THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

Teaching, Learning and Assessment Policy

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CONTENTS **PAGE NUMBER**

Governing Body statement 3

1. Teaching and Learning Entitlement 3
2. Effective Teaching and Learning 3
3. Teaching and Learning Principles 4
4. Impact of effective Teaching and Learning 5
5. Evaluating the quality of Teaching and Learning 6
6. Related Documentation 8

Article 28 (right to an education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

The Governing Body will ensure that:

Admiral Lord Nelson School will strive to develop independent, confident learners who develop the knowledge skills, strategies and understanding for life-long learning and success -in line with the school's curriculum intent.

Teaching is then the process that all staff undertake to ensure students develop this vital knowledge and these skills and transfer them across the curriculum throughout their school life and beyond.

Admiral Lord Nelson School is committed to working collaboratively across all curriculum areas with a shared understanding of how effective pedagogy can be used to enable all students to become independent, curious learners who are equipped with the skills to become life-long learners.

1. Teaching and Learning Entitlement

All students at ALNS are entitled to:

- A safe, inclusive, and stimulating learning environment.
- Lessons that are well-planned, engaging, and appropriately challenging.
- Opportunities to think deeply, discuss ideas, and apply knowledge in new contexts.
- Work that is valued, presented neatly, and treated with pride.
- Feedback that helps them understand what they are doing well and how to improve.
- Opportunities to reflect on progress and celebrate achievement.

2. Effective Teaching and Learning:

Reflects the ALNS Curriculum Intent and Curriculum Implementation. (In line with the teaching and learning principles) The implementation documents outline how the curriculum is delivered in specific curriculum areas. It incorporates:

- What main pedagogical approaches are used to help students learn.
- How learning is linked to prior knowledge and made relevant and more memorable.
- How gaps are identified and addressed routinely.
- How key concepts are embedded in long term memory so that they can be applied fluently.
- How techniques are used for memorisation.
- How new vocabulary is introduced to students and reinforced so that it becomes useable by the students.
- How all students are encouraged to read subject specific material to reinforce their growing vocabulary.
- How assessment is built into lessons to routinely check understanding of the current topics and previous topics.
- How the key information we want students to learn is assessed.
- How assessment is used to inform teaching, both in the moment and beyond.

Fosters a positive ethos which promotes an atmosphere for learning in which all students feel safe and confident. The research informed approach used by staff embeds key learning habits. Pride and participation expectations, are outlined and shared with students in terms of how students present their work. These expectations have been developed by departments further adding to the alignment of curriculum areas and the whole school expectations.

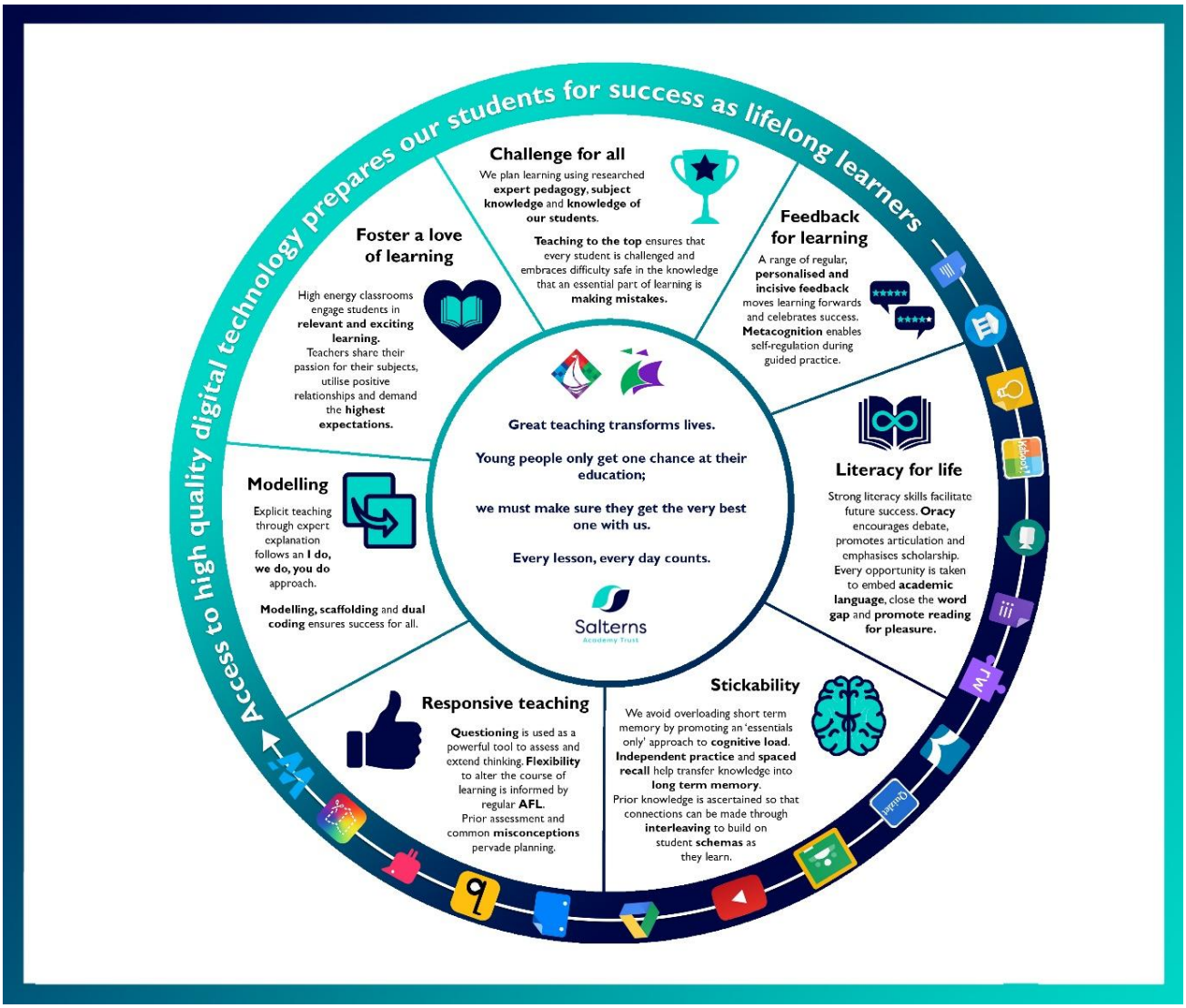
Expectations: pride and participation

Blue or black pen (unless otherwise instructed).
Date underlined using a ruler and written on the right side of the page.
Title underlined using a ruler and written in the centre.
Diagrams/graphs/tables drawn in pencil and with a ruler, labelled and annotated as directed.
Cross small mistakes out with a single straight line.
Cross larger mistakes out with a straight line using a ruler.
No Tipp-Ex/graffiti/doodling/tearing out pages.
Pages numbered in the bottom outside corner.
Books covered in clear plastic.
Loose paper all stuck in.
No wasted space: rule off at the end of a lesson; complete the page.
All work is completed to the best of my ability, using the success criteria shared with me.
Listen carefully and with respect, participating in class and group discussions and activities.

At the beginning of lessons, the teaching staff meet and greet with the emphasis on learning beginning straight away. Students own their books and come prepared to learn.

3. Teaching and Learning Principles:

The teaching and learning principles across the trust, exemplify what we mean by great teaching.



Challenge for All

Lessons are designed to stretch all students. Teachers use their subject expertise and understanding of students' needs to pitch lessons high, scaffolding where necessary so every student can experience success through effort.

Responsive Teaching

Teachers adapt lessons in real time based on what students say, do, and produce. Questioning, retrieval, and observation are used to identify misconceptions and guide next steps.
(Detailed approaches to assessment and feedback are set out in the Assessment Addendum.)

Stickability

Learning is made memorable through regular retrieval, interleaving of topics, and deliberate revisiting of key knowledge. This helps students recall, connect, and apply what they have learned over time.

Modelling

Teachers make their thinking visible. Through clear explanation, exemplars, and guided practice ("I do, we do, you do"), students understand how to approach tasks with increasing independence and confidence.

Feedback for Learning

Feedback is purposeful and timely. It identifies success, addresses misconceptions, and directs students towards improvement. Students are expected to act on feedback and demonstrate progress in their work.

Literacy for Life

Reading, writing, and speaking are integral to every subject. Teachers explicitly teach key vocabulary, model accurate language, and provide opportunities for students to read, discuss, and write in meaningful ways.

Fostering a Love of Learning

Teachers create lessons that spark curiosity and link learning to real-life contexts. High expectations, strong relationships, and enthusiasm for subjects encourage students to enjoy challenge and take pride in their work.

Use of Technology

Digital tools, including Chromebooks, are used thoughtfully to enhance engagement, independence, and access to high-quality resources. Technology supports, but does not replace, great teaching. The expectation is that all staff provide digital access to the learning for students.

4. Impact of effective teaching and learning

The impact of quality teaching and learning is evidenced through student outcomes in relation to their starting points alongside the following qualities:

- Students are engaged, displaying curiosity and a desire to learn, and this is reflected in the students' aspirations
- Students make connections between knowledge and skills within and across subjects building more complex schemas over time.
- Students are able to identify their next steps based on effective feedback (teacher and peer) and they then use this feedback to make better progress with future learning.
- Students are able to work independently, problem solving and demonstrating resilience.
- Students progressively acquire more and more subject specific knowledge which is embedded in long term memory.

5. Evaluating the quality of teaching and learning.

Teaching staff
All teachers are expected to evaluate the effectiveness of their teaching, respond to feedback and adjust their planning accordingly. Teaching staff are encouraged to use research to inform their own practice and work collaboratively within and across curriculum areas.

Ways to evaluate effectiveness include:

- **Class Information folders:** this includes seating plans for each class and planned specific focused interventions/adaptations.
- **Assessment to inform planning:** whole class marking and question level analysis encourages teaching staff to identify common misconceptions and spelling, punctuation and grammar (SPAG) errors. This knowledge is then used to inform planning and guided group work or individual intervention.
- **Observation feedback:** Teacher response to feedback is part of appraisal cycle and this encourages teaching staff to engage with the feedback received and use this feedback to inform their professional learning. At the same time it is vital that the observer understands the current professional learning foci of staff. Research supports that in order to be impactful feedback should be given to their agreed foci. It does not mean observers will ignore their strengths, but it does allow observers to zoom in on an area which is important to the staff being observed. This process mirrors the approach taken with ECTs and has proven highly beneficial in moving forward their practice.
- **Student voice:** It is absolutely essential that all students can demonstrate the progress that is made and that the teachers can assess it. This can be verified though student voice. There are many different tools that the teacher can use in conjunction with the student to ascertain how well they have learnt new knowledge or acquired new skills and attributes. The very act of consulting the students must be a continuous dialogue. It is imperative that the conversation does not end with 'what have you learned?' The teacher's role here is to identify the next steps for both the class and the teacher. Where shall we go next? What skills do we need to develop? How shall we practice those skills? What attributes will be developing? How can I, as the teacher, extend or support students? What do I do with those who said that last lesson was too easy/ too difficult? Teacher's use student voice most effectively when they listen, validate comments/concerns, reflect on the comments and then act appropriately.

Senior Leadership
Deputy Headteacher Quality of Education and Assistant Headteacher Teaching & Learning take overarching responsibility for the evaluation of teaching and learning across the school.

Walk through
To ensure that our expectations for both staff and students are explicitly clear, senior members of staff 'walk through' lessons offering support to both staff and students in:

- Ensuring everyone knows what great behaviour for learning looks like
- Ensuring staff know what great learning looks like.

For each period of the day a member of school leadership will be timetabled to be on **Walkthrough**. The purpose of Walkthrough is:

- To monitor the culture and climate across the school
- To support our staff
- To have an acute and accurate understanding of what is happening around the school and in the classrooms
- To reinforce our expectations to support with improving the culture and climate around the school.

Staff timetabled to do Walkthrough are Deputy Headteachers, Assistant Headteachers, Senior Leaders, Heads of House and Curriculum Directors.

Observations
Two observations of all teaching staff are scheduled. One in October and one later in the year where staff are observed by curriculum leaders. Feedback from observations is completed and recorded using the online platform Step Lab. The feedback and next step is accessible for both the member of staff observed, the observer and their line manager. As an ongoing process, work scrutiny is carried out during learning walks, observations, Curriculum Leaders monitoring and during whole school leadership meetings. Triangulation of observation, monitoring and coaching should lead to improved learning experiences for students in the classroom.

Curriculum Directors
In line-management at the beginning of the academic year, Curriculum Directors identify monitoring and development needs in light of GCSE results, the Summer A5 (evaluation of progress of cohorts and groups i.e. disadvantaged, boys, SEND) and previous monitoring, and devise a plan with the line-manager. These plans are reviewed through line-management. Curriculum directors are responsible for the curriculum intent, implementation and impact. The support and challenge of other leaders adds a further layer of accountability. Where curriculum directors have concerns regarding staff, they can ask the Teaching and learning team to support as stated above.
Curriculum monitoring is fortnightly and students' work from all year groups is monitored during the year (expectations, regularity and quality of feedback/student response). A range of students are targeted in response to progress data and the SIP. The curriculum directors are at the heart of monitoring in their areas. They summarise this for SLT Exec each fortnight with action steps and updates regarding support and developments they have put in place for their teams. This is then supported and challenged by line managers.

Teaching & Learning Lead Practitioners
Lead Practitioners work closely with the Assistant Headteacher: Teaching and Learning in leading the development of Teaching and Learning across the School, including being part of the Teaching and Learning team.

- They support the delivery of high-quality professional learning including leading Collaborative Learning sessions and whole school INSET to raise the standards of Teaching, Learning and Assessment across the school.
- They work with the Assistant Headteacher: Teaching and Learning to ensure Curriculum Directors and TLR post-holders have the skills in monitoring the quality of teaching, learning and assessment, identification of development needs of individuals/team and work collegiately together to help them implement strategies to meet those identified needs.
- They work with the Assistant Headteacher: Teaching and Learning to provide programmes of individual support for the development of leadership skills in leading the development of Teaching, Learning and Assessment in their area.
- Promote the full engagement of all teaching staff in the development of their own practice through peer observation and feedback.
- They offer coaching and mentoring to support colleagues develop their teaching practice.

Coaching and support
Coaching is the mechanism we use to develop teachers. The plateau in teaching development is the responsibility of the school leaders alongside individual staff. The intentional alignment of professional learning and observations is the breeding ground for coaching conversations. The seminar approach to professional development is the start to collaborative coaching where staff are paired with each other. The approach to breaking down the silos that departments can exist in. The granular approach towards staff development is time intensive but is research informed. The team of lead practitioners work across the school, supported by other senior staff, delivering targeted and precise training sessions for school drives regarding teaching and learning. By working with individuals, groups of staff and departments we deliver the approaches we need to improve teaching and learning.

Support where coaching is not delivering the change required
Where concerns are raised through observations, outcomes, and student and parent feedback, coaching is put in place with Curriculum Directors. If concerns persist where staff are not meeting teaching standards (in spite of support) they are provided with structured managerial support in line with Hampshire EPS guidelines to help support the member of staff to successfully fulfill their role and confidently meet the teacher standards.

Methods of Monitoring
Ways to monitor include:

- Use of student voice/student panels
- Curriculum review processes
- Student questionnaires – using Microsoft forms/google forms allows easy collection of student views/opinions with less workload for teachers/leaders.
- Satchel One/Arbor/Class Charts reports
- Data reports following the whole school data drop/sisra.
- Walk through
- Work scrutiny with and/or without students present.
- Call-out information.

- Detention registers
- A5s (evaluation of progress cohorts and groups i.e., disadvantaged, boys, SEND)
- Exam analysis.

Visible progress in our students' work

As part of the quality assurance cycle, we look for visible progress.

- Challenge for all: Students actively engage in discussion by listening actively, both responding to questions and asking questions in lessons to drive learning forwards.
- Books: Students take pride in their work / books and take ownership of them. Over time there is an improvement in students' skills and application in the subject.
- Feedback for Learning: Written feedback is personalised. It relates to skill development in the subject. There is clarity in the feedback on what the next steps are in a student's learning of the subject. Evidence of self-assessment, peer-assessment and teacher assessment. Students take notice of teacher feedback to improve their work, evidenced by strategies such as DIRT, feed forward, redrafting work or students reflecting and commenting on teacher feedback.
- Literacy and Numeracy: SPAG is a focus, and work is marked for spelling, punctuation and grammar where appropriate. Opportunities for developing numerical and literacy skills are taken where appropriate and are made explicit to the students. Over time there is an improvement in students' literacy and numeracy skills, and this can be seen in their work where appropriate. There is a glossary in the back of student books.
- Foster a love of learning & Stickability: Over time there is improvement in student's fluency in the subject because of their engagement with independent learning outside the classroom.

Visible progress through our students' opinions

- Students can articulate their learning and the progress they have made. They are informed about what they need to do to improve and make progress.
- Students are clear on how they are doing compared with their targets.
- Students are aware of their strengths and weaknesses.
- Students are open to feedback, want to know how to improve and know how to use feedback to move their learning forwards.
- Students feel that the work is engaging, challenges them and ensures that they make progress over time.
- Students engage with independent as they see its value in supporting their progress.

Professional Learning

Professional Learning is informed through the full range of monitoring approaches and staff self-evaluations against the teaching and learning principles. Where appropriate staff enroll on NPQs and Trust based development programs such as middle leadership program/aspiring Senior Leaders and appropriate course for teaching assistants and support staff.

Salterns Trust Self-Effectiveness Review

Salterns Academy Trust conducts a 1-day annual School Effectiveness Review. This quality assurance review from experienced external subject experts and supports school improvement planning.

6. Related documentation

- Curriculum Policy