

Iford Academy Teaching and Learning Policy

Iford Academy

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Vision and Ethos

To prepare pupils for a safe, happy and productive adult life.

Aims

- Every student is prepared to live a safe, happy and productive adult life and makes a positive contribution to their community.
- Every student has the opportunity to develop their potential and succeed in adulthood.
- Create a safe, encouraging and happy atmosphere, where all students are respected and can thrive though their individual needs being accounted for.
- Every student has the appropriate support and provision and special educational needs are met through appropriate support and interventions.
- To provide an engaging, relevant and accessible curriculum for students with special educational needs and social and emotional difficulties.
- All lessons follow a lesson structure that is clear and consistent across all subjects.
- All lessons use identical resources that are accessible to students with special educational needs and social emotional difficulties.
- All students work is monitored and tracked effectively so misconceptions can be identified and revisited.
- All staff are confident and effective in supporting and teaching students with special educational needs and social emotional difficulties.
- All students leave Iford academy with appropriate qualifications in English, Maths and Science.
- All staff are effective in using rewards and graduated responses so teaching and learning is good across all lessons.
- All staff and all students have positive, meaningful and mutually respective relationships.
- All staff work in partnership with the student's families so the child's needs can be met effectively.

Teaching and Learning Principles – Rosenshein, Lesson Structure, SEND Accessibility.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. In order to fully support our pupils, the main approach we foster as a school is the 'I do/We do/You do' approach. We have emphasised the importance of engaging in recaps and with the I do/We do/You do principles. We have also emphasised the importance of assessing learning through end of block and end of term assessments. The data gathered from the class room, end of block and termly assessments are tracked thoroughly for each student and misconceptions are reviewed and intervened with.

Lesson Structure

1. Starter

'Begin each lesson with an independent starter task that recaps previous learning or enhances a fundamental skill required for that subject area'.

2. 'Recap'

'A review of previous learning' – Mind Map. Work sheet.

3. I Do Teacher examples

'Teacher led examples and models at the front of the class room'.

Ask questions

'Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning'



Provide models

'Providing students with models and worked examples can help them learn to solve problems faster'

3. We do – Teacher and Student practice together.

Guide student practice

'Teachers spend time guiding students' practice of new material'

Check for student understanding

'Teachers check for student understanding at each point so they can help students learn the material with fewer errors'

Obtain a high success rate

'Teachers guide their students to achieve a high success rate during classroom instruction'

Provide scaffolds for difficult tasks

'Teachers provides students with temporary supports and scaffolds to assist them when they learn difficult tasks'



3. You do – Independent practice

'Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become secure'

4. Review/Extension



Dual Coding and Reducing Cognitive Load

All text Comic Sans - size 26/28

Fill boxes/text boxes pale blue

Split text into chunks

Plain white background

I do/We do/You do in top right hand corner

All of our lesson resources are consistent across all main subject areas using the same presentational criteria and using the same dual coding icons. Each lesson slide and activity will feature the appropriate dual coding icon. This helps lower cognitive load and enables our SEND students to access the lesson resources. The consistency in approach and the dual codes also lowers lesson anxiety and

Dual coding icons:

 Use Whiteboards

 Recap

 Building blocks

 Discussion

 Writing task



 Think

 In pairs

 Share/Discuss

START and Behaviour for Learning Checklist

At Iford academy we use START non-negotiables and reward positive behaviours for learning. Students engaging with their learning and making academic progress can earn learning shop vouchers and credits. We also use graduated responses to check, challenge and consequence negative behaviours. Every reward or check, challenge and consequence are closely linked to the I do, we do, you do principles. For students to be rewarded they must display the START non-negotiables and display the I do, we do, you do checklist in lessons.

START Non-Negotiables.

S	Stay with your class
T	Track the speaker
A	Always in your place

R	Resilience
T	Treat everyone with respect

Our behaviour for learning checklist for our students is broken down into 3 manageable sections:

I do	- Listen carefully - Watch the teacher - Try to answer questions
We do	- Attempt the task with your teacher - Engage with class discussions. - Use examples and models.
You do	- Show Resilience - Try to work independently - Challenge yourself.

Academic Rewards – The Learning Shop

We reward positive behaviours and learning here at Iford with both instant/short term and longer-term rewards. The Learning Shop is our instant/short term reward that rewards students for displaying START behaviours and partaking in the I do, we do, you do elements of the lesson. When a student meets the criteria, they are rewarded a token by their teacher that entitles them to one snack or drink from the learning shop. They can earn up to two rewards from the learning shop a day. Once in the morning after their first 2 lessons and once in the evening

Credits

Our longer-term reward system is a credit system where students can earn 25p in credits for each of the I do, we do, you do elements and START in the morning and afternoon lessons. Therefore, a total of 50p per day can be earned through – I do, we do, you do and START principles. Students collate the credits over the duration of the half term and if they earn enough credits they can claim a voucher of their choice as a reward. If a student does not earn enough for a voucher they can spend their credits earned with their teacher through a planned trip or other.

START Targets

My START Target - Term 3

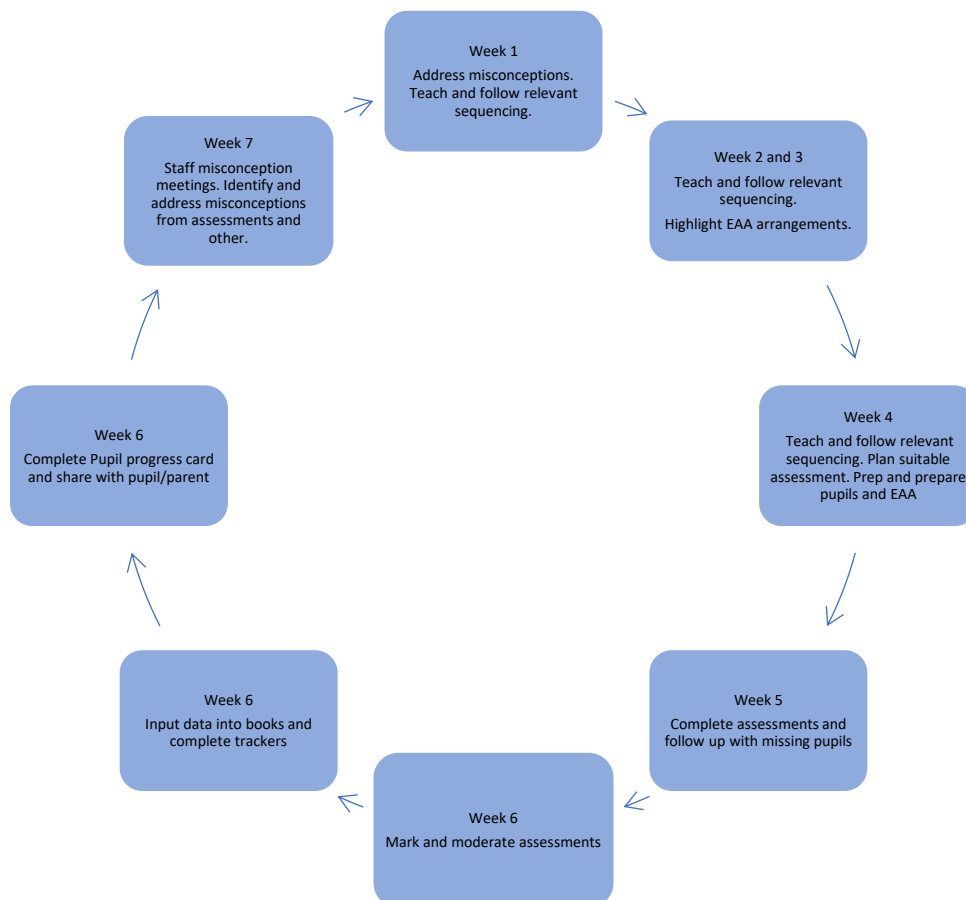


Lexi your START target
for this half term is to
stay with your class.

To improve your attendance to lessons from 56% to 66%.

Every student has a measurable and realistic START target that is set at the beginning of each half term. This ensures START behaviours are embedded and referred to consistently.

Assessment Cycle



Marking, Feedback, Progress Cards and Tracking

Maths Marking and Feedback

- All worked marked with ticks (correct) and crosses or dots (incorrect).
- Teacher marking in green or purple pen.
- Simple comments and correct examples should be given if an obvious misconception has arisen and needs addressing.
- Some simple general comments made about progress and presentation of work are encouraged.
- When pupils engage in marking their own work encourage them to use purple pen.
- Progress card completed at the end of each half term. Copy in book and copy sent home.

English Marking and Feedback

- All extended pieces of writing and work sheets are marked.
- Worked marked with ticks (correct) and crosses or dots (incorrect).
- Teacher marking in green pen.
- Emphasis on addressing incorrect spelling (sp).
- Simple comments and correct examples should be given if an obvious misconception has arisen and needs addressing.
- Some simple general comments made about progress and presentation of work are encouraged.
- When pupils engage in marking their own work they are encouraged to use purple pen.
- Tracker completed to inform of what progress has been made towards learning objective.
- Progress card completed at the end of each half term. Copy in book and copy sent home

Progress Card

Progress Card T2 -Maths					
Name:		Ollie			
Qualification	Entry Level 2	Entry Level 3	Functional Skills 1	Functional Skills 2	GCSE
Achieved: Yes/No/Working Towards			Working Towards		
Half Term Focus	Using and Collecting Data, Multiplication and multiplicative reasoning, metric units and measures, types of numbers, fractions decimals and percentages and probability.				
Attendance and attitude to learning comment	75.7% Ollie has a really inconsistent attitude towards his learning in Maths. Often, he refuses to engage in tasks to the best of his ability and this has an impact on the amount of progress he makes in lessons. He is often tired and easily distracted by others.				
What Went Well	Ollie has some really good work in his class work book. When he is engaged and positive towards Maths he makes good progress. He has particularly done well in the fractions, decimals, percentage block and working with probability.				
Even Better If	Ollie needs to be more resilient to concepts he finds more challenging, for example metric units and measures. It is also important Ollie starts to recognise the importance of assessments and he needs to start attempting assessments that are set to the best of his ability. Ollie has a good chance of achieving his functional skills level 1 next year if he is able to engage and be more positive more often.				
Behaviour and Academic Target	Engage with Maths lessons to the best of his ability and work towards sitting her functional skills maths level 1 exam.				
Lesson Attendance	60% (estimated)	Assessment score	Attitude to Learning	Subject Grade: A1 End of Year Target Grade: A2	
School Attendance	75.7%	7/60	Requires imp. Good Outstanding	On track to achieve	Yes No

The progress card is a termly individualised report in all subject areas. The progress card contains all the key progress information and is designed to give the parent/carers an insight into their young person's academic progress, attainment and behaviour. A copy of the progress is sent to parents at the end of each term and a copy is also put into the class work books for students.

Class Room and Class Room Display Board Policy

Class Rooms

- Be free from clutter, clean and tidy.
- Furniture is free from damage and graffiti.
- Whiteboards are clean and free from ink stains and graffiti.
- There is a clear and consistent seating plan and arrangement.
- No graffiti on walls, desks and boards.
- Cupboards are organised and easy to navigate.
- Front walls/teaching walls are blank/clear.
- Class rooms appear purposeful, organised and respected.

Boards and Areas

- A designated area/board for PHSE and careers.
- A designated area/board for Reading and English.
- A designated area/board for Arithmetic and Maths.
- A designated area/board for Tutor activities, student work, house teams and timetables.

- A designated area for Safeguarding, Pastoral, Attendance, School Ethos/Vision and Student Council.
- A designated area for Teaching and Learning and START targets.

Class Room Displays

Have a title.

Be free from damage and graffiti. .

All items displayed are laminated.

- Neatly backed with backing paper.
- Neatly bordered with “wave” style border.
- All items displayed are neatly cut out and presented.
- All boards are accessible to SEND students and are inclusive.
- Be relevant and up to date.
- Support learning.
- Reflect the school’s ethos “Preparing students for a safe, happy and productive adult life”.
- Reflect our inclusive and positive culture.