

GLC Teaching for Learning Policy [Secondary]

This Policy was ratified by the Board of Directors on :	Summer 2026
This Policy will be reviewed by the GLC Board on :	Summer 2028

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking.
- An inspiring and meaningful curriculum.
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life.
- A commitment to the wellbeing of our staff.
- A culture of professional generosity, collaboration, challenge and support throughout the GLC.
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC TEACHING FOR LEARNING POLICY [SECONDARY]

SECTION 1: INTRODUCTION

1. Gateway Learning Community's the GLC's mission to develop active and thriving citizens within a diverse, truly fair and equal community. We expect that through the adherence to this policy:
 - The Quality of Education will support each GLC Academy to achieve its annual student outcome targets.
 - The achievement gaps for particular groups of students [particularly underperforming disadvantaged and SEND] will be supported to reduce significantly over a period of time.
2. The GLC defines teaching as the process of guiding and facilitating learning: and as retained skills, knowledge and understanding acquired through teaching, experience and study as well as an attitude of inquiry, resilience and a thirst for new learning.
3. This policy was reviewed and updated in Summer 2026 to align with the GLC SEND Policy [Secondary] and the GLC Behaviour Management Policy [Secondary]. The three policies are designed to be read together and to operate as one consistent framework: high quality, inclusive teaching is the foundation of effective SEND provision and of positive behaviour. The expectations in this policy are mirrored in Section 1.5 of the Behaviour Management Policy and in Sections 4 and 8 of the SEND Policy.

SECTION 2: QUALITY FIRST TEACHING

Expert teaching is expected across all key stages [including key groups, such as SEND and disadvantaged]. The Gateway Academy signature strategies should be fully embedded in classroom practice [Appendix 1] and Focus 1, 2 and 3 as outlined below are expected to be adhered to by all members of our teaching staff. The signature strategies — high expectations, explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, the 'Learn and Remember' strategy and developing independence — underpin our whole-school approach to inclusive teaching, as set out in the GLC SEND Policy [Secondary] and the GLC Behaviour Management Policy [Secondary]. They make teaching more consistent, inclusive and accessible in every classroom and are the foundation of effective SEND provision. The strategies operate within the three-tier model of inclusive teaching [Mccrea, Barker & Goodrich, 2025]: Tier 1 - high-impact core instruction for all; Tier 2 - lessons that are accessible by default; and Tier 3 - minimum contextual adaptation for individual students.

FOCUS 1: TEACHING

1.1 Professional Standards

All teachers are expected to meet consistently the Teachers' Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

1.2 Ethos

All teachers are expected to:

- Teach in a way that demonstrates their passion for their subject [and for learning in general] which in turn fosters strong relationships, engagement, participation and independence by students;
- Reward students in accordance with the Behaviour Policy, it is expected that celebrating success is embedded in the culture of their classroom; Merits are awarded for specific, high-quality actions that go beyond the minimum expectation — not for doing what is expected — and recognition should be meaningful, earned and consistently applied;
- Implement the Classroom Management Procedure fairly, consistently and without bias, taking account of individual circumstances and needs [including SEND] and making reasonable adjustments where appropriate, in line with the GLC Behaviour Management Policy [Secondary];

- Have high expectations for themselves and their students, and take pride in themselves and their work;
- Ensure that the climate is safe, fit for purpose, well-organised and professional; that classroom routines are consistent and efficient;

1.3 Planning

All teachers are expected to:

- Exemplify outstanding knowledge for their subject area(s) including what a grade 9/Distinction* looks like and the age-related expectations students need to secure to reach this level and 'Big Picture' planning;
- Have a clear understanding of the expected end points, in lessons, across a sequence of lessons and at the end of the course.
- Know what students need to do to improve in the different aspects of the subject and use summative and formative assessment effectively to support them to maximise their progress and attainment.
- Plan activities that are challenging, purposeful and develop understanding, knowledge and skills that support students to reach the shared endpoints.
- Aid effective development of both storage and retrieval strength through interleaving, spaced and intelligent practice.
- Plan lessons that are accessible by default — perceivable [clear fonts, high contrast, uncluttered layouts, good sightlines and acoustics], understandable [clear language, pre-taught vocabulary, chunked instructions, models and frequent checks for understanding] and doable [manageable tasks, scaffolds and sufficient processing time] - so that barriers are anticipated and removed at the planning stage, reducing the need for reactive individual adaptations;
- Use Student Support Plans [SSPs] on the SEND Directory to inform planning, directing support at the specific barrier to learning rather than a label, and providing the minimum adaptation necessary to secure access and progress.

1.4 Delivery

All teachers are expected to:

- Enact their curricula confidently;
- Understand the importance of recall / retrieval practice for schema construction;
- Provide effective explanation modelling, correct practice and chunked learning to reduce cognitive load;
- Act upon potential misconceptions and common errors;
- Be skilled in formative assessment practices, assessing students' progress thoroughly throughout the lesson, changing the course of the lesson as appropriate;
- Set clear intentions and provide students with appropriate and timely written and/or verbal feedback;
- Include opportunities for students to discuss topics with peers, voice ideas and thoughts;
- Include opportunities for extended writing [where applicable];
- Explicitly teach tier 2 and 3 vocabularies within sequences of lessons and ensure these are seen in students' writing as well as in their verbal communication;
- Adapt teaching appropriately to effectively challenge and support all learners; — inclusive strategies are always the first response, with scaffolds adjusted rather than expectations lowered, and support faded as competence grows so that it builds independence rather than dependence;
- Challenge and inspire students, expecting the most from them, so as to deepen their knowledge and understanding;
- Insist on high standards of behaviour; applying the GLC Behaviour Management Policy [Secondary] consistently; support for students with SEND exists to make our expectations achievable, never to lower them;
- Use time, support of other staff, technology and other resources effectively;

- Use seating plans strategically to support teaching and learning and to make reasonable adjustments, for example ensuring that a student with a visual or hearing impairment is seated in sight of the teacher;
- Work closely with Learning Support Assistants to plan how additional support in the classroom will be impactful, and facilitate agreed reasonable adjustments such as short, planned regulation breaks [Student Regulation Time] where these form part of a student's Student Support Plan.

1.5 Review and Reflect

All teachers are expected to:

- Know their impact – evaluate the effect they are having on students' learning in real time and adapt teaching accordingly;
- Recognise and act upon any differences in the standards of achievement or progress made by different groups of students, to include: Disadvantaged, race, disability, gender, age, religion and belief and sexual orientation [protected characteristics – Equality Act 2010];
- Be reflective practitioners who seek out professional development opportunities to continually improve their practice.

FOCUS 2: LEARNING

2.1 Outcomes:

All students are expected to:

- Have a clear understanding of end-points during each lesson and as part of a wider scheme of work. They will know when the learning has been achieved [and will understand that learning is only acquired if retained over time];
- Be able to understand why they are learning what is being taught and how that links to the sequence of learning;
- Be able to demonstrate their learning through a wide range of evidence including their books, folders, discussions, assessments, etc;
- Confidently talk, with increasing authority, about their learning and be able to discuss the learning with others, applying technical language in increasingly sophisticated ways [over time].

2.2 Attitudes to Learning:

- Take responsibility and pride in all aspects of their work ensuring that the Academy's values and expectations are consistently maintained;
- Work hard on assigned tasks using a range of strategies to overcome difficulties before seeking further support or guidance;
- Respond appropriately to the feedback from teachers in order to improve their work;
- Be resilient when they fail or make a mistake, understanding that this is often an essential part of the learning process and at The Gateway Academy 'We all commit';
- Work effectively independently, in pairs and in small groups;
- Adhere fully to the GLC Behaviour Policy [Secondary]. Students are supported to move up the 'We Are Gateway' triangle — from making positive choices to gain merits or avoid demerits, towards making positive choices because strong character and positive behaviour reflect who they are as individuals.

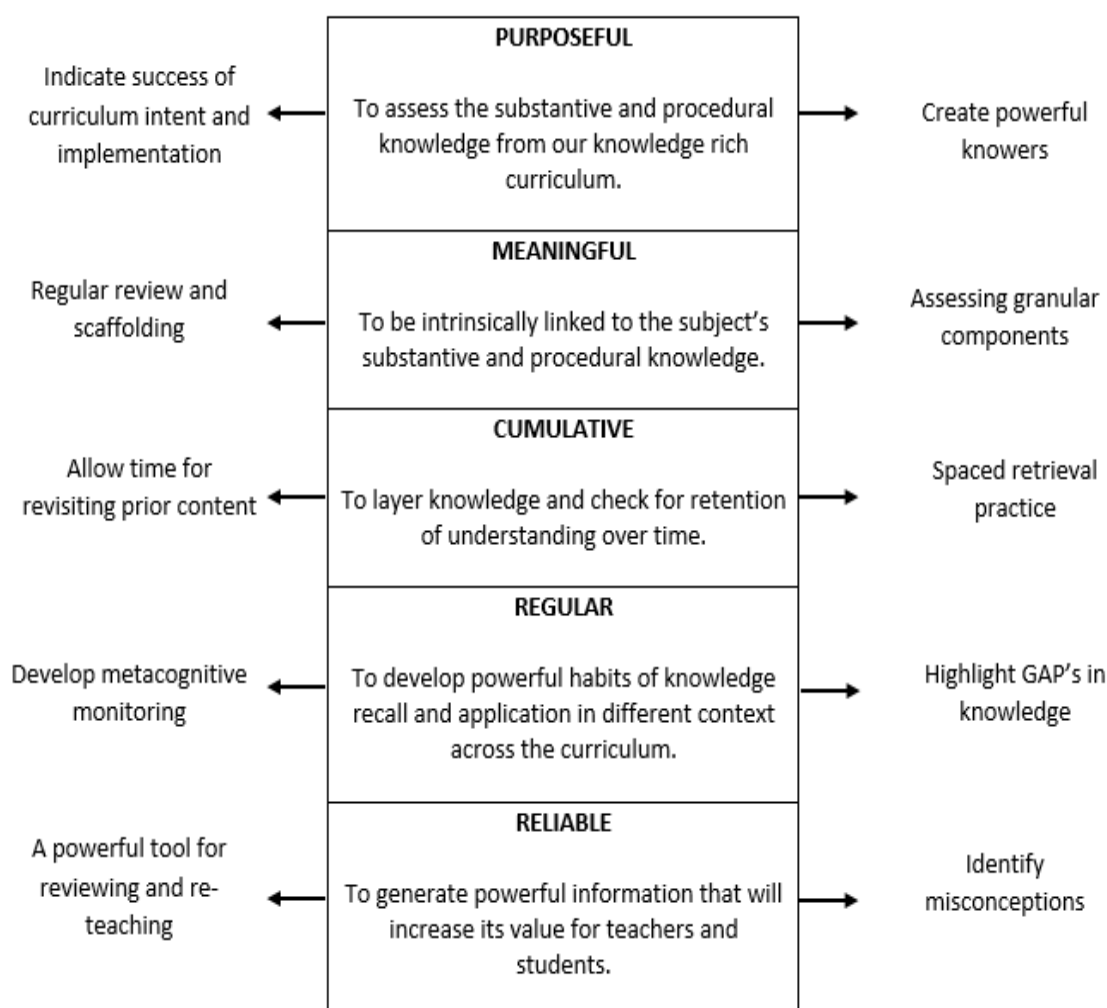
FOCUS 3: ASSESSMENT

The starting point for effective feedback is eliciting the right information about student progress through strategic assessment strategies. Assessment is the range of activities [formal and informal: summative and formative] through which we come to know the extent of the knowledge, skills and understanding that

students have developed. Effective assessment strategies are the vehicle by which we can ascertain this, whilst feedback refers to actions undertaken by the teacher to advise students of their progress and precisely how to close any gaps. Please refer to the Gateway Academy assessment policy for full details of the assessment process.

Gateway Academy Assessment Principles

Every Student, Every Subject, Every Grade



MONITORING AND EVALUATION OF TEACHING AND LEARNING

- Heads of Faculty / Department undertake regular learning walks to assess the quality of education in the classroom and ensure their evaluation is recorded and shared with the relevant members of staff;

- Line managers and Heads of Faculty/Department undertake joint learning walks to enable discussion and assess the quality of education in the classroom which is recorded;
- Teachers are observed in accordance with the Gateway Academy review schedule;
- High quality individualised coaching for teachers at different points in their Gateway career;
- The teaching and learning team undertake regular learning walks to evaluate [temperature check] the quality of teaching and learning across the Academy, the impact of which is recorded and shared with key stakeholders;
- All new teachers to the profession will follow the Early Career Teacher Programme in line with statutory requirements;
- Overseas qualified teachers are monitored through the 'assessment only' route if deemed appropriate;
- All new teachers will be provided with a coach to support their integration into the Academy;
- Where teaching is not consistently good, an intervention programme of informal and formal support and / or coaching will be put into place [IPP - Intervention Practice Programme]. See Performance Management Policy for further details;
- Faculty/Department/Whole Academy Reviews are undertaken by the CEO, Head of School and the Teaching and Learning Team at regular intervals throughout the academic year to assess and evaluate the quality of education across the Academy which is reported to all key stakeholders.
- All monitoring and evaluation activity gives specific attention to the consistency of the signature strategies and to the accessibility and adaptation of teaching for students with SEND and disadvantaged students, in line with the GLC SEND Policy [Secondary] and the graduated approach.
- Analysis of student academic and attendance data that is benchmarked by national standards.
- Student and staff feedback.

APPENDIX 1



OUR SIGNATURE STRATEGIES

Strong Start

- Silent on entry (ensure you are at the threshold).
- Start the retrieval (all equipment must be out).

Strong Finish

- Pack away seated and silently.
- Silently stand when directed.
- Exit in perfect uniform (ensure you are at the threshold).

Gaining Student Attention

- Cue: "all eyes on me: 3, 2, 1."

Drilling Key Vocabulary and Knowledge

- I say, you say.

Questioning Technique

- Question.
- Pause.
- Name.

Reading Strategy

- Show me your ruler.
- Straight spines.
- Two hands on your ruler, meet me at....

Mini Whiteboards Routine

- Be explicit about expectations and timeframe. Cue: "At The Gateway Academy, we all commit."
- Hover in 3, 2, 1.
- Show me (students reveal answers simultaneously).
- Use answers on whiteboards to inform next steps.

Talk Partners Routine

- Pose an effective question (students must have secured knowledge to engage in partner talk).
- Label partners Student A and Student B.
- Swap on clap.
- Reinforce: "At The Gateway Academy, we all commit."
- Cold call:
 - Ask Student A what B said.
 - Ask Student B what A said.