



Fulston Manor School

Teaching and Learning Policy

Version (Date):

September 2026

Review (Date):

September 2027

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 Overviews
- Learning Journeys
- 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 The Fulston Manor Way, ensuring consistency and quality in every classroom:



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 and Embedding Formative Assessment
- Head of Department/Curriculum leaders identifying bespoke CPD needs and resources to further support knowledge acquisition.
- Steplab

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 Fulston Manor Way

Sharing mastery practice

Sharing good practice is vital to building collective expertise.

Strategies include (although not limited to):

- *In house CPD*: Best Practice Tuesday's and Inclusion/ Safeguarding CPD
- *SSAT EFA Programme*: Whole-school professional development (completed in academic year's 24-25 and 25-26)
- *Learning Walks and QA processes*
- *Professional dialogue and peer coaching* through Steplab
- *Twilight sessions*, including Teacher Learning Communities
- *INSET Days*
- *Department Meetings* with extended CPD time for subject specific CPD

Feedback

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

High-quality feedback, both to show Progress Made (PM) and Progress Forward (PF), 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. Both Year 1 and Year 2 of the programme have been completed in academic years 24-25 and 25-26, although the strategies will remain to embed 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 and will be proportionate to curriculum time available.

Principles of Feedback:

- *Interactive*: Forms an active learning dialogue between teacher and student

- **Empowering:** Develops independent, reflective and resilient learners
- **Personalised:** Allows teachers to address individual student needs and current standards of work
- **Diagnostic:** Identifies misconceptions or gaps in literacy, numeracy and/or core knowledge to inform timely intervention

Forms of Feedback:

Verbal Feedback: The most frequent form of feedback. Allows instant adjustment and rapid progress via individual, small-group, or whole-class questioning.

Peer and Self-assessment: Used regularly with clear mark schemes and boundaries to foster critical thinking and independence, with students using green pen for easy identification

1. Use of Written Feedback:

- Classwork Verification:*** Light-touch marking, with the teacher using purple pen to make comments (e.g., checking work, brief comments, addressing literacy errors, stamping learning intentions).
- Summative/ Focused Marking:*** Deep marking centred on key assessments. Stored in assessment folders/books with clear blue front sheets highlighting progress in the form of Progress Made (PM) and Progress Forward (PF) and specific action targets.

Feedback Format: Written in a contrasting colour (or typed/highlighted comment sheets).

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 evolves.

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.

		
Learn it...	...Write it ...	...Quiz it.

Weekly Homework

- Will be acknowledged by the teacher, via classcharts, on a termly basis
- Applications may be used in some subject areas, for example Literacy Planet, Tassomai, to aid home learning, being able to show progress through the online platform used
- 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 will 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 through the department curriculum overviews
- To sample work feedback in line with the QA schedule
- To support and develop department staff as and when needed, if a concern arises and/or mastery work is to be shared
- 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 from the QA schedule
- Engage in the whole school review process to develop mastery Teaching and Learning

Whole School Literacy Framework

Role	Responsibilities
Learners	Take increasing ownership of their literacy needs, act on feedback and commit to reading widely outside of school.
Teachers	Provide a consistent, high-profile approach to disciplinary literacy across all subject areas.
Heads of Department (HoD)	Embed consistent literacy strategies across department schemes of learning.
Parents/Carers	Support literacy development through reading, writing and discussion at home.
Librarian	Maintain a vibrant library environment, curate engaging displays and guide research and information retrieval.
Literacy Lead	Drive whole-school literacy initiatives, celebrate success, measure strategy impact and report to stakeholders.
Senior Leadership Team	Champion literacy, allocate strategic resources and hold literacy strategies to account for impact.
Governors	Conduct school visits, engage with staff and students, and monitor whole-school literacy progress.

ALL: to promote literacy and the benefits of being literate

Key Literacy Strands:

- **Speaking and Listening:** Promoting oracy both in and out of the classroom through talk partners, flexible groupings, rehearsing ideas orally, active listening and formal/informal presentations. Pupils

will develop oracy in a variety of situations outside of the classrooms, for example through student voice and further student responsibilities (red tie, captain, student leadership team).

- **Reading:** Fostering confidence across fiction, non-fiction and digital media. Know their reading age and how to support their progress. Classroom displays promote key subject vocabulary. Strategies focus on skimming, scanning, close reading, summarising and evaluating texts.
- **Writing:** Explicitly teaching writing for different audiences and purposes. Incorporating planning/discussion time, modelling text structures, reinforcing connectives and requiring evidence-backed responses.

Teaching and Learning Quality Assurance

The Quality Assurance of Teaching and Learning across the school is led primarily through reviews and HoD-led monitoring. HoDs will carry out observations and work scrutiny to inform CPD needs and provide evidence for identifying strengths and areas for development, with agreed actions to take which are monitored for impact. This will be done through the below QA 2026 2027 calendar of events:

Term/ Activity	Exam/Data Meetings (recorded on meeting proformas)	Department Dashboard (Recorded on Dep. Dashboard)	Steplab Drop In's (recorded on Steplab)	Work Scrutiny (recorded on Steplab)	Community Voice (recorded on Edurio)	School Improvement Focus (recorded through report documentation)
1	Exam Analysis Meeting by 18th Sep 26 RAP Meetings	Updated by: 18th Sep 26 Then discussed in next LM meeting following this deadline	Min. 3x Drop ins on all department by 20th Oct 26	In Dep Mt on 16th Sep 26 In SLT on 1st Oct 26		Leadership & Governance inc. Safeguarding (2 days) Achievement (1 day)
2	RAP Meetings	Updated by: 16th Dec 26	Min. 3x Drop ins on all department by 18th Dec 26	In Dep Mt on 4th Nov 26 In Curr. Leaders Mt on 7th Dec 26	Beginning of Term 2: Student Voice Parent Voice Staff Voice	Curriculum and Teaching (2 days)
3	Data Analysis Meeting by 15th Jan 27 RAP Meetings	Term 2s Dashboard discussed at start of Term 2 Next updated by: 10th Feb 27	Min. 3x Drop ins on all department by 12th Feb 27	In Dep Mt on 20th Jan 27 In SLT on 4th Feb 27		Inclusion (2 days) Post-16 provision (2 days)
4	RAP Meetings	Term 3s Dashboard discussed at start of Term 4 Next updated by: 24th Mar 27	Min. 2x Drop ins on all department by 25th Mar 27	In Curr. Leaders Mt on 8th Mar 27		Attendance and Behaviour (2 days) Personal Development & Wellbeing (2 days)
5	RAP Meetings	Term 4s Dashboard discussed at start of Term 5 Next updated by: 19th May 27	Min. 3x Drop ins on all department by 28th May 27	In Dep Mt on 14th April 27 In SLT on 20th May 27	Beginning of Term 5: Student Voice Parent Voice Staff Voice	Revisit(s)
6	RAP Meetings	Term 5s Dashboard discussed at start of Term 6 Next updated by:	Min. 2x Drop ins on all department by 9th Jul 27	In Dep Mt on 9th June 27 In Curr. Leaders Mt on		Revisit(s)

		16th Jun 27 Then discussed in next LM meeting following this deadline		5th Jul 27		
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The whole school reviews on the Ofsted categories will conclude within a short time frame, usually one or day days per review area, with those involved sharing outcomes, confirming strengths, areas for improvement and recommendations for next steps which will be actioned and monitored by the appropriate leaders.

Feedback will also include strengths and areas for development for individual members of staff, informing lesson 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.

Heads of department will maintain a record of Quality Assurance on the Department Dashboard that will be interrogated by Line Managers at an SLT level. The below includes what those conducting the reviews will action as well as what the process will include.

Those conducting the reviews will:

- Engage with the staff to gain a clear transparent picture of the area being reviewed alongside the appropriate leader(s)
- 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 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 review and action plan (targets identified for development from a previous review will be a focus)
- Meetings with Leader(s)
- Observations of staff
- Work samples of selected student books
- Student voice activities, where and when relevant
- Teacher voice activities, where and when relevant
- Stakeholder voice activities, where and when relevant