

iCollege
Alternative Education West Berkshire
Teaching and Learning Policy

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1. Key Contact list			
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<p>2. Description</p>	<p>Framework for iCollege to provide high quality teaching and learning to enable all learners to 'be the best that they can be'.</p>
<p>3. Purpose</p>	<p>iCollege is committed to delivering consistently high quality teaching, learning and assessment that enables all learners to maximise their achievement and realise their full potential. This commitment is underpinned by the provision of robust, well planned and engaging learning experiences; the implementation of rigorous and transparent assessment and feedback practices; and the systematic sharing and celebration of effective pedagogy across the organisation.</p> <p>The principles outlined within this document establish a clear and coherent framework for the planning, delivery and quality assurance of teaching and learning across iCollege.</p> <p>This policy applies to all iCollege staff involved in the facilitation, support, or management of learning. It encompasses all programmes delivered by iCollege, irrespective of activity type, delivery location, learning environment, level of study or duration. This policy must be read in conjunction with the iCollege Assessment, Feedback, Recording and Reporting Policy.</p>
<p>4. Intention</p>	<p>The aim of the Teaching and Learning Policy is to ensure that all teaching across iCollege is consistently high quality, ambitious and impactful, enabling every learner to thrive. This will be achieved by:</p> <ul style="list-style-type: none"> • ensuring all learners have equitable opportunities to succeed and are empowered to fulfil their potential through an ambitious, coherently planned and well sequenced curriculum; • developing learners' effective study skills, independence and resilience to support long term learning and progress; • placing the learner at the centre of the teaching and learning process, ensuring that individual needs are identified early and met through high quality adaptive teaching; • actively promoting inclusion, diversity and equality of opportunity, fostering a culture where all learners feel valued, respected and safe; • raising learners' aspirations and self esteem through positive relationships, high expectations and a supportive learning environment; • creating a culture of kindness, acceptance, responsibility, perseverance and aspiration; • ensuring staff and learners work collaboratively to secure strong progress and high levels of achievement, in line with curriculum and personal development goals; • embedding employability, personal development and character building skills across the curriculum to prepare learners effectively for their next steps;

	<ul style="list-style-type: none"> • integrating purposeful opportunities to develop essential maths, English and ICT skills, ensuring learners build the knowledge required for future learning and employment; • providing clear and effective progression pathways to support learners' transition into further education, training or employment; • recognising, celebrating and communicating learner successes to promote motivation, pride and a culture of achievement.
<p>5. Implementation</p>	<p>5.1 Each classroom/ learning space will provide:</p> <ul style="list-style-type: none"> • a clean, tidy and well-maintained environment; • a safe environment following i-College's health and safety procedures; • access to resources that enable effective teaching, learning and assessment to take place and appropriate learning outcomes to be achieved; • a stimulating environment with displays of learners' work, research activities, posters and relevant learning materials; • a welcoming environment for all learners promoting equal opportunities; • access to ICT facilities (where appropriate); <p>5.2 Curriculum meetings will provide:</p> <ul style="list-style-type: none"> • opportunities for interaction, flexibility and encourage a wide range of teaching and learning activities; • opportunities for teaching and learning to be discussed with good practice and techniques being shared, • information regarding learners' ILPS and suggested adaptive practices, including access arrangements for assessments, • support for teaching staff; • appropriate Continuous Professional Development (CPD) opportunities for teaching staff. • an opportunity to share and review policies. <p>5.3 High Quality- Teaching Expectations at iCollege</p> <p>High quality teaching at iCollege will ensure that all lessons maintain a clear focus on learner progress and embody consistently excellent practice. To achieve this, teachers will:</p> <p>Planning, Curriculum and Sequencing</p> <ul style="list-style-type: none"> • meet all course and programme requirements, ensuring curriculum content is ambitious, well sequenced and aligned to intended progression;

	<ul style="list-style-type: none"> • show clear, comprehensive planning, including a complete and up-to-date scheme of work stored on 'SharePoint,' ensuring a coherent sequence of lessons that supports knowledge and skill development over time; • include clearly defined learning intentions, outcomes and success criteria appropriate to learners' starting points and used to monitor progress effectively; • build on learners' prior knowledge and understanding through retrieval, recall and regular opportunities to revisit previous learning; • provide structured opportunities for both formative and summative assessment, enabling learners to practise and demonstrate their understanding in oral and written formats. <p>Teaching and Learning Delivery (strategies underpinned by Barak Rosenshine's Principles of Instruction.)</p> <ul style="list-style-type: none"> • deliver stimulating, challenging lessons at an appropriate pace to sustain engagement and promote progress; • provide opportunities for deep learning, enabling learners to extend thinking, problem solve and develop conceptual understanding; • involve all learners through a variety of purposeful activities, avoiding extended periods of teacher led exposition; • recognise that learners develop at different rates and in different ways, adapting teaching approaches and scaffolding accordingly; • be informed by current research, evidence- based practice and relevant professional scholarship; • use effective modelling, explanations and scaffolding that promote learner confidence and support mastery of knowledge and skills; • use effective questioning techniques to engage all learners, promoting recall, deeper understanding and higher order analytical and evaluative thinking. <p>Inclusion, Adaptive Teaching and Support</p> <ul style="list-style-type: none"> • meet the needs of every learner through effective adaptive teaching, including for those with SEND or SEMH needs, in line with ILPs; • provide a range of inclusive activities and resources tailored to learners' needs; • ensure that classroom materials are free from stereotyping and present positive images in relation to gender, race, ethnicity, disability and background; • work collaboratively with support staff to facilitate strong progress for all learners, including the most disadvantaged. <p>Learner Engagement and Classroom Environment</p>
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	<ul style="list-style-type: none"> enable learners to be active participants in lessons, encouraging independence, resilience and self regulation; create structured opportunities for learners to process new material, build understanding and construct meaning; foster robust, respectful and supportive teacher/ learner relationships characterised by kindness, acceptance and high expectations; ensure that high quality resources—including IT tools and handouts—are available and effectively used to enhance learning; promote a calm, purposeful learning environment built on positive relationships and a culture of mutual respect. <p>Assessment, Feedback and Progress (see separate policy for more detail)</p> <ul style="list-style-type: none"> conduct frequent and purposeful checks on learning and understanding, including retrieval from previous lessons and clear links to future learning opportunities; ensure that marking and assessment are accurate, consistent and diagnostic, supporting learners to improve; identify incorrect spelling and grammar and provide meaningful feedback that promotes reflection and further progress; use learner feedback to improve teaching, planning and curriculum delivery. <p>Literacy, Numeracy and Personal Development</p> <ul style="list-style-type: none"> actively promote the development of reading, maths, ICT and vocabulary/oracy skills across the curriculum where appropriate; incorporate careers related learning, equality, diversity and inclusion, SMSC and British Values within lessons as appropriate; provide opportunities for learner voice and ensure that learners’ opinions are used to support evaluation and drive continuous improvement.
<p>6. Monitoring of the Quality of Teaching and Learning</p>	<p>Monitoring of the Quality of Teaching and Learning:</p> <p>1) Purpose</p> <p>To secure a consistently high quality of education across iCollege by systematically evaluating the intent, implementation and impact of teaching and learning, and by driving timely, evidence-based improvement.</p> <p>2) Scope</p>

	<p>This process applies to all teaching staff and support staff involved in classroom practice across all key stages and curriculum areas, and covers:</p> <ul style="list-style-type: none"> • Learning Walks (short, focused visits) • Lesson Observations (announced full or partial) • Work Scrutiny (individual and cross-cohort book/folder sampling) <p>3) Principles</p> <ul style="list-style-type: none"> • Proportional, developmental, and fair: QA is supportive, not punitive. • Evidence informed: Judgements draw on multiple sources, not single events. • Aligned: Criteria align with the school's Teaching & Learning Policy and Lesson Observation Framework (Curriculum, Teaching, Learning, Behaviour domains). • Consistent and transparent: Expectations, tools and timelines are published in advance. • Followthrough: Every finding links to an action, support, and recheck. <p>4) Roles & Responsibilities</p> <ul style="list-style-type: none"> • Assistant Head (Curriculum & Progress): Owns the 'assessment and monitoring' (QA) calendar; ensures consistency; produces termly reports; oversees support and rechecks. • Head of Department /Lead Teachers: Co-lead learning walks/observations; quality assure work scrutiny samples; implement subject level actions; report on impact. • Classroom Teachers: Engage in the process; act on feedback; evidence impact in subsequent lessons/work. • Teaching Assistants/Support Staff: Contribute to adaptive practice; participate in feedback and action planning if appropriate. • Inclusion Managers: Advise on adaptations/SEMH; contribute to evidence and follow-up. • Senior Leadership Team (SLT): Triangulate evidence; agree whole school CPD; monitor completion and impact. <p>6) Methods & Tools</p> <p>A) Learning Walks (10-15 minutes)</p> <p>Purpose: To monitor the implementation of the school's priority for curriculum and teaching; to gain assurance of climate, routines, curriculum sequencing, and core ingredients of effective learning.</p> <p>Approach:</p>
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	<ul style="list-style-type: none"> • Short, focused visits (announced window, flexible timing). • Use a common pro forma . • Sampling breadth over depth: multiple classes, different times, different staff. <p>Outputs:</p> <ul style="list-style-type: none"> • Instant verbal feedback where appropriate; • Subject/ Unit level summary (strengths / areas for development / actions / support / recheck date). <p>B) Lesson Observations (30–45 minutes)</p> <p>Purpose: In depth evaluation of the quality of education over the arc of a lesson.</p> <p>Types:</p> <ul style="list-style-type: none"> • Developmental (announced, planned focus); • Pre-observation: Teacher shares lesson context, scheme of work extract, and class profile/ILPs highlights. <p>During: Uses the ‘Lesson Observation Pro forma’ to consider:</p> <ul style="list-style-type: none"> • Subject expertise and clarity of explanation; modelling and scaffolding; • Sequencing and retrieval of prior learning; • Adaptive teaching for SEND/SEMH; questioning and assessment; • Literacy (reading/vocabulary/oracy), numeracy; pace and challenge; • Climate, relationships, punctuality and routines. <p>Postobservation (within 7 working days):</p> <ul style="list-style-type: none"> • Coaching style feedback with at least one celebrated strength, and specific next steps. • A concise ‘Getting to Good’ (ASP) agreed with timescales (typically 2–4 weeks) and named support (e.g. peer coaching/CPD resource/triad visit). • Revisit scheduled to check progress and impact. <p>C) Work Scrutiny (30–45 minutes per sample set)</p> <p>Purpose: Evaluate implementation and impact over time—progress, feedback quality, responsiveness to assessment, and curriculum coherence.</p> <p>Sampling:</p> <ul style="list-style-type: none"> • Planned cross-section: different subjects, iCollege units, vulnerable groups (e.g., PP, SEND), and year groups.
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	<ul style="list-style-type: none"> • Moderated standards: Use a shared review rubric (progress over time; alignment with curriculum; feedback & response; literacy/numeracy; presentation and independence) <p>Process:</p> <ul style="list-style-type: none"> • Assistant Headteacher/s and Curriculum Lead Practitioners sample together; agree evidence statements and judgements. • Identify medium-term actions; log exemplars of effective practice. <p>Follow-up:</p> <ul style="list-style-type: none"> • Share findings at curriculum/ department/meetings.action and support plans. <p>7) Triangulation & Evidence</p> <p>To avoid single source judgements, leaders triangulate:</p> <ul style="list-style-type: none"> • Learning walks, lesson observations, work scrutiny • Assessment information (formative/summative), attendance and punctuality trends • Learner voice and parent/carer feedback • Curriculum documentation (schemes, sequencing maps, adaptations for SEND/SEMH) <p>A judgement or action is confirmed only when two or more evidence sources point in the same direction.</p> <p>8) Feedback, Action Planning & Support</p> <ul style="list-style-type: none"> • Feedback windows: Same day bullet points for learning walks; within 7 working days for observations and work scrutiny. • Action & Support Plans: Concise and time bound(e.g. refine retrieval routine; adjust modelling sequence; sharpen checks for understanding; embed literacy routine). • Professional Development: Link to CPD menu (coaching, co-planning, peer observations, instructional coaching cycles, short CPD inputs). • Rechecks: Scheduled 2–6 weeks after actions depending on focus; outcomes recorded. <p>9) Consistency</p> <ul style="list-style-type: none"> • Pair observations with mainstream schools are supported.
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	<ul style="list-style-type: none"> An “Effective Practice Bank” under ‘raising the standard of teaching and learning is held on ‘sharepoint’(contains clips, resources, annotated exemplars). <p>10) Recording, Reporting & Governance</p> <ul style="list-style-type: none"> All monitoring activities are logged on ‘sharepoint.’ Lesson observation notes are secured in a ‘drop box’. Subject action plans are updated termly (strengths, actions, impact notes). Termly QA Report is submitted to Governors’ Curriculum Committee summarising: monitoring outcomes and action points. Persistent risk triggers a ‘Support Plan’ (with milestones) and scheduled review points. <p>11) Professional Conduct, Wellbeing & Safeguards</p> <ul style="list-style-type: none"> Staff receive the ‘assessment and monitoring calendar’ at the start of the year and electronically at the beginning of each term; unavoidable changes are communicated promptly. Observers use a coaching stance, focusing on specific, observable behaviours, not personal attributes. Data privacy is respected; sensitive information (e.g., ILPs) is handled in line with GDPR and school policy. Where concerns arise, support is offered first; capability procedures are a last resort following policy. <p>12) Success Indicators</p> <ul style="list-style-type: none"> Increased proportion of secure or stronger practice across domains in rechecks. Clear evidence of curriculum coherence (retrieval, sequencing, cumulative knowledge). Improved work scrutiny outcomes (progress over time; feedback; literacy/numeracy). Positive trends in learner voice, behaviour climate, and outcomes for learners. Staff report that QA improves practice and informs targeted CPD. <p>Appendices</p> <p>A. Learning Walk Pro forma</p> <p>B. Lesson Observation Pro forma</p> <p>C. Work Scrutiny Pro forma</p>
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	D. Action & Support Plan Template
7.Associated Policies	Assessment, Feedback, Recording & Reporting Policy

Change Record				
Version Number	Date Approved	MC Minute Reference	Description of Amendments	Review Date
1	6.3.18	TLC	New policy	Dec 2017
1.2	8.10.19	TLC	Review; dates and staff	Sept 2019
1.3	Dec 21	TLC	Admin changes only	Dec 21
2	02.07.24	Q of E	Review and change of format	March 24
3	28.04.26	MC	Thorough review with values added along with re-write of 5.3 and inclusion of a whole new section 6.	March 26

Keeping Children Safe in Education

All staff at iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes

Jacqueline Davies	Tim Pritchard
Head Teacher	Chair of Governing Body
Date:	Date:

Appendix A – Learning Walk Observation Pro Forma

Learning Walk Observation Pro forma

Focus : Sample :Feedback

Date : Week beginning

Name(s) of Unit:

Name of Observer:

Area for Observation	Yes/No	Comments
<p>Is there evidence of the feedback policy being followed in books?</p> <ul style="list-style-type: none"> See slides 28 and 29 	<input type="checkbox"/>	

<p>What evidence is there of written feedback strategies being used?</p> <ul style="list-style-type: none"> • See slides 30 and 31 	<input type="checkbox"/>	
<p>Are opportunities provided for learners to act on the feedback they have been / are given?</p> <p>If so, what?</p>	<input type="checkbox"/>	
<p>Does feedback link directly to the learning intentions of the lesson/s?</p>	<input type="checkbox"/>	
<p>Is feedback targeted at the individual?</p>	<input type="checkbox"/>	
<p>Is there evidence that feedback has led to or is intended to facilitate progression in knowledge and skills?</p> <p>(Next steps / areas for improvement.)</p>	<input type="checkbox"/>	
<p>Does verbal feedback describe what has been done well / what is correct by the learner?</p>	<input type="checkbox"/>	

Is there evidence that the teacher is responding to learner feedback (including non-verbal feedback)?	<input type="checkbox"/>	
Overall Comment : :	Areas of Strength: Areas for Development:	

Appendix B – Lesson Observation Form

LESSON DETAILS		
Teacher:		Observer:
Class:	Year:	Date:
Support staff or teaching assistants:		
General observation: Yes / No If 'NO' please state the focus of the observation:		Context (learners/ previous learning etc.):
Summary of main points of the lesson (describe the lesson content/ knowledge/ skills)		
Key strengths:		
Areas for development:		

LESSON DETAILS

Observee's comment:

Is any follow-up required? YES/NO
If 'Yes', outline the action required.

Action completion date:

Appendix C – Work Scrutiny Form

Work Scrutiny Form					
Date:		Unit:		Subjects	
Staff:					
<p>Purpose: Aspects of a high-quality education should be observable in learners' work books and folders:</p> <p>Indicators:</p> <ul style="list-style-type: none"> • what is taught and learned (breadth and depth of subject-matter content); • how subject matter is taught and learned (from the perspective of how learning is structured to allow for efficient and meaningful acquisition of knowledge); • whether and how learners consolidate knowledge so that it remains in the long-term memory. 					
Focus	Criteria	Guidance	Yes	No	Comments
Intent	The work that learners do over time reflects the intended curriculum.	<ul style="list-style-type: none"> • Use curriculum intent documents(MTPs) and compare to what extent the work in the books demonstrates the intended aim. 			
	The learning intentions of the SOW and the lesson are clear.	<ul style="list-style-type: none"> • Evidence of unit outline sheets, titles, lesson labels or learning intention slips. 			
	It is clear what end point the curriculum is building towards and what pupils need to know and be able to do to reach those end points	<ul style="list-style-type: none"> • Look at curriculum intent and identify what the end goal is. • Check if lessons build upon each other to reach the end goal. • Check the end point in the book and see if it addresses the core knowledge identified. 			

Building on previous learning	Learners' knowledge is coherently and logically sequenced.	<ul style="list-style-type: none"> • <i>Check the end point in the book and see if it addresses the core knowledge identified.</i> • <i>Using MTP, assess whether knowledge has been sequenced logically and each lesson builds upon the previous</i> 			
	There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones.				
Depth and breadth of coverage	The content of the tasks and learners' work demonstrates that they learn a suitably broad range of topics within a subject.	<ul style="list-style-type: none"> • <i>Check content against MTP and LTP</i> • <i>Check there are a range of tasks to demonstrate application of skills and knowledge</i> 			
	Tasks allow learners to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.		<ul style="list-style-type: none"> • <i>Check if tasks give learners the opportunities to evaluate, compare, interpret, prove...</i> 		
Learners' progress	Learners make good progress from their starting points	<ul style="list-style-type: none"> • <i>Know what the starting points of learners are</i> • <i>Identify what learners are able to do that they couldn't before</i> 			
	They acquire knowledge and understanding appropriate to their starting points.		<ul style="list-style-type: none"> • <i>Establish what the starting points are</i> • <i>Look at the AOs and NC descriptors</i> • <i>Identify what learners are able to do that they couldn't before</i> 		
Practice	Learners are regularly given opportunities to revisit and practise what they have learned.	<ul style="list-style-type: none"> • <i>Learners are given multiple opportunities to demonstrate the acquired knowledge or skill</i> • <i>Evidence of spaced learning show pupils remember what they have been taught</i> 			

Assessment	Assessment helps pupils to embed knowledge and use it fluently.	<ul style="list-style-type: none"> • Check the assessment task assesses core knowledge and appropriate skills • Identify a weak area within the assessment and go back to the lesson in the book and the planning that goes alongside it; identify why the knowledge may have not been embedded. • The school marking policy has been followed 			
	Assessment effectively checks progress and identifies gaps.	<ul style="list-style-type: none"> • Assessment descriptors on trackers/ mark schemes are utilised effectively 			
	There is evidence of learners being involved in their own assessment.	<ul style="list-style-type: none"> • Check for purple pen. Check Learning Intentions slips, pupil self-assessment documents and next steps paperwork. 			
	Literacy errors are addressed.	<ul style="list-style-type: none"> • embedded into English lessons • LCSWC sheets used at Secondary for all subjects • marking policy is followed 			
Feedback	Feedback is linked to the learning intentions of the lesson.	<ul style="list-style-type: none"> • Check feedback is linked 			
	Learners know their strengths and areas for improvement	<ul style="list-style-type: none"> • evidence of 'next steps'/ feedback forms 			
	Learners are regularly given feedback on their learning (verbal and written,)	<ul style="list-style-type: none"> • Learning intention labels, comments at the end of a piece of work, post-it notes 			

iCollege Teaching – Support Plan

Teacher Details

Teacher:
Department:
Reviewer (HoD / AHT):
Date of Support Plan:
Review Date:

1. Strengths Identified

(Brief summary based on observation, discussion and evidence)

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2. Focus for Improvement

(What specifically needs to improve? Link clearly to Teaching & Learning Policy and learner need.)

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3. Agreed Targets (maximum 2–3)

Target	What this will look like in practice	Evidence of success
1.		
2.		
3. (if needed)		

Targets should be precise, measurable and focused on learner progress rather than teacher activity alone.

4. Agreed Support Strategies

(Tick or add as appropriate)

- Coaching or mentoring
- Joint planning

- Observation of effective practice
- Targeted CPD or training
- Support with schemes of work
- Support with assessment and feedback
- Other: ____

5. Review Timeline

Start date:

Planned duration: 8–12 weeks

Follow-up observation: (approx. 4 weeks in)

6. Review Outcome

(To be completed at review meeting)

- Improvement achieved – teaching now meets expected standards
- Partial improvement – programme extended with refined support
- Insufficient improvement – next steps considered in line with procedures

Summary of impact on learner progress:

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Signatures

- **Teacher: Date:** ____
- **Reviewer: Date:** _____

C. Professional Principles

Throughout the process, all parties commit to:

Open, respectful professional dialogue

High expectations paired with high support

A clear focus on **learner progress and quality of learning**

Staff wellbeing and professional growth

This teacher support plan reflects iCollege's commitment to developing confident, reflective teachers and consistently strong teaching for all learners.