly influences how effectively pupils engage with and internalise the content. Beyond aesthetics, the organisation, clarity, and structure of the presentation play a vital role in shaping pupils' understanding of the subject matter. pupils should follow the following guidelines in their exercise books.

11.1 Presentations Guidelines:

11.1.1 All pupils' work should have a date and title every lesson

11.1.2 Date should be written in full: Thursday, 5th September, 2024

11.1.3 Date and title should be underlined with a ruler

11.1.4 Pupils should write in blue or black pen

11.1.5 Diagrams, graphs and charts should be drawn in pencil and rulers used for straight lines

11.1.6 One neat line should be drawn through mistakes

11.1.7 No graffiti

11.1.8 Exercise book covers and pages should not be scribbled or doodled on

12. PROTOCOL FOR INDEPENDENT LEARNING

Independent Learning Protocol for Lea Manor High School 2024

High quality independent tasks will provide pupils with opportunities for engagement in learning opportunities that enable pupils to make progress beyond the classroom.

Independent learning tasks will enable pupils to take responsibility for their own learning. As learning is a responsibility of pupils, staff and parents at Lea Manor High School we expect:-

12.1 Pupils attempt all independent learning tasks and speak to staff if they do not understand the independent learning tasks. Pupils will also record independent learning tasks set in their planners.

12.2 Parents support their children with their independent learning tasks and share any difficulties they may be having with set tasks with the relevant staff. **12.3**

Teachers will set independent learning tasks and give feedback on the work in accordance with the school independent learning and feedback protocols. Teachers will give an appropriate amount of time to complete tasks. Deadlines will be longer than 24 hours.

There are two types of independent learning tasks that are set at Lea Manor High School

12.1.1 Revisiting Knowledge

12.2.1 Learning New Knowledge

12.1.1 Revisiting Knowledge

12.1.1.1 Revision - These independent learning tasks are linked to exams that pupils may be sitting and for in class tests. These types of independent learning tasks will name the topics to be revised as well as the type of revision task being set. These exams and assessments will form the basis of teachers' judgments made on pupils .

12.1.1.2 Knowledge Retrieval - These types of independent learning tasks are linked to knowledge that pupils have learnt during their course of study. This knowledge will then be checked in low stake quizzes that take place in the classroom. These quizzes will highlight to the student areas of strength and weakness and will not be used to formulate judgement on student performance.

12.1.1.3 Extended Writing/Skills Tasks - These independent learning tasks will develop student writing skills or subject specific skills and will be formally assessed using clear marking criteria. These questions may be of the type that will be asked in formal examinations. These are marked with feedback in accordance with the feedback policy. These can also be used by teachers to formulate their judgement on student performance.

12.1.1.4 Exam Question Setting – These independent learning tasks will ask pupils to respond to lower mark exam questions and will be marked with detailed feedback in accordance with the feedback policy. Often pupils will be set multiple questions for one independent learning task. These can be used by teachers to formulate their judgement on student performance.

12.2.1 Learning New Knowledge

12.2.1.1 Research - pupils will be given a specific area to research that will inform their knowledge to be used in upcoming lessons. Teachers will give pupils specific reading or websites to use for these tasks and it is the expectation that pupils come to lessons equipped with this new knowledge and/or with questions about the knowledge area.

12.2.1.2 Reading - pupils will be given a stimulus to read at home that will form the basis of future learning. We recommend that pupils read this stimulus material at home with parents and discuss what knowledge is contained and any language and comprehension questions that may be set with this type of independent learning.

12.3.1 Expectations

The expectation in Key Stage 3 each subject will have at least one of each type of independent learning tasks per half term. This will be more for Maths, English and Science.

The expectation in Key Stage 4 each subject will have one of these types of independent learning tasks per week.

As we also value student wellbeing, no compulsory independent learning tasks will be set for pupils to complete over the holiday period in Key Stage 3.

In Key Stage 4 independent learning tasks set over the holiday period will only be revisiting knowledge tasks.

12.3.1.1 Independent Learning Support

Pupils should ask their teachers if they do not understand or are unable to complete an independent learning task. Teachers will then offer individual support to help pupils to complete independent learning. If pupils are still unable to complete independent learning, then parents can contact the classroom teacher to inform them of any difficulties.

We also offer a lunchtime Independent Learning Club so that pupils can complete tasks with support and direction from school staff.

12.3.1.2 Self-Directed Study

As pupils ' progress through the school, we want to develop their independence as learners and make them more responsible for their own learning.

Therefore, there are several strategies that we highly recommend that pupils use at home. These strategies will also improve their progress in the classroom.

In Key Stage 3 pupils should access online tools such as BBC Bitesize and other highlighted websites/apps to help reinforce their literacy and knowledge once per day.

In Key Stage 4 pupils should access subject specific revision material and revise to their own revision schedule at home. Pupils will be given support in school to help develop them with these independent learning skills. Departments will also supply pupils with subject specific material to help aid their revision.

12.3.1.3 Wider Reading – Linked to Curriculum

We also encourage pupils to do further reading of fiction and non-fiction within subject areas, therefore developing reading for pleasure. As a result, all curriculum areas in the school can provide pupils in all Key Stages with additional reading lists to help extend and develop their knowledge.

12.3.1.4 Independent Learning Time

To support families to develop independent learning skills we recommend that pupils spend appropriate time doing independent learning tasks set by teachers and their self-directed study.

Therefore, pupils should spend 5 hours per week on independent learning in Key Stage 3 and 10 hours on independent learning in Key Stage 4.

13. ASSESSMENTS

Assessment is an integral part of Teaching and Learning and is used to identify what pupils know, recall, understand and can do, enabling teachers to adapt teaching and secure excellent progress for every learner.

Teachers will use a combination of formative assessment alongside summative assessment through planned timetabled assessments at key points throughout the year. Assessment information will be used to inform planning, provide targeted intervention, identify misconceptions and accurately report pupil attainment and progress.

All summative assessments will be marked accurately against agreed success criteria and mark schemes with meaningful feedback that identifies strengths, misconceptions and precise next steps. Every assessed piece of work must include dedicated Fix-It Time, enabling pupils to respond to feedback, improve their work and demonstrate progress. Feedback should be timely, proportionate and actionable, whether delivered verbally, in writing or through whole-class feedback, ensuring that it has maximum impact on learning while maintaining a manageable workload for staff. Departments will standardise and moderate assessments regularly to ensure consistency, reliability and high expectations across the curriculum.

To ensure that learning is deeply embedded over time, all summative assessments across the curriculum must be cumulative. This means that each assessment conducted every half term will not just test the immediate unit, but will instead feature content covering the current unit being taught, units taught in the previous half term, and content covered in previous academic years. By intentionally designing assessments to evaluate both current and previous learning, we are using a learning strategy called "interleaving"; which involves mixing and spacing out different units. This approach is one of the most effective ways to boost long-term memory retention, helping students build the stamina and recall skills they will need to face the demands of their GCSE examinations.

13.1 Assessment Design and Structure

To accurately reflect the rigor of our curriculum, assessments must evaluate both disciplinary skills and core substantive knowledge. Test papers must utilise a diverse range of questioning styles to robustly challenge pupils including multiple-choice questions (MCQs) for rapid retrieval checks, short-answer questions and extended writing pieces to assess writing at length, explanation and synthesis of knowledge. All formal summative assessments are strictly closed-book and must be sat under formal exam conditions to foster independent resilience and mirror external examination expectations.

To maintain consistency in our cumulative approach, summative assessments will follow a strict, weighted structure across Key Stage 3 and 4:

Year Group	Current Unit / Half Term	Earlier Units (Current Year)	Previous Year(s) Content
Year 7	70%	30%	-
Year 8	60%	25%	15% (<i>Year 7 content</i>)
Year 9	50%	25%	15% (<i>Year 8</i>) + 10% (<i>Year 7</i>)
Year 10	40%	30%	30% (<i>Earlier Year 10 GCSE units</i>)
Year 11	30%	30%	40% (<i>Full Year 10 GCSE curriculum</i>)

13.2 Progress Tracking and Data Cycles

To ensure the assessment data is highly impactful, every department must maintain a live, centralised Departmental Progress Tracker. These trackers must be used consistently by all teachers to record all summative assessment marks and grades. By keeping this tracking up to date, departments can easily identify learning gaps, spot trends, and adapt their day-to-day teaching practice. Crucially, the data recorded in these Departmental Progress Trackers will serve as the primary evidence base to inform and populate our whole-school scheduled data entry cycles.