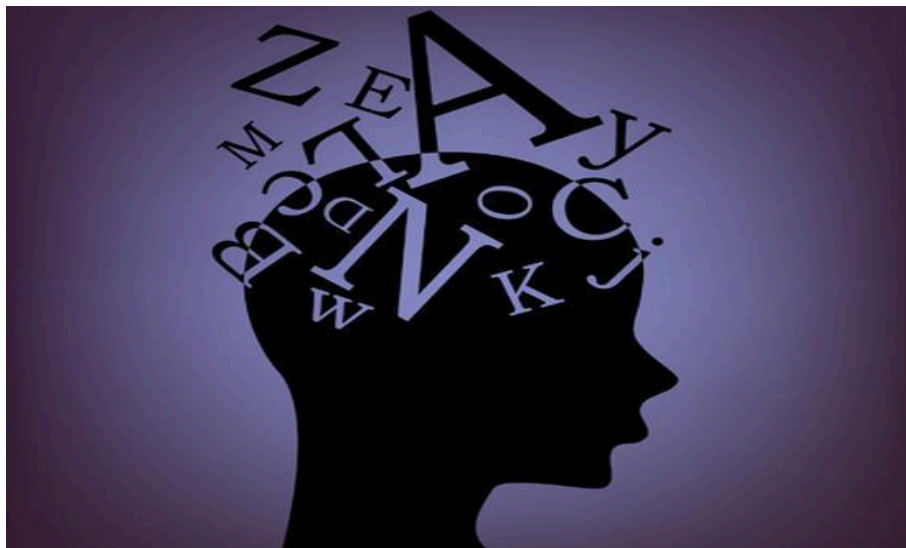




TEACHING AND LEARNING POLICY 2024/2025



"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein

Contents

1 Rationale & Vision	2
2 Principles	2
3 Aim	5
4 Expectations	7
5 Procedures	9
Outside the classroom	
Inside the classroom	
Behaviour	
Blended learning	
6 Marking & Feedback	14
7 Quality Assurance & Development	15
8 SMSC	16
9 British Values	16
10 CEIAG	16
Appendix	
1: IB Learner Profile	17
2: The Wilmington Way	18
3: LAT Teaching and Learning Competencies Framework	19
4: Wilmington Academy Learning Reflection Sheet	20
5: The Universal Design for Learning (UDL) and Toolbox	21

1 Rationale and Vision

Wilmington Academy is an International Baccalaureate (IB) World School and we are committed to providing a learning curriculum that develops successful students who demonstrate courage, behave with integrity and live happy lives. This fits perfectly with the IB philosophy, the MYP and IBCP programmes aim to develop 'enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'. Our teaching approach is based around The Wilmington Way, The LAT Teaching and Learning Competencies Framework and the Wilmington Learning Tree, which form the basis for CPD and accountability in the school. This policy aims to set out the principles, approach and 'non-negotiables' that guide teaching practice at Wilmington Academy with the intention of ensuring both consistency of quality for our students and providing a framework for professional development for teachers.

2 Principles

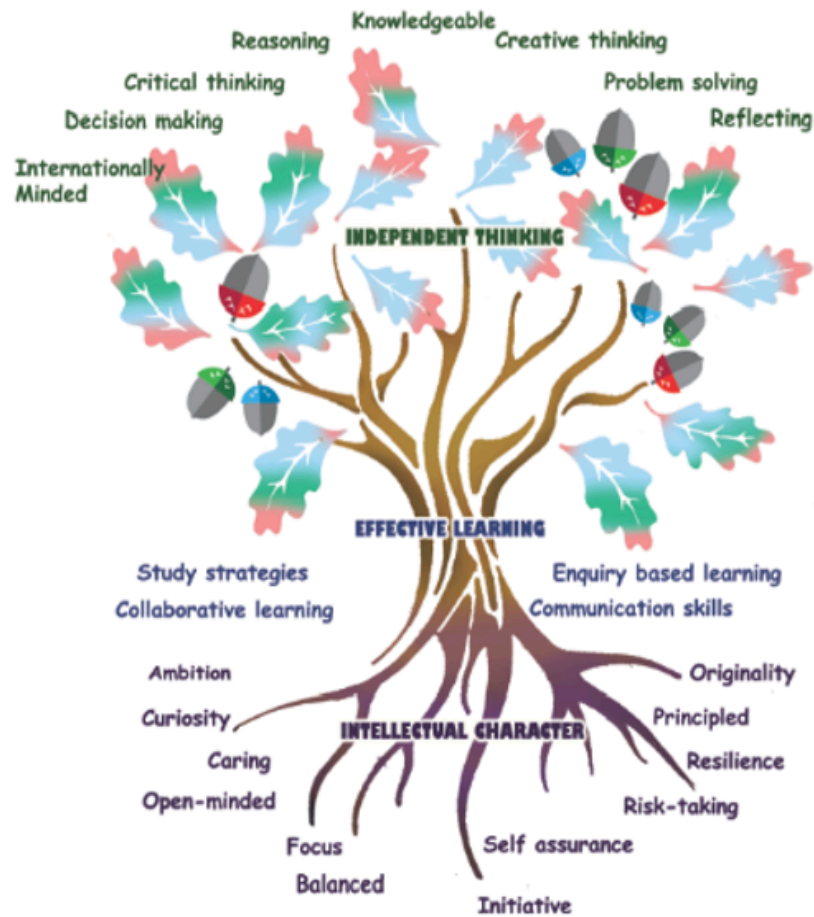
- Every student, irrespective of starting point or individual characteristics, will be provided full and unimpeded access to the curriculum.
- Every student, irrespective of their starting point, will be provided an opportunity to learn rich content that allows access to excellent examination performance, facilitating broad choice when moving to the next stage in their education, training or employment. Examination results are the outcome of, not the motivation for, highly effective teaching and learning.
- Teaching will provide every student with a deep and broad knowledge of all subjects they study, so that they may work towards mastery of those subjects.
- Teaching will provide maximum possible opportunities to learn a well-designed curriculum.
- All teachers will draw on evidence to secure their pedagogical knowledge against the teaching standards.
- Teaching will be monitored routinely against the teaching standards and teachers will be provided with feedback that supports them in applying their pedagogical knowledge in the classroom environment.
- Every teacher, irrespective of their experience, is a learner and is afforded the opportunity to enhance their practice.

Student characteristics:

Wilmington Academy is committed to developing successful students through the use of the 'Wilmington Learning Tree', which includes the attributes from the IB Learner Profile. (See appendix 1)

The academy, therefore encourages learners who are:

- Enquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



The Middle Years Programme (MYP) Year 7, 8, 9



The International Baccalaureate Middle Years Programme (MYP) provides the framework for the Key stage 3 curriculum at Wilmington Academy. It provides the academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

Teaching and learning in context. Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, Wilmington Academy students must explore human identity, global challenges and what it means to be internationally-minded.

Conceptual understanding. Concepts are big ideas that have relevance within specific disciplines and across subject areas. Wilmington Academy students need to use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

Approaches to learning (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Our students must be developing and applying these skills to help them learn how to learn.

The table below shows the MYP ATL skills that our students must develop throughout year 7, 8 and 9.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

The Careers Related Programme (IBCP) for Post 16 Students

The IBCP prepares our post-16 students for an ever-changing world of work, asking them to:

- consider new perspectives and other points of view
- engage in learning that makes a positive difference
- develop a combination of traditional academic skills and practical skills
- think critically and creatively in rapidly-changing and global workplaces
- communicate clearly and effectively
- work independently and in collaboration with others
- become self-confident people who are resilient and flexible.



3 Aim

To ensure that high quality teaching is being delivered so that pupils are learning and acquiring knowledge so that they can develop the intellectual, personal, emotional and social skills to live, learn, and work in a rapidly globalising world.

This will be achieved by:

- Developing knowledgeable students by delivering lessons that meet the needs and aspirations of all students;
- Planning opportunities for students to become risk takers and through reflection reach their personal potential;
- Establishing an agreed range of practices to guarantee a consistent approach towards teaching and learning;
- Utilising The Universal Design for Learning (UDL) so that all students are able to access learning in every lesson;
- Promoting the view of learning as a shared responsibility, hence developing inquirers and independent learners;
- Involving all staff in developing and improving the quality of learning and teaching;
- Providing all staff with developmental opportunities to extend and enhance their tautology of teaching and repertoires to achieve mastery;
- Ensuring that all staff are able to plan for and deliver skills beyond their subject specialism to incorporate cross curricular initiatives (interdisciplinary projects), in particular the school vision, Literacy, Oracy, Numeracy and International mindedness;
- Identifying students' achievement through a range of assessment approaches and use rigorous monitoring to plan appropriate interventions to enhance their progress.
- Incorporating Enquiry-based learning (EBL) approaches/tasks within our lessons and schemes of learning or unit plans. See table 1 & 2

Table 1 Examples of EBL approaches

EBL Approach	Illustrative example
Scenario-based learning	Students participate in a 'scenario' designed to simulate a relevant issue or problem. The scenario may involve an element of role play.
Problem-based learning	An authentic problem is used to define and drive the student learning experience.
Project-based learning	Students work collaboratively to explore a problem or issue and create a presentation/product to demonstrate their learning. Individual research project A student explores a problem or issue through a structured process of enquiry – this may take the form of a research module or a dissertation.

Field work	A small-scale investigation is undertaken individually or in groups as part of a discipline related field trip. Other Respondents are asked to provide further information.
------------	---

Table 2 Enquiry based learning characteristics (adapted from Kahn and O'Rourke, 2004)

No.	Characteristic	Description
1	Engagement with a complex problem or scenario	The task presented to the learner (possibly in the form of a problem, issue or scenario) is structured to be sufficiently open-ended to enable a variety of responses or solutions (i.e. students should not be seeking to find the 'right' answer).
2	Students direct the line of enquiry and the methods employed	Students are placed at the centre of the learning process and presented with greater independence in decisions relating to their learning (hence the term 'learner independence').
3	The enquiry requires students to draw on existing knowledge and to identify their required learning needs	Students are not viewed as empty vessels waiting to be filled with 'knowledge'. Rather, placing students at the centre of the learning process requires them to draw on their collective knowledge in order to approach a task. Working collaboratively in a group might entail identifying their required learning needs through a process of asking questions, along the lines of 'As a group, what do we know about this issue? What do we need to find out in order to respond to this issue?'
4	Tasks stimulate curiosity in the students, encouraging them to actively explore and seek new evidence	Curiosity can be aroused through structuring tasks around real life issues that have relevance to the students. This might be done through the use of a recent newspaper cutting, a short video extract, a talking head or a mocked up case scenario.
5	Responsibility falls to the student for analysing and presenting the evidence in appropriate ways and in support of their own response to the problem	By placing students at the centre of the whole learning process, they assume responsibility for justifying their response to the task and providing a clear rationale for their response. Tasks will usually be ill-defined – as such there will not be a single 'answer' (or indeed a simple response). Students therefore become aware of the need to justify the evidence they present in response to a particular issue.

4 Academy Expectations

The Senior Leadership Team (SLT) will:

- Create and maintain an environment and code of behaviour which promote and secure good teaching, effective learning, high standards of achievement; good behaviour and discipline;
- Determine, organise and implement a full, broad and balanced curriculum;
- In line with National guidelines, ensure that all students follow statutory requirements, in addition to incorporating innovation practice from international and national research as appropriate;
- Ensure that effective and appropriate support and challenge is available and planned for all students;
- Ensure cross curricular strategies for the vision of, Literacy, Oracy, Numeracy and International mindedness are applied consistently and directly impact on raising achievement;
- Ensure that all staff have access to high quality CPD to improve the quality of provision through all subject areas;
- Involve all staff in rigorous Monitoring, Evaluation and Review of the quality of teaching and learning as well as achievement of all students, including those with additional needs;
- Promote positive strategies which encourage respect for all members of the Academy community;
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives, and to enhance the learning and teaching;
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and well-being;
- Ensure regular celebration of student achievement – sporting, cultural and academic.

Directors of Learning (DoL) will:

- Have in place clearly differentiated long, medium and short term plans and associated schemes of work which reflect whole school and national priorities;
- Lead the department by example and set high standards;

- Set learning and teaching priorities and targets for the department within the context of the academy improvement plan;
- Rigorously implement the programme for Monitoring, Evaluation and Review within their department;
- Be accountable for the standards of learning and teaching within their department;
- Participate in appropriate CPD and disseminate information to staff efficiently, effectively and promptly;
- Identify professional development requirements within the department and utilise subject area time to address appropriately to develop the standard of teaching and learning;

Classroom Teachers are required:

- Plan effectively and deliver lessons appropriate for every individual within the teaching group, ensuring support and challenge as appropriate, incorporating the values and expectations of 'The Wilmington Way';
- Use teacher modelling effectively so that students understand what success looks like;
- Provide opportunities for students to engage in extended writing to develop the understanding and contextual application of key vocabulary;
- Incorporate the explicit teaching of ATLs in lessons;
- Create a secure, stimulating and enterprising classroom climate that will motivate students to learn and to perform to the best of their ability;
- Support students in their learning and help them to become confident independent learners; using language and skills associated with the 'Wilmington Learning Tree';
- Use a range of teaching strategies including paired work, group work and independent learning time where appropriate.
- Provide opportunities for students to carry out regular self and peer assessment linked to success criteria;
- Incorporate regular assessment for learning (AFL) checkpoints in lesson to review and demonstrate student understanding;
- Monitor students' progress through frequent formal and informal written and oral feedback and maintain effective records in the student 'Record of Progress' folder. Clear and detailed teacher feedback should be given on a 'Learning Reflection' sheet using appropriate criteria which has been clearly highlighted showing student performance. Students should be given time to reflect

on their progress and give a written reflection of their performance which shows that the student knows the next steps needed to make progress in that subject;

- Ensure all students are aware of their current attainment level and know how to progress;
- Ensure that assessment information, IEPs, profile of need, seating plan and any other documentation about each class is well organised and accessible in the classroom;
- Teachers should incorporate appropriate strategies to support SEN students via Pupil Passports and Quality First Teaching;
- Follow the whole school Behaviour and Assessment Policy consistently.

Support Staff are required to:

- Work collaboratively with the class teacher in planning for learning and teaching;
- Support students in specific aspects of their learning as agreed with the class teacher.

Students are expected to:

- Aim to achieve goals and meet targets and respect the right of others to do the same
- Take responsibility for their own learning and be proactive in engaging with their Record of Progress in every subject.
- Actively participate in lessons, contributing to class/ pair/ group discussions and tasks in a mature and focused manner
- Meet deadlines for completing class work, homework (knowledge organisers) and assessments;
- Prepare appropriately for each lesson and maintain high expectations of themselves, following the vision and values to maximise progress towards targets
- Have the correct equipment needed to learn
- Respect diversity within the classroom.

Parents and Carers are expected to:

- Work in partnership with the Academy in all aspects of their children's education;
- Support Academy initiatives which involve collaborative working to raise student achievement;
- Encourage and support their child to work to meet their potential;
- Attend consultative evenings or meetings to discuss student progress;

- Ensure their child is equipped to learn;
- Support your child by encouraging attendance to after-school and booster sessions

5 Procedures

Outside the classroom:

Planning

- All lessons should be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the department;
- Long term and medium/ short term templates are to be used for planning in every subject area, for year 7, 8 and 9 teachers should be following the MYP unit plans;
- When planning, all teaching staff should take account of the 'non-negotiables' in The Wilmington Way.
- Lesson planning should demonstrate how the lessons will build on student recall, current knowledge, understanding and skills so that sustained progress can be made;
- Planning should incorporate opportunities for students to engage in extended writing;
- Activities and tasks should be planned to reflect a well-balanced range of activities and to include a range of teaching and learning styles;
- There should be a clear framework for assessment throughout lessons;
- Lessons should be challenging and be differentiated using the [UDL Toolbox](#), to take into account learning needs of the students within the classroom and assessment data must be used to plan effectively to support and challenge every learner
- Lessons should incorporate the explicit teaching of ATLs.

Learning Environment

- All teaching staff should take account of The Wilmington Way;
- All classes must have a seating plan which should be followed in the lesson. This should avoid social groupings where appropriate and have appropriate rationale included;
- Ensure that there is a positive and purposeful learning environment characterised by high teacher and learner expectations;
- Ensure that there are high quality displays in the classroom that reinforce expectations and provide inspiration and support for students during lessons;

- Display exemplar work around the classroom or the Academy;
- Make sure the classroom is well organised and tidy;
- The Wilmington Learning Tree will be on display and should be referred to in every lesson.

Inside the classroom:

AT THE START OF THE LESSON

- The teacher must be at the door to welcome the students into the room in an orderly fashion. Students should be in the correct uniform, and ready to learn;
- Students must only have equipment for the lesson on the desk;
- The teacher should engage students' interest with a warm up or starter activity – 'Do it Now'. This could take the form of a quiz testing prior learning, a question related to the learning within the lesson, or a Think - **but this must be linked to the recall of knowledge linked with the Knowledge Organiser for that module.**
- A register must be taken for each lesson whilst students are attempting the 'Do it Now' activity;

THE MAIN LEARNING EXPERIENCE

- The lesson should use time well and be structured with appropriate pace and challenge utilising The Universal Design for learning (Link to [UDL Toolbox](#) and see Appendix 5) so that every student can access their learning;
- Learning questions and lesson objectives and outcomes should be shared with, and understood by the students;
- A balance should be achieved between whole class interaction, class teaching, individual work, group work, testing and assessment;
- Lessons should incorporate opportunities for extended writing at an appropriate point in the lesson to maximise the potential for completion and reflection.
- Allow time for questions and thoughtful answers (factual, conceptual and debatable), creating the opportunity to extend questioning to develop student understanding;
- Incorporate time for checkpoints so that it is evident learning is secure before moving forward in the lesson;
- Allow time for 'live marking' **using green pen;**
- Provide opportunities for '**red pen reflection**' so that students are able to self and peer assess, thus developing independence;
- Praise and the awarding of merits should be used, wherever possible, for achievement and effort;

- Build enjoyment into a lesson; the teacher should let love for the subject and personal enjoyment of learning shine to harness the enthusiasm of the students.

AT THE END OF THE LESSON

- A review of what students have learnt should take place, check learning against outcomes shared at the beginning of the lesson;
- Give praise to the class as a whole or individuals for their learning;
- Establish an orderly end to the lesson before students are dismissed;
- The teacher must stand by the door while students are leaving, ensuring an orderly exit from the classroom as a lesson may be taking place on the plaza;
- Students should be made aware of any homework and have it set on Google Classroom. Homework should incorporate aspects of 'flipped learning' using the knowledge organiser – so that they have completed preparatory tasks/reading linked to recall.

BEHAVIOUR FOR LEARNING

- Teachers must take account of The Wilmington Way;
- Students must see that if they disrupt learning there will be a consequence;
- The teacher must follow the stages of the academy's '4-point plan' behaviour policy;
- Where a student settles the teacher should make sure praise is given for his/her work as soon as is practically possible;
- The teacher must be prepared to follow up any poor behaviour in the lesson, with a meeting and/or sanction. It is very important to ensure there is a conclusion with the member of staff concerned, although line managers may be required to support in this;
- If a student is temporarily removed from the lesson the classroom teacher remains responsible for that student's learning. The teacher must ensure that the student is assigned appropriate work and that this work is marked alongside other students in the group. Teachers must also follow-up poor behaviour with an appropriate sanction. If a student has been referred out a telephone call home must be made on the same day and be logged on Bromcom;
- Teachers should use positive recognition as often as possible and foster participation through sensitive and productive handling of students' mistakes as this will boost self-esteem;
- Teachers should always be calm and courteous; this will foster mutual respect and it is more difficult for a student to justify his/her rudeness if the teacher is always polite.

BLENDED LEARNING

Restrictions to technology, either computers or the internet, are a huge barrier to any blended online curriculum. For the purpose of this policy we assume that all barriers have been removed and access has been provided for all students.

Students will receive a blend of live and pre-recorded lessons which will be accessed via Google Classrooms posted on the distance learning website. A mixture of the two will support the needs of all students and provide opportunities for students to find their favoured way of learning. If lessons are live there cannot be a compulsory element as families may not have enough technology to support multiple siblings. In this case record live lessons so that students can access at a later date. Important elements to include in lessons are as follows:

1. Prior knowledge review.

- a. A recap of any skills and knowledge needed for new learning to happen, students may not have the independence to do this themselves and a short recap should help to reduce barriers and increase resilience.

2. New content.

- a. Appropriate differentiation should be considered as with face to face lessons. Extra care should be taken to scaffold learning with the use of checklists to assist students' organisation. Graded checklists could be used for coursework or projects to assure students understand exactly what should be included.

3. Interaction

- a. Students should be given the opportunity for discussion, peer interaction results in increased resilience and better quality of work.
- b. Strategic interactions should be planned allowing individuals within small groups to be given clearly identified roles and responsibilities.
- c. Zoom offers a room function for small group interaction which can be simultaneously monitored by staff.

4. Practice and consolidation

- a. All students should have time to practice new content/ skills. This may be completed through reflection or separate tasks.
- b. All students should have opportunities for extended writing incorporating the use of key vocabulary.

5. Reflection

- a. Reflection is a key element to ensure students understand the work being discussed.
- b. Built in low stakes quizzes or mini assessments allow students to monitor their own progression and ask for assistance in a timely manner.

6. Differentiation and support

- a. The same as in class to motivate and energise students the work must be appropriately set
- b. UDL is used to allow students to access their learning (Link to the [UDL Toolbox](#) and see Appendix 5).
- c. All students should be encouraged to engage with all elements of the lesson.

With a blended approach you may want to adapt and change what elements you complete within a classroom and what you are asking students to complete during live or pre-recorded lessons and what is being completed independently. This will be dependent on the topic you are completing, style of lesson, difficulty of topics or prior ability of classes. This must be taken into account so as to provide a flexible approach which will support students to make progress over time.

6 MARKING & FEEDBACK

Key Expectations

- Not all work needs to be marked, where possible students should take responsibility for learning and engage in structured peer/self-assessment regularly.
- Staff should carry out 'live marking' in exercise books when circulating around the class. This should be clearly visible in **Green pen**.
- Once per module students will be given formative feedback on the Wilmington Academy Learning Reflection Sheet (Appendix 4). Only work that will give a summative reflection of the student or will give effective formative feedback to help the student make rapid progress should be marked by teachers. This sheet, along with the assessment will be stored in the student's Record of Progress for that subject (or cluster of subjects: Drama/Music/Art). Teacher comments should help students to consolidate their learning and to help stretch them to improve.
- All Middle Leaders must ensure that all assessment procedures are integrated into Schemes of Work and are meaningful, attainable and consistent. Every teacher should be aware of the assessment at the start of each module.
- Work should be marked against MYP/GCSE/IBCP subject criteria. Students should be familiar with the criteria and be able to articulate their current grade and next steps.
- A comment should be made on the quality of the student's spelling, punctuation and grammar and every student should be given time to improve this, by correcting spellings and inserting correct punctuation.
- Every student should make a comment to reflect on the development of a skill from the IB Learner Profile.
- Students will carry out all self-assessment in **RED PEN**, this includes any corrections made within lessons.
- Peer assessment should also be carried out in **RED PEN**, this should clearly state that it is a peer assessment and have the students name, for example: **Peer Assessment by Joe Brown**.
- Please refer to the [Marking and Presentation Policy](#) for further details.

7 Quality Assurance and Development

As part of their induction all teachers new to Wilmington Academy are assigned a mentor to support their professional development.

Quality Assurance for all teachers

- Formal observations will be carried out by the Senior Leadership Team (SLT), Lead Practitioners and DoL's/Co-ordinators during modules 1 and 2.
- Formal observation cycles are clearly marked on the academy calendar. Information regarding the focus of the observations i.e. academy priority areas, year groups or specific student groups will be shared to staff in advance;
- Teachers are to be aware that formal observations will be undertaken using the LAT Teaching and Learning Competencies Framework (Appendix 3). Every observer should plan to hold a developmental discussion within twenty-four hours of the observation;
- During formal observation teachers should provide; a seating plan and data for their class indicating any rationale or interventions being used within the classroom;
- Observation data is stored centrally and monitored by SLT;
- Staff who are deemed 'not yet effective' or 'significant improvement required' during the first formal observation of the year will receive mentoring by a Lead Practitioner and an informal plan will be put in place to support that member of staff.
- Continued under-performance could result in the formal capability process being instigated.
- From Module 3 staff will be placed into coaching triads to work on any targets set during module 1 or 2.
- Opportunities for staff to develop their practice are clearly evident in the CPD schedule;
- Opportunities for teachers to develop their pedagogy via the Leigh Academies Trust are encouraged and can be accessed through various providers;
- ECTs and PGCE/School Direct staff have a specified member of staff who coordinates their placements;
- Learning Walks by the Senior Leadership Team and Middle Leaders take place weekly and are designed to provide praise and constructive feedback in order to help staff members develop;
- Line Managers and LP's of faculties are encouraged to complete 'drop-in' sessions to quality assure the area/faculty they line manage;
- Book scrutiny and monitoring will be regularly undertaken by SLT, DoLs and Co-ordinators;
- Teachers will provide cover resources for planned absence (for example: external CPD, planned hospital appointment etc);
- Opportunities to share best practice are available via CPD and briefings throughout the academic year.

8 SMSC/RSE

In order to ensure that students are fully prepared for life beyond school we recognise the importance of developing the whole person, and have a strong emphasis on Spiritual, Moral, Social and Cultural development. We provide a range of opportunities for personal development, through a structured tutorial programme and assemblies in addition to the formal curriculum. There is an expectation that teaching staff promote SMSC through their lessons. Calendared events such as Action Days, interdisciplinary days, charity work and guest speakers support this important aspect of learning.

9 British Values

We undertake regular audits of our provision to ensure that our students are given opportunities to reflect upon and understand the importance of democracy, the rule of law and respect for individuals and different cultures. We also take care to ensure that our students know how to stay safe, lead a healthy lifestyle (physically and mentally), and are aware of the dangers that exist, particularly via the Internet and social media.

10 CEIAG

Impartial and Independent Careers Education, Information and Guidance are a key component for students in understanding how their learning directly impacts on their future aspirations. We provide a range of opportunities for students to engage with employers, training providers and further education providers. All faculties endeavour to provide opportunities to link student learning to developing the skills that will prepare them effectively for the workplace and enable them to understand how their learning can be applied in a wider context. This includes developing opportunities for learning outside the classroom through visits to employers, the use of external speakers and, where appropriate, work experience.

At Wilmington Academy we have a detailed careers programme for each year group to meet all eight Gatsby benchmarks, which addresses the needs of each pupil and links curriculum learning to careers. All

- | | |
|---|--|
| 1. A stable careers programme | students have access to the UniFrog platform for careers |
| 2. Learning from career and labour market information | development. |
| 3. Addressing the needs of each pupil | We also provide pupils opportunities to meet with employers, |
| 4. Linking curriculum learning to careers | employees, workplaces, further and higher education, and |
| 5. Encounters with employers and employees | personal guidance, in order to fully comply with the measures. |
| 6. Experiences of workplaces | |
| 7. Encounters with further and higher education | |
| 8. Personal guidance | |



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Teaching and Learning *The 'Wilmington Way'*



1. **'Meet & greet'** to welcome students at the door and encourage students to begin learning.
2. **'Do it now'** activity – ready for students as they enter the classroom - linked to the recall of knowledge.
3. **IB learner profile** is embedded and referred to in every lesson.
4. An opportunity for **'Student Agency'** and exploration of **Learning questions** are used in every lesson.
5. **Exercise book front covers are completed** with current grade, strengths and areas to improve.
6. **Seating plans** – for all classes (can be electronic but must be available on request).
7. A range of **explicit assessment for learning techniques** are used in every lesson.
8. Opportunities for students to engage in extended writing are a regular feature of lessons.
9. Lessons should regularly incorporate the explicit teaching of ATLs.
10. **The Universal Design for Learning (UDL)**, is used to differentiate lessons so that every student is able to access learning.
11. **Live marking in green** and **student reflection** and **peer marking in red** is evident.
12. **Record of Progress Folders** must be populated with a learning reflection sheet (with detailed staff and student feedback) in line with the academy's Assessment, Recording and Reporting Policy.

Blended learning should include 2, 3, 4, 7, 8 and 9 above.

APPENDIX 3

The Leigh Academies Trust Teaching and Learning Competencies Framework

The Teaching and Learning Competencies Framework is designed to support great teaching that leads to great outcomes for students. The focus is on evidence based teaching, that has an impact on learning and knowledge acquisition, not educational myths.

Challenge is at the heart of what we do. We aim to 'teach to the top' and scaffold appropriately. We must aim to take our students beyond 'the test' and get them to think, speak and write like experts in our subject domains; to do so we must not overload their working memory.

Teacher autonomy leads to wide variations in teaching practice with each teacher making his or her own decisions about how to interpret and teach the curriculum. The framework guides the teaching of the curriculum and its assessment.

This Teaching and Learning Competencies Framework:

- Lays out specific expectations for pupil learning, and specific strategies to guide teaching and assessment
- Specifies working practices that support learning
- Ensures that teacher learning (CPD) is properly focussed on what has to be developed
- Draws from Berger's *Ethic of Excellence*, Hattie's *Visible Learning for Teachers*, Rosenshine's *Principles of Instruction* and The Sutton Trust's report *What makes great teaching? Review of the Underpinning Research*

The most effective lessons contain all or some of the following:


- Retrieval practice
- Direct instruction
- Questioning
- Modelling
- Structured Inquiry
- Guided deliberate practice leading to independent practice
- Feedback, review, edit and redraft

[Link](#) to Framework and Lesson Commentary Sheet

Appendix 4

Wilmington Academy – Learning Reflection Module 1



USE GCSE/MYP Assessment criteria ONLY – Highlight criteria that have been met		Feedback from Teacher (using GREEN PEN only)
		<p>WWW:</p> <p>EBI:</p> <p>Marks/Level: Target:</p>
Spelling, Punctuation and Grammar (SPaG)	IB learner profile	Student Reflection (using RED PEN only)
	<p>Which skills from the IB learner profile have you developed? How?</p> 	

Appendix 5

The Universal Design for Learning (UDL)

The Universal Design for Learning (UDL) is a key element of 'The Wilmington Way' and uses strategies to ensure that all learners are able to access learning during their lessons. All staff are required to use UDL strategies in their lessons.

What is UDL?

UDL is an approach for inclusive practice and is a framework based in cognitive neuroscience. Link to video: [UDL](#).

- Seeks to provide all students with equal learning opportunities and access to learning - including those with the greatest need
- Does not just design instruction for the 'average' student
- Presents learning content in a variety of ways
- Allows students multiple options to demonstrate understanding
- Anticipates barriers in the learning environment and designs flexible solutions to remove them

In the UDL Classroom:

- Teaching focuses on both what is taught and how it is accessed
- The classroom is inclusive for all students
- The teacher works with the student to decide how the student will learn the material
- There are multiple ways for a student to complete an assignment

Why is this beneficial for students with learning and attention needs?

- Presents information in ways that adapt to the learner so that they are able to access learning, instead of asking the learner to adapt to the information
- Allows for multiple ways to interact with material
- Allows flexibility that provides opportunity to work with strengths and to work on weaknesses
- Reduces stigma by providing options to all students, not just those with inclusion needs (it is subtle)
- Creates an inclusive environment where everyone is learning and achieving

At Wilmington Academy we have two lead practitioners who are responsible for driving UDL across the academy: Moira Sterry and Pauline Wild. They have been an integral part of putting together a UDL Toolbox to help all staff with ideas that can be used every day in lessons. Please find the link below.

Link to the Wilmington Academy [UDL Toolbox](#).