



Secondary Teaching & Learning Policy

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Related Documents:		
Guidance:		
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Statement of Intent

At Bradford Academy we believe that learning is the process by which learners gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the Academy's aims, ethos and vision. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all learners are supported and challenged to make good progress in their learning.

All learners, no matter their starting point, will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a climate for learning which leads to inevitable progress, fosters motivation and allows all students to flourish. We strive not to simply impart knowledge, but to empower our students by teaching them how to learn. We create and deliver high quality and meaningful training based on evidence of effective practice and all training is linked with teacher performance including annual performance management targets.

The curriculum at Bradford Academy intends to:

- develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community
- ensure learners develop knowledge and skills that lead to academic success and future opportunities
- create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home
- ensure a rich array of oracy opportunities to build confidence and skills in sharing opinions and beliefs so that our learners can advocate for themselves and for others
- provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents
- be ambitious for all our learners by carefully planning to maximise achievement
- make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

The aim of this policy is to ensure that all students will receive high quality teaching and maximise progress via:

- engaging lessons with consistent routines, free from distractions and disruption
- effective teaching so that students can access the curriculum and deepen the knowledge stored in their long term memory
- effective planning and adaptive teaching so that students with SEND receive excellent teaching and lessons that are inclusive by design.

Roles and Responsibilities

Classroom teachers will:

- plan sequences of lessons that are appropriately adapted for the needs of learners following the principles and components outlined in this policy
- provide regular and meaningful home learning (see below)
- provide opportunities and guidance to apply and develop literacy, oracy, numeracy and wider curriculum links
- provide regular high-quality feedback verbally, in writing and through whole class feedback as per department assessment schedules
- engage fully in a wide range of professional learning opportunities, displaying humility and openness in recognising we are all learners and can improve our practice
- evaluate and reflect on their practice regularly, including with other staff in department meetings and coaching sessions

Heads of Department/subject leaders will:

- ensure that the teaching and learning policy is implemented consistently in their subject area
- plan and develop an engaging, challenging curriculum ensuring fidelity to the national curriculum/specification demands
- select high quality teaching materials that enhance learning
- conduct regular QA as per the QA schedule to evaluate the quality of teaching and learning including through learning walks, work scrutiny, student voice and staff voice
- ensure that subject specific CPD is provided and is linked to quality assurance findings and school improvement priorities.

Senior Leaders will:

- ensure that the teaching and learning policy is implemented consistently in their linked areas
- create a culture of high-quality teaching and learning where professional dialogues about practice are facilitated, encouraged and celebrated
- support teachers and subject leaders in creating an organised and calm learning environment, free from distractions and disruption
- conduct regular QA across the school and collaboratively with your linked middle leaders.

Senior Leaders with responsibility for teaching and learning will:

- ensure the teaching and learning policy is implemented consistently across the school
- keep up to date with research and evidence to refine and inform CPD and practices
- support middle leaders to improve and develop the effectiveness of the teaching and learning in their subject area
- coordinate the quality assurance calendar, data analysis and feedback in response to findings
- conduct calendared, collaborative learning walks and work scrutiny with middle leaders
- conduct calendared curriculum review and progress meetings with middle leaders
- coordinate and deliver a high quality, evidence based CPD programme which is both planned in line with school improvement priorities and responsive to the needs of the Academy, based on data gleaned from QA cycles

Teaching and Learning in Practice at Bradford Academy**Preparing to teach**

- All teachers use the context data available to them (SEN/PP/reading ages/attainment/EAL/behaviour etc) at the start of a new timetable to create a strategic seating plan, identify strategies for learners with specific needs and ensure the pitch and challenge of the lesson is appropriate.
- All teachers should plan lessons that allow all pupils to progress through the planned curriculum, developing the declarative, procedural and disciplinary knowledge defined in it.
- Learning gains should be evident and clear to the learners with success criteria made explicit to all learners.
- Lessons should have a structure that ensures all learners are fully engaged with their learning, thinking hard about the content and applying their knowledge in order to remember it long term.
- Teaching should be responsive and teachers should adapt their delivery, seating plans or materials to ensure all learners are able to access learning and make progress.
- All resources and learning activities must be carefully selected to ensure they match the curriculum and support learners with developing their knowledge.
- All teachers should have strong subject knowledge as well as a sound understanding of the scheme of work/specification.

Creating an Environment that Leads to Inevitable Progress**Physical Environment**

The physical environment is important for learning. The space at the front of the room should have the following visuals:

- The school vision
- Student version of the Positive Principles
- Positive behaviour board

Teachers should consider how their space appears to learners, in particular:

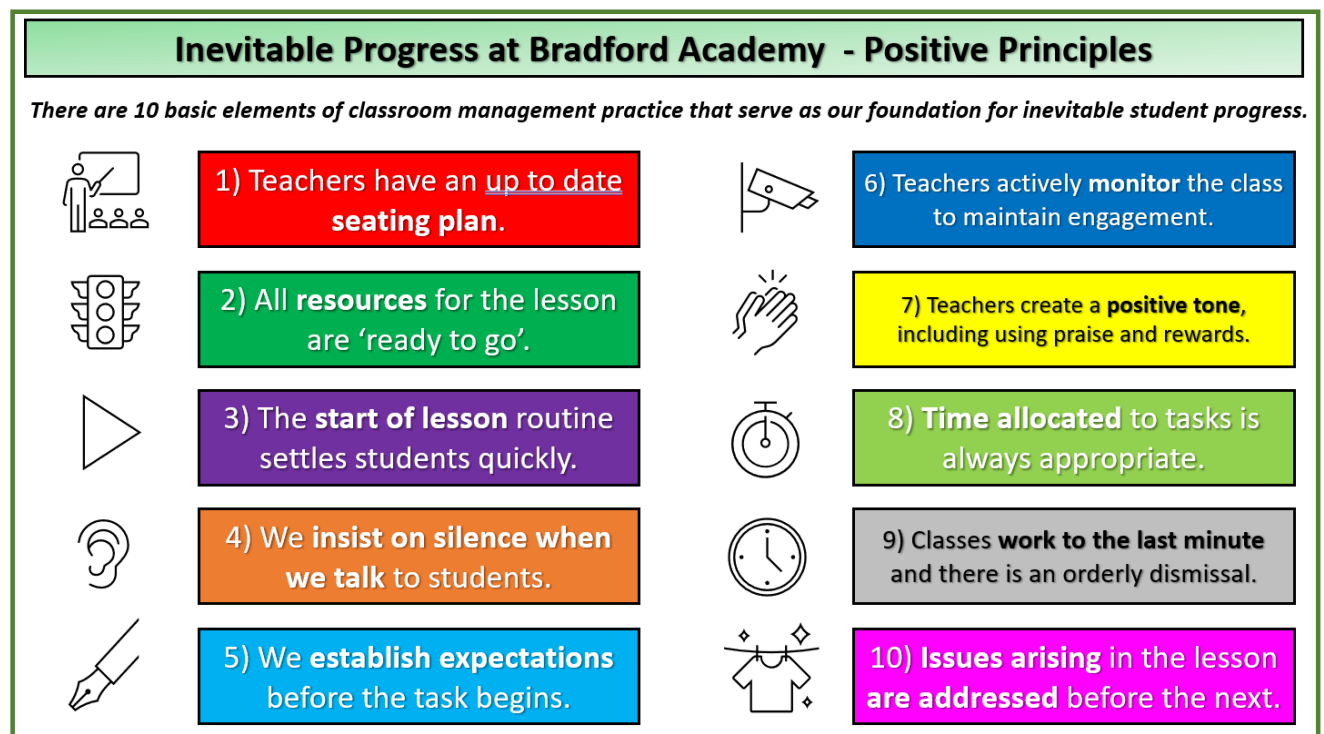
- minimise distractions by eliminating clutter
- consider the light levels and desk positioning to ensure all learners can see the teacher and the board
- teacher desks should be kept tidy
- paper must not be attached directly to the wall or windows.

Displays boards in classrooms and around the department should be tidy and kept up to date with:

- subject information (key vocabulary, prompts and reminders, support materials)
- careers information
- exemplary student work

The Positive Principles

At Bradford Academy we follow these 10 positive Principles to ensure we have a strong foundation that leads to inevitable progress. We use this guidance to embed routines that lead to a calm and inclusive environment. We aim to minimise distractions and foster an environment of respect, responsibility, and resilience. Further guidance can be found in the Positive Principles booklet.



Learning Modes

As part of Positive Principle 5: we establish expectations before the task begins, teachers use the Bradford Academy Learning Modes to clearly indicate to students HOW they should be working at each section of a lesson. Teachers should use the icons on their resources and reinforce precise expectations.

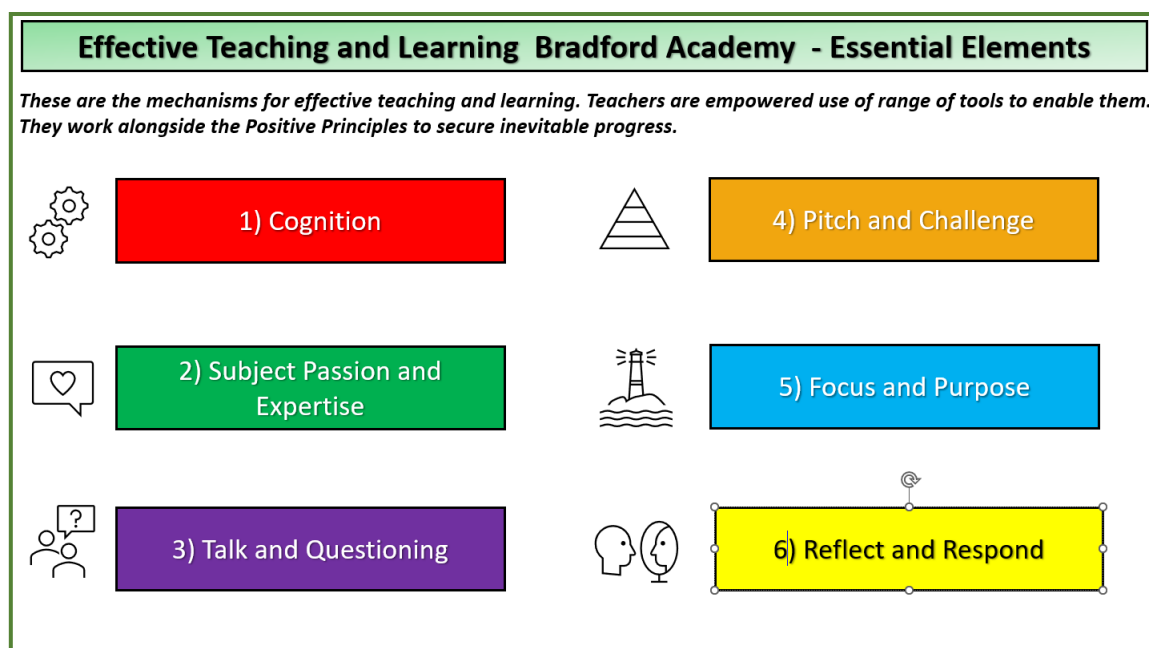
	 Solo	 Pair	 Team	 Class
Responsibility	Push yourself: keep working, thinking and editing for every second of the time given.	Stay focused on the task/topic for the whole allocated time.	Stay on topic and keep pushing for new ideas throughout your allocated time.	No hands up. Focus on the responses of other students and be ready to build on them.
Respect	Work completely independently – no distractions.	Keep yourself and your partner on track and build on their ideas.	Make sure that you understand your role and take responsibility for fulfilling it.	Be prepared to offer your answers and ideas.
Resilience	Maintain silent focus and allow others to do the same.	Listen to each other carefully and work only with your allocated partner.	Listen to each other and invite other group members to contribute.	Give your teacher (and students invited to speak) your full attention.
How will this look and feel?	• Silent focus • Time limited • Clear, specific task • Students actively thinking and writing	• Low voices • Listening and responding to your partner only • Asking respectful questions • Making notes	• Teams of 3-5 students • Low voices • Everyone has a specific role • Asking respectful questions • Building on each other's ideas	• No hands up • All eyes on your teacher and/or other invited speaker • Be ready to offer your responses

Student Handbook

The student handbook contains knowledge organisers for each subject. Learners should have their handbook on the desk during every lesson, open at the correct page for the subject being taught to prompt and to support recall.

The Essential Elements of Effective Teaching and Learning

At Bradford Academy we have created a framework of essential elements for high quality teaching that consists of six key mechanisms rooted in evidence and research. Teachers should endeavour to have a good understanding of each one. Detailed guidance can be found in the Essential Elements booklet: [Academy Resources - Middle Leader Briefings - All Documents \(sharepoint.com\)](#)



Assessment & Feedback

- Each year group has **two summative assessment** points where data is collected, one midway through the year and one at the end of the year. These assessments should be cumulative and assess content taught up until that point (including from previous academic years where appropriate).
- As a lead up to these, departments are required to complete **at least three formative assessments** that will be used for assessment to inform teaching and feedback to the learners.
- In order to limit workload and maximise impact, teachers are required to use a **whole class feedback approach after each formative assessment** and to plan and adapt subsequent lessons accordingly.
- Learning gaps and misconceptions can be addressed through re-teach/retrieval practice/review of learning.
- For other regular in-class assessments (quizzing/independent tasks etc) teachers can utilise **peer and self-assessment by learners**. Teachers will **'live mark' as appropriate** and continue to use **low stakes testing/ quizzing** as well as **high-quality questioning** amongst other **assessment for learning strategies** as part of their teaching.
- All staff have the responsibility to accurately assess each student's achievement and to track their progress made against individual minimum expected grades (KS4), or age-related expectations. This is reported to leadership and parents in regular Data Collection windows.
- All teachers will identify learners in their class in need of additional support, including vulnerable groups such as Pupil Premium and SEND students, as well as the more able. Interventions put in place will be identified on provision maps and Class Charts and will be used to inform planning.
- All HoDs, subject leaders, form tutors and year group and pastoral leaders have the responsibility to monitor assessment across their department or year group, to analyse data, identify progress trends and to intervene where necessary to ensure learners get back on track.

Presentation Expectations

Presentation of learner work should reflect the pride and value students place on their learning. This will be reflected in consistently high standards of presentation including:

- all writing completed in blue or black ink, plus green ink for growth and reflection work
- all books and other written work neatly presented and free of graffiti
- titles and dates for each new piece of work neatly underlined with a ruler
- all tasks completed to a high standard

Teachers and leaders are responsible for reinforcing high expectations of the quality of student work, monitoring the consistency of presentation quality, and allowing appropriate time to ensure that learners are able to complete tasks to the best of their ability.

Home Learning

Bradford Academy learners are expected to complete regular home learning intended to enrich and deepen their subject knowledge alongside building skills in retention and retrieval practise. This comprises:

The Daily Homework

At KS3, students complete a Bedrock Mapper assignment timetabled by the Literacy Lead and created by a champion in each subject. The assignments are created prior to the academic year and mapped against subject content in the curriculum. The link to Mapper is posted in Arbor with the subject to be completed. This home learning aims to develop tier 2 vocabulary for all learners. Teachers of KS3

classes will check each week that their subject's homework is complete and log a reward or sanction via Class Charts.

At KS4, students complete an assignment set via a digital platform chosen by the department. Assignments are set ahead of the academic year by the KS4/subject lead. The aim of this homework is revision of the content being taught. The links to the correct assignment are posted in Arbor so that learners access the correct subject on the correct day. This is monitored by class teachers weekly who will log rewards or sanctions via Class Charts.

Area specific home learning

Subject teachers will set weekly/fortnightly subject specific homework, relevant to age and stage and subject demands.

Quality Assurance of Teaching and Learning

Review of teaching and learning is ongoing and regular and will involve:

- all new staff to be observed during first 2 weeks of employment and to follow the probation process
- performance management with appraisal and targets setting in HT1 and a mid-cycle review in HT4
- HoD learning walks at least once each half term with postcard feedback and recorded on Arbor
- weekly drop-ins shared across teams with postcard feedback
- 4 work scrutinies per year with feedback given and recorded on Arbor
- general QA findings presented in department meetings and used to inform department CPD
- termly subject review meeting with VP QofE focusing upon curriculum, teaching and impact
- progress reports following Data Collection that feed into Subject Improvement Planning
- Subject Improvement Plan updated twice each year
- student voice
- self-reflection through CPD and coaching
- SLT fortnightly QA walks to check for fidelity to policy and areas of strength and weakness
- Lead Practitioner QA following CPD input on a focussed area

All teaching and professional services staff are involved in the **Performance Management and Appraisal** process, which includes a significant period of self-reflection and the opportunity to set targets, which are reviewed as part of the annual cycle, including a mid-year meeting. The cycle begins in HT1 of the autumn term. Any external and internal training, which is required and/or delivered, is triangulated with these targets alongside teacher performance evidence, teacher standards, the school development priorities and job descriptions, ensuring that all training is relevant.

Professional Learning to support Teaching and Learning - Practice:

The Academy is committed to high quality professional development and the regular and robust monitoring and evaluation of the quality of teaching. This links to professional learning and performance management through our Practice sessions, alongside provision of any bespoke training and support needed to shift and improve practice for example 1-1 coaching, new to profession/new to school induction and training and capability procedures.

Bradford Academy calendars regular Practice sessions that serve to develop teacher knowledge and skill. A balance of all-through and secondary focused sessions are planned. The area of development is determined by data gathered about the effectiveness of teaching in the school. Practice sessions are devised to support our key priorities.

Coaching and Lead Practitioners

The Lead Practitioner team have a key role in supporting teachers to hone their practice via coaching. Lead practitioners will be responsible for a coaching group. This consists of 6-8 teachers that are coached until a strategy or initiative is embedded. Between the team they will aim to observe 100 lessons per half term to gather data on the quality of provision and the fidelity to key strategies. The data gathered will be shared with SLT to inform planning. They will make use of the Essential Elements and associated Walkthrus (Tom Sherrington) to coach staff and tweak practice.

Teachers may also request the support of an LP in developing a specific area of their practice or may be allocated LP support as a result of a development need identified in the QA process. Instructional coaching will focus on consistent application of the positive principles and/or essential elements, underpinned by use of Teaching Walkthrus. Teachers will also have the opportunity to apply for external CPD which will have a direct impact on the quality of teaching and learning.

Lead Practitioners will take on a project each year that is linked to a key priority in the school that they will be responsible for driving forward. They will be required to carry out research, identify baseline measures and KPIs and establish milestones to form an action plan. At the end of the project Lead Practitioners will be required to present the impact of their work to SLT.

Learning Assistants

Learning assistants take part in training and development, linked to whole school teaching and learning priorities, as directed by the SENDCO.

ITT/ECT 1 & 2

All trainees and new members of staff will receive a thorough induction as well as continued high quality support. We work with many local providers accepting ITTs from a range of subjects ensuring they have access to bespoke training and mentoring. Over the two-year induction period for all ECTs their entitlements are met ensuring that every ECT has access to support from a mentor, regular feedback, offers of personalised and whole school CPD as well as opportunities to access their ECF support through Ambition Institute. The induction tutor works closely with the appropriate body to ensure progress reviews and assessments are completed termly for all ECTs monitoring the teaching standards and actioning support plans where necessary.