



Fulston Manor School

Teaching and Learning Policy

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Member of Staff Responsible:

**Mrs J Dunnett
Deputy Headteacher**

Relationship to other documents

This policy should be read in conjunction with:

- Literacy Policy
- Curriculum Policy
- Behaviour Policy
- Curriculum Overview s
- Learning Journey s
- School Calendar
- Department Schemes of Learning
- Department Tracking documents

Teaching and Learning Policy

Our motto: *everybody matters, everybody succeeds, everybody helps*

Rationale

At Fulston Manor School, effective teaching and learning are rooted in a curriculum that ensures clear progression across all Key Stages for all students. Ambitious and inclusive Schemes of Learning underpin this curriculum, designed to support high expectations and achievement for all.

Effective teaching is defined by adherence to the Fulston Five, ensuring consistency and quality in every classroom.

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The infographic displays five vertical pillars representing the Fulston Five. Each pillar has a large letter at the top, a title, an icon, a subtitle, and a list of bullet points. At the bottom, there are school logos and the text 'FULSTON FIVE'.

- R**
ROUTINES
Icon: Clock and checklist
CALM START
CLEAR T&L
FOCUS
CALM FINISH
 - CALM Start - everyone on their door to meet and greet
 - Strategic seating plans used effectively
 - Learning intention is made explicit
 - Knowledge organiser used effectively in do now activity
 - Period 5 reading
 - CALM Finish - Routine dismissal from behind chairs
- A**
ASSESSMENT
Icon: Whiteboard and pencil
FORMATIVE ASSESSMENT OF NO HANDS UP WHITEBOARDS AND RANDOMISED QUESTION ROUTINES
 - No hands up so all students are engaged
 - Whiteboards used as routine for whole class feedback
 - Randomised questions asked to remove bias
- I**
INCLUSIVE CLASSROOMS
Icon: Hands holding people
STUDENT DATA USED TO SUPPORT T&L
 - Pupil Passports are known and used
 - Lessons are challenging, whilst offering scaffolding, so all students can reach the top
 - Clear communication
 - Data used effectively to diagnose need(s) and take action
- S**
SHARED BELONGING
Icon: Puzzle pieces
SHARED LANGUAGE USING OUR FULSTON FAMILY VALUES
 - Family Values used in culture conversations to both praise and correct behaviours shown
 - Reward points are given in recognition of participating in the positive learning culture
- E**
EFFECTIVE MODELLING
Icon: Teacher at whiteboard
TEACHERS AND STUDENTS KNOW WHAT TOP MARKS LOOK LIKE
 - Bank of accessible top grade work
 - Teaching focuses on improvements to gain top level responses
 - Expert subject knowledge underpins the curriculum
 - Explicit teaching of tier 3 vocabulary

FULSTON FIVE

Aims and intentions:

Effective Learning is seen as:

- Acquiring or consolidating substantive and disciplinary knowledge
- Developing deep understanding

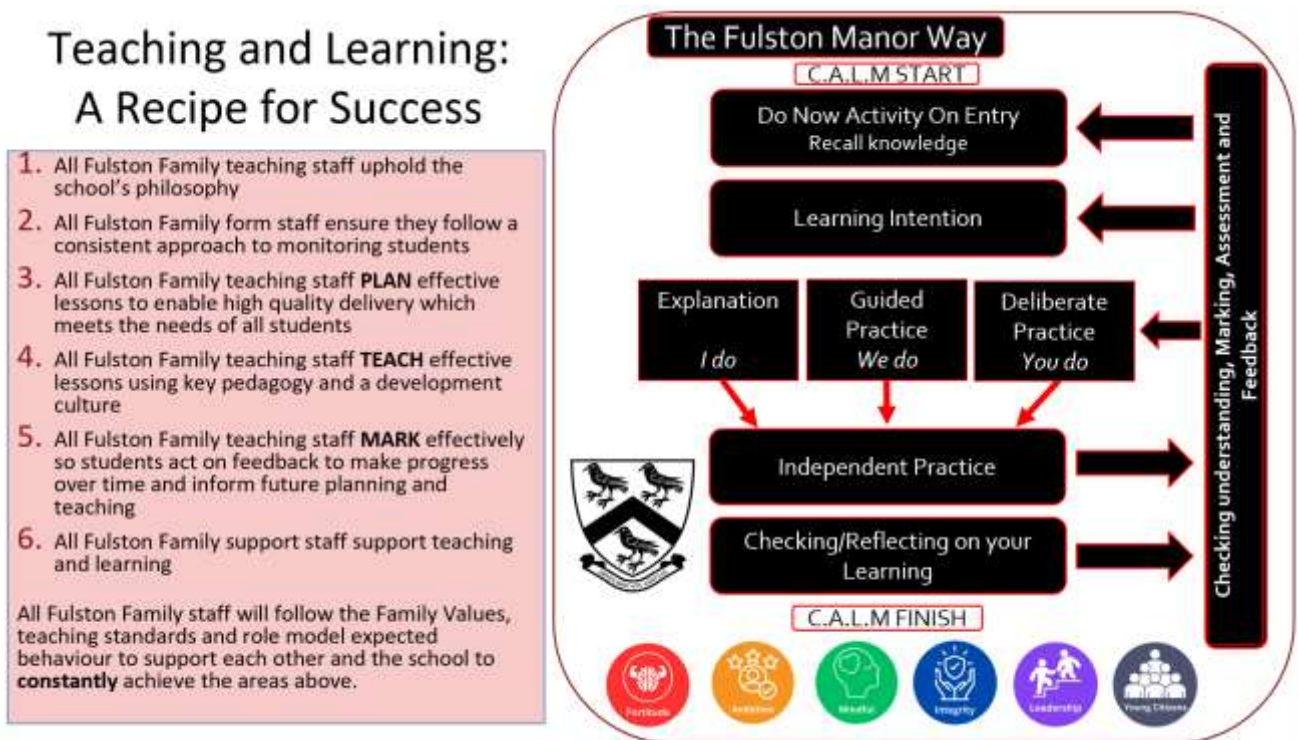
- Securing knowledge and skills in long-term memory

This is achieved through evidence-based practice including:

- CPD rooted in Rosenshine’s Principles of Instruction
- Whole-school participation in the SSAT Embedding Formative Assessment (EFA) programme (2024-2026)
- Head of Department/Curriculum leaders identifying bespoke CPD needs and resources to further support knowledge acquisition.

The learning environment will be purposeful, inclusive and conducive to learning, enabling students to thrive academically and personally.

Teaching and Learning will be guided by the ‘Recipe for Success’ and ‘The Fulston Manor Way’:



Sharing mastery practice

Sharing good practice is vital to building collective expertise.

Strategies include:

- In house CPD: Best Practice Tuesday’s
- SSAT EFA Programme: Whole-school professional development (for the academic year 24-25 and 25-26)
- Learning Walks and QA processes (pottering with feedback to staff) Professional dialogue and peer coaching
- Twilight sessions
- INSET Days

Department Meetings

Feedback

(To be read in conjunction with the Academic Monitoring Policy)

High-quality feedback is central to learning at Fulston Manor School. It must raise standards, support student reflection and remain SMART and sustainable for staff workload.

For students to maximise their progress they must receive high quality feedback that clearly maps out their next steps in progression for each subject, aligns with examination board requirements where relevant and drives lessons-to-lesson improvement.

Fulston Manor school is an SSAT EFA school, embedding formative assessment strategies across all classrooms at individual, group and whole class levels. Year 1 of the programme has been completed; Year 2 will focus on embedding sustainability and impact. Feedback at Fulston Manor will therefore draw directly on these strategies, including randomised and targeted questioning, a no hands up culture and whole class feedback.

Departments will have their own marking and assessment guidance document to follow within their departments to help shape their assessment and marking across the Key Stage taught. These will highlight how assessment and marking will be completed at a department level.

Fulston Manor School believes that feedback to students' work:

- Is an interactive process between the teacher and the student that forms the key part of the learning dialogue
- Develops students as reflective learners who are resilient
- Allows the teacher to make a personalised and individual response to the work of a student
- Keeps the teacher informed on the current standard of work
- Addresses literacy and/or numeracy misunderstandings
- Identifies any potential gaps in knowledge / misconceptions that need addressing

Use of Verbal Feedback

Verbal feedback is likely to be the most frequent form of feedback students receive. Verbal feedback allows students to instantly address comments to make rapid progress and is essential to supporting students to reach or exceed their academic potential.

Verbal feedback can include questioning and could be to the individual, small groups and/or the whole class.

Use of Peer and Self-assessment

Peer and self-assessment will be used regularly to aid student progress. Developing students as critical thinkers for their own learning and that of their peers enables them to be independent learners. Teachers will support students with clear boundaries/ mark schemes to support self and peer assessment.

Use of Written Feedback

Written comments will enable teachers to ensure students have disciplinary and substantive knowledge to progress and enable students to address the gaps identified.

- Classwork may be verified through light touch marking by the classroom teacher
Examples of light touch marking strategies are (but are not limited to):
 - Occasional checking of class work with brief comments where appropriate
 - Addressing literacy errors
 - Could include the stamping of work to show targets met or Learning Intention achieved
- Feedback **will be** written in a colour that stands out from the black student writing, with exception of Creative Design faculty
- Feedback may be given through typed sheets/ highlighted comment sheets
- Focused and deeper marking will be centred on summative assessments

Practically this means that feedback comments should be:

- **Progressive:** leading to ongoing individual progress
- **Inclusive:** be personalised to the needs of each student
- **Effective:** be easily accessible for students and acted upon by students
- **Reflective:** be used as a tool to plan future lessons to ensure all students can progress and as a tool for students to reflect on their progress and attainment
- **Selective:** Comments will be focused, specific and clear to students

Use of Artificial Intelligence in Education

The school recognises the value of AI as a learning aid (see **Artificial Intelligence in Education policy**). However, there are strict guidelines on AI use within examinations/ coursework. Refer also to **JCQ**

guidance and the **school Examination Policies**. AI should enhance, not replace, learning and will be monitored as technology develops.

Homework and Knowledge Organisers

Homework supports classroom learning, revision and independent study. At Key Stage 3 and Key Stage 4 (Years 7 – 11), homework is structured around Knowledge Organisers aligned with subject curriculum intent.

Knowledge Organisers

Key Stage 3

Students will be set their knowledge organiser via classcharts per term, per subject. Students will follow a set year group homework timetable in relation to time allocated to each subject area. The knowledge organiser has been designed based on the ambitious curriculum to focus on the key components that students need to learn, revise and apply. Each lesson will start with a low stakes quiz on the information contained within the knowledge organiser to test knowledge.



Weekly Homework

- Will be acknowledged by the teacher, via classcharts, on a termly basis
- Homework will be reviewed by the schools QA process
- Homework will be set to aid independent learning to consolidate the learning in the specific subject/ topic area
- Key Stage 4 homework may be supplemented with the terms knowledge organisers in the form of exam questions/ coursework to be completed
- Key Stage 5 will have homework set based on the teacher of the subject area, with a focus on knowledge and skills to be learnt, revised and applied.

Structures for Monitoring, Evaluation and Review of Feedback

Heads of Department:

- To identify key aspects of feedback that are subject specific
- To sample work feedback in line with the QA structure
- Ensure it is suitable to allow students to make curriculum progress because of the feedback
- To report to the Senior Leadership Team the findings from departmental work samples
- Participate in school wide work scrutiny activities
- Engage in the department review process to develop mastery Teaching and Learning

The Literacy Aims within Teaching and Learning

Roles and Responsibilities

- **Learners:** take increasing responsibility for recognising their own literacy needs, make improvements using strategies offered and commit to reading widely outside of school
- **Teachers across the curriculum:** provide a consistent approach to literacy with lessons.
- **Head of Department:** provide a consistent approach to literacy across the curriculum
- **Parent(s)/Carer(s):** to support literacy through reading, writing, speaking and listening at home
- **Librarian:** should embody good practice in library: literacy on displays; guidance on retrieving information; visual excitement.
- **Literacy Lead:** to lead literacy initiatives that create a whole school approach to literacy and ensure it is high profile for all. To celebrate in student success. To communicate back to stakeholders in relation to the literacy strategy, what is working and areas for improvement.
- **Senior Leadership Team:** lead and give a high profile to literacy
- **Governors:** visit classrooms, talk to staff and learners, with a view to reporting progress, best practice and/or areas for development to the governing body

ALL: to promote literacy and the benefits of being literate

Speaking and Listening

As speaking and listening has been proven to have to a major role in writing and reading, we will continue to develop strategies to teach learners how to:

- rehearse their ideas and structures in paired discussion (talk partners) and flexible groupings, both formally and informally
- identify the main points to arise from a discussion
- discuss and orally evaluate
- listen for specific purposes
- use thinking time to prepare for speaking tasks
- speak with confidence in a variety of situations

Reading

We aim to give students a level of literacy that will enable them to cope with the increasing demands of reading in all subjects in terms of knowledge, understanding and skills and also ways of responding to texts. This applies to the reading of a variety of texts including fiction and non-fiction (including the use of ICT). Supportive, consistent classroom displays will expose learners to a variety of key words and phrases to enhance their reading experience.

We will help learners to:

- read with confidence and understanding
- locate and use information
- follow a process or argument
- use a variety of reading strategies to access texts such as skimming and scanning as well as close reading
- discuss, summarise, synthesise, challenge and adapt what they learn from their reading

Writing:

We aim to give learners a level of literacy that will enable them to cope with the demands of writing in all subjects. We will teach them specific writing skills, develop their ability to write in different styles and also teach them to recognise the importance of purpose and audience. It is important that we co-ordinate across subjects to reinforce learners' language skills through:

- inclusion of thinking and discussion time to inform planning for writing
- modelling processes to make explicit to learners how to write
- strong focus on audience and purpose
- providing opportunities for a range of writing including sustained writing
- using and referring to evidence to support and reinforce thinking
- supportive, consistent classroom and school displays which include key words and phrases, connectives and models of different text types

Teaching and Learning Quality Assurance

The Quality Assurance of Teaching and Learning across the school is lead primarily through department reviews and HoD-led monitoring. HoDs will carry out observations and work sampling to inform CPD needs and provide evidence for identifying strengths and areas for development.

The review will conclude within a short time frame, with those involved sharing outcomes and confirming strengths and areas for improvement.

Feedback will also include strengths and areas for development for individual members of staff, informing lessons observation QA. Where concerns are identified, these will be followed up in line with the school's performance and capability policy.

The school maintains an open-door approach, framed with a coaching model, to support continuous improvement.

Those conducting the reviews will:

- Engage with the department staff to gain a clear transparent picture of the department alongside the department lead
- All hold QTS
- Carry out the role with professionalism, integrity and courtesy
- Evaluate objectively based on evidence seen during the review
- Report accurately and fairly
- Respect the confidentiality of the information gained
- Ensure that the review maintains a focus on the successful delivery of a broad and inclusive curriculum

The department review process will include any or all the aspects below depending on the focus of the review:

- Review of the curriculum intent, implementation and impact
- Evaluation of the department review and action plan (targets identified for development from a previous department review will be a focus)
- Meetings with Curriculum Leader / Line Manager
- Meetings with Key Stage Leaders/ those with Teaching and Learning Responsibilities (TLRs)
- Observations of all staff within that department (where this is not possible on the designated day, an observation of staff will be organised after the review in order to add to the review outcome)
- Work samples of student books from all staff
- Student voice activities
- Teacher voice activities