Teaching and Learning Policy

Approved by:	Governing Body
Nominated Lead Member of Staff:	Mr. J Evans
Last reviewed on:	September 2026
Next review due by:	September 2027
Approved by FGB on:	

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Purpose: At Fullbrook, we believe that the quality of teaching is the most significant in-school influence on students' learning, progress and future opportunities. This Teaching and Learning Policy sets out the principles, expectations and approaches that underpin consistently effective classroom practice across the school.

Our approach is rooted in the belief that all students can achieve highly when they experience ambitious, inclusive and responsive teaching, underpinned by strong relationships, clear routines and a knowledge-rich, coherently sequenced curriculum.

Teaching and learning at Fullbrook is designed to:

- secure strong academic outcomes for all students;
- provide a consistently high-quality classroom experience across all subjects and key stages;
- develop students' knowledge, skills, vocabulary, literacy, oracy and numeracy;
- ensure students remember and can apply what they have learned;
- develop independent, confident and motivated students;
- remove barriers to learning while maintaining high expectations;
- support students to become increasingly independent in their learning and revision;
- promote positive attitudes towards challenge, effort and improvement;
- ensure that teaching is responsive to students' needs and informed by assessment;
- develop teacher expertise through sustained, collaborative and evidence-informed professional learning.

At the heart of our approach is Fullbrook's commitment to excellence with equity and integrity. We seek to bring advantage to disadvantaged students, overcome barriers to learning and ensure that there are no limits to the achievement, aspirations or ambitions of any learner.

Principles of Effective Teaching: All staff at Fullbrook share responsibility for ensuring that students experience effective teaching across the breadth of their curriculum.

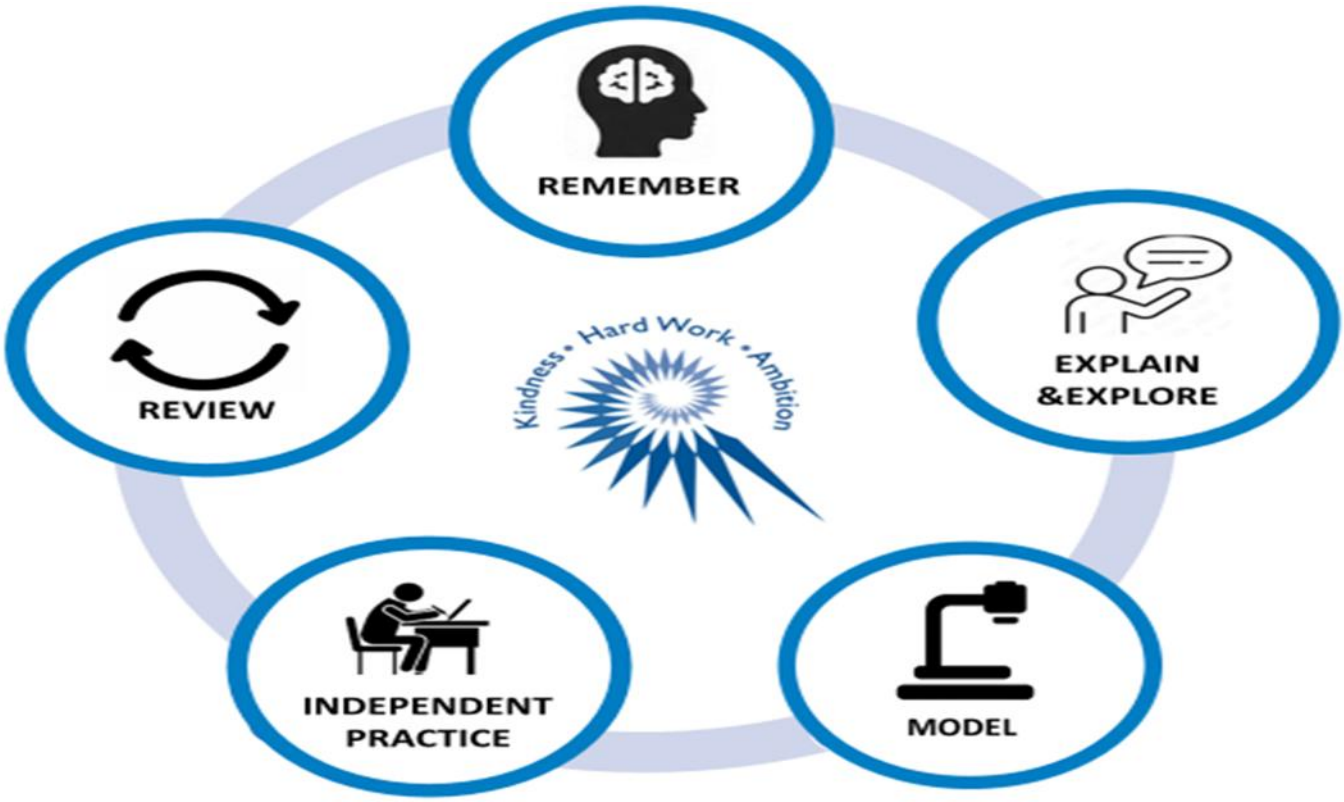
Teachers will:

- ensure students are exposed to a knowledge-rich, ambitious and coherently sequenced curriculum designed to deliver the very best academic outcomes;
- establish classrooms characterised by high expectations, strong relationships and positive attitudes towards learning;
- create a culture in which students and staff continuously talk about, reflect upon and strive to become better students;
- plan and deliver learning that is purposeful, clearly sequenced and accessible to all students;
- use assessment and checking for understanding to identify what students know, understand and can do, and adapt teaching accordingly;
- explicitly teach the vocabulary, knowledge and disciplinary skills required for success in each subject;
- use modelling, guided practice and carefully planned independent practice to develop students' expertise and independence;
- provide appropriate challenge and support so that all students experience productive struggle and make progress from their individual starting points;
- develop students' reading, writing, oracy and numeracy through deliberate and planned opportunities across the curriculum;
- provide students with opportunities to retrieve, revisit and apply prior learning so that knowledge becomes secure in long-term memory;
- give regular, timely and actionable feedback that enables students to improve;
- work collaboratively to maximise professional development opportunities, share expertise and improve practice across the school and Trust;
- engage with evidence-informed pedagogy and reflect critically on the impact of their teaching.

The Fullbrook Learning Cycle: The Fullbrook Learning Cycle provides a consistent framework for planning and delivering effective learning experiences. It supports consistency and rigour while allowing teachers to exercise professional judgement and adapt their teaching to the subject, content and needs of their students.

The five stages are: **Remember → Explain & Explore → Model → Independent Practice → Review**

The Learning Cycle is not intended to be a rigid lesson structure. Rather, it provides a common language and framework for effective teaching and learning.



Teaching and Learning strategies:

1. **Appropriate challenge and desirable difficulties for all students** is essential for all students to make progress. Work will be pitched at a level that considers students' starting points, including **planning for misconceptions** and **addressing gaps in prior knowledge**. Our aim is for all students to be consistently engaged in a 'healthy struggle' and to experience an 'intellectual workout' to ensure progress is made by each student according to their starting point.

2. Lessons follow the **Remember → Explain & Explore → Model → Independent Practice → Review** structure and learning opportunities should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.

3. **Teacher modelling will be central to the learning process** in all lessons. Modelling will be 'live' and the teacher should model both the thinking and application processes. Many teachers use a visualiser as part of this process.

4. **Adaptive teaching** in every classroom: Adaptive teaching maintains ambitious learning goals for all students while adjusting teaching in response to identified needs. Effective adaptive teaching begins with clear learning intentions and ongoing formative assessment.

5. **Checking for Understanding**: Checking for understanding is central to effective teaching. Teachers should not assume that students understand because they appear compliant or because a small number of students respond correctly. Teachers will use a range of strategies to establish what all students know and understand.

6. Questions should be designed to tease out students' understanding and challenge student thinking. **'Cold Call' questioning** should be carefully employed to ensure active engagement from all students, including those from disadvantaged backgrounds. Questions should be pre-planned where possible.

7. **Feedback** should be regular, timely, specific and focused to ensure that it **has a clear impact on learning**. It may be written or 'live' and may follow the Whole Class Feedback model. It will provide students with clear guidance on how work can be improved. Students will be engaged in the process and will be given opportunities to improve upon their work.

8. Teaching will include **opportunities for students to develop reading, writing, oracy and numeracy skills** that are effectively taught and cohesively planned as part of the lesson. All departments should incorporate Direct Vocabulary Instruction (DVI) and opportunities for oracy (Learning through talk and Learning to talk) into their curricula.

9. Teachers will **develop students' memory recall** using research-based practice. **Regular low-stakes quizzing** of spaced and interleaved material help students embed learning into long-term memory.

10. Teachers will **develop students' independent revision skills**. Lesson time will be dedicated to explicitly teaching revision strategies and giving students the opportunity to develop their skills in this area.

Assessment at Fullbrook exists to support learning, inform teaching and evaluate progress.
Our assessment strategy includes:

- **Regular low-stakes formative assessment** in the form of questioning, retrieval, classwork, extended writing and discussion informs planning and helps students feel successful. In addition, teachers regularly assess their students through effective questioning and extended writing

- **Defined summative assessment** points per year allow time for deeper learning and revision, resulting in valid assessment data. School leaders use this data to evaluate progress and intervene. Student attainment is reported home at these two points.

- **Timely feedback on shared formative assessment points** shows students how to improve, gives them the opportunity to do so, and drives progress.

Homework:

At Fullbrook our homework is designed to strengthen learning, build independence, and develop positive habitats for success. Homework is purposeful, manageable and connected to classroom learning. High quality homework promotes our school value of 'Ambition' and helps to strengthen the partnership between home and school. Homework is set via Class Charts.

Our homework approach is built around 3 shared learning habits:

Consolidate: 'Help it stick' Students strengthen memory and secure key knowledge through regular retrieval and revision.	**Examples:** ▪ Retrieval practice ▪ Vocabulary learning ▪ Knowledge organisers ▪ Flashcards and quizzes ▪ Revisiting prior learning

Purpose: To improve recall, confidence, and long-term understanding.

Practice: 'Apply and improve' Students apply what they have learned independently to develop fluency, accuracy, and resilience.	**Examples:** ▪ Exam questions ▪ Written responses ▪ Problem-solving tasks ▪ Reading and annotation
Purpose: To deepen understanding and develop independent learning skills.	

Extend: 'Think beyond the lesson' Students explore learning more deeply through curiosity, creativity, and wider thinking.	**Examples:** ▪ Wider reading ▪ Research tasks ▪ Creative projects ▪ Subject enrichment ▪ Independent inquiry
Purpose: To encourage ambition, curiosity, and a love of learning.	

Homework in KS3

• Students are set 2 pieces of work per cycle in English, Maths, Science*, History, Geography & Languages. They are set 1 piece of work per cycle in all other subjects.
• There is graduated approach to homework setting in Year 7 to allow students time to adjust to their transition to secondary school. (* In Year 9 students will be set 3 pieces of science homework, one each for Biology, Chemistry and Physics. The total homework time for science will remain at 70 min)

Year	Number of set pieces per cycle	Length of each piece	Average time spent on homework per school day
7	18	25 min	50 min
8	18	30 min	60 min
9	18	35 min	70 min

Homework in KS4

• Students are set 3 pieces of work per cycle in English, Maths & Science. They are set 2 pieces for each option subject that they take.

Years	Number of pieces per cycle	Length of each piece	Average time spent on homework per school day
10 & 11	17	40 min	80 min

Homework timetables for KS3 and KS4

This will outline which subjects will set homework on which days. This will help students to plan their homework time, and ensure that there is an even distribution of homework throughout the week. KS4 Science homework does not appear on the calendar, as Biology, Chemistry and Physics lessons do not always fall on the same day for each side of the year. Teachers will communicate their chosen day to their teaching groups at the start of term.

Non-Completion of homework KS3 and KS4
Failure to complete homework will result in a homework infringement, these are issued via ClassCharts.
The accumulation of these will lead to an after-school detention.

Homework Club: Students are encouraged to attend Homework Club if they need a quiet space to complete their homework, or if they do not have regular use of the internet or PC/laptop at home. Homework Club is on every day after school in the LRC and runs on a 'drop-in' basis for any student to attend.

Fullbrook 6 Homework Policy:

Students at F6 are expected to be matching every 75 minutes of lesson time with 75 minutes of independent study. Teachers will support students to meet this expectation by:

• Setting 75 minutes of homework every lesson
• Dividing up the homework time into 3 different areas: Consolidation, Exam Practice or Coursework Targets, Wider Reading or Skills Extension
• All tasks are time-bonded to add up to a maximum of 75 minutes. It is up to the teacher's discretion to decide how to focus the independent study time over the 3 different areas.
• There is discretion over the deadline, it is not necessary for work to always be completed by the next lesson
• The teacher is not expected to mark all the work, students should highlight any areas that they found difficult and ask for help in their next lesson.
• Students can use the silent study room, or group study room to complete this work. If they use their non-contact time then the average student studying 3 A Levels will only have 60 minutes of work (per school day) to be completed outside of college hours.

Students with SEN and EAA:

• Students with SEN, and those who qualify for extra-time in exams may find that they would spend considerably longer completing all the tasks compared to their peers. In the first instance students should use their own judgement to decide how long to spend on each of the tasks but should not spend more than the 75 minutes in total. Teachers will not issue a sanction for noncompletion. Teachers may issue guidance to these students if they feel that the student is not making best use of their time.

Years	Number of pieces per cycle	Length of each piece
12 & 13	8 per A Level subject	75 min

Non-Completion of homework

Failure to complete homework will result in an F6 Development Point being awarded on ClassCharts. An accumulation of Development Points will result in a 1-to-1 conversation with their tutor, Assistant Director of F6, Director of F6 or parents as required.

Professional Development:

Fullbrook adopts a model of **Professional Inquiry**, placing professional learning and student outcomes at the heart of staff development. Professional Inquiry recognises teachers as reflective practitioners who continually refine their practice.
Teachers will:

- identify a meaningful aspect of their teaching linked to inclusion;
- engage with relevant evidence and research;
- implement an evidence-informed strategy;
- gather evidence of impact;
- reflect upon the effect on student learning;
- refine their practice;

- share learning with colleagues.

The Professional Inquiry Cycle is: **Reflect → Identify → Research → Implement → Evaluate → Refine → Share**
Professional Inquiry is intended to promote professional curiosity, disciplined reflection and deliberate practice rather than compliance.

Fullbrook believes that improving teacher expertise is the most effective way to improve student outcomes.
Professional development will be:

- sustained over time;
- collaborative;
- evidence-informed;
- aligned with school priorities;
- focused on developing teaching expertise;
- supported through deliberate practice;
- evaluated for impact.

Professional development will balance:

1. building knowledge;
2. motivating staff;
3. developing teaching techniques;
4. embedding practice.

Professional development is informed by evidence, including the principles outlined in the EEF guidance on effective professional development.

Steplab and Deliberate Practice:

Steplab will support the development of teaching quality through a structured, evidence-informed approach.
It will help staff to:

- identify specific teaching techniques;
- understand the evidence and theory underpinning them;
- observe effective practice;
- practise techniques;
- receive feedback;
- refine implementation over time.

Steplab will form part of a wider professional learning culture that values coaching, collaboration, reflection and continuous improvement.
The purpose of professional development is not to identify teachers who are "not good enough", but to recognise that all teachers can continue to develop their expertise.

Quality Assurance:
The quality of teaching and learning will be evaluated through a triangulated approach.
Evidence may include:

- faculty/department reviews;
- lesson visits (Steplab);
- book looks;
- student voice;
- assessment information;
- curriculum reviews;
- professional dialogue;
- professional inquiry evidence.

Quality assurance will focus on the **consistent impact of teaching over time**, rather than the performance of an individual lesson observed in isolation.
The purpose of quality assurance is to:

- identify strengths;
- identify areas for development;
- support professional learning;

- evaluate the impact of teaching on students;
- identify effective practice to share;
- ensure consistency of experience for students.

Quality assurance is developmental, proportionate and aligned with the school's culture of professional learning.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve"

Dylan Wiliam

Fullbrook 6 Vision & Values:

Our vision is to provide our young people with the academic qualifications and inter-personal skills they need to succeed on their chosen path. We do this by ensuring students can access a dynamic, challenging and broad curriculum; that extra-curricular opportunities exist and are offered to all and that these activities are delivered in a safe, secure and caring environment with the support that students need to excel.

Our FB6 values

We use the VESPA model (Oakes and Griffen, 2021) to identify and communicate the characteristics of successful students at A Level

Vision	Students have clear goals; they know what they want to achieve in their studies and beyond. They are 'future minded' and well-prepared for their life after Fullbrook6.
Effort	Students understand the importance of effort and academic perseverance. They work hard in lessons and in their independent study. They understand that success and effort go hand in hand, they know that there is no such thing as 'effortless success'.
Support	Students use good systems to organise their learning and time. They develop effective systems for organising their work and their independent learning. There are robust support systems in place to help them with all aspects of their life and learning at Fullbrook6.
Practice	Students are given chance for deliberate practice. They know how to learn and can use a range of different strategies and methods to help them.
Attitude	Students show confidence, emotional control, academic buoyancy and a growth mindset. Having the right attitudes means students have a good chance of being the best that they can be.

Great A Level Teaching and Learning - F6 Learning Cycle

The F6 learning cycle models the Fullbrook Learning Cycle at KS3 and KS4 but acknowledges the need for students to have more independence in their learning and develop scholarly habits.

Guide to Independent Study

The key to success at A Level is the work and effort that you put into your subjects outside of your lessons. The expectation is that you will match every 75 minutes of lesson time with 75 minutes of independent study. This will include your structured homework tasks set by your teachers but will also require you to work independently. This

might be new to you, so below is a list of ideas and activities. These are general ideas, if you would like some ideas specific to your subjects then please talk to your subject teachers.

Go backwards if you need to

Check that you have consolidated key knowledge from GCSE that you need for what you are currently studying at A Level. There is no shame in going back to check you've understood something from KS4. Use KS4 Revision Guides or websites to help, especially if you did not take this subject at GCSE.



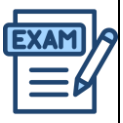
Consolidate your weekly work

Go over your lesson materials, handouts and coursework from the past week(s) making sure that all activities have been finished in detail. Spend time reviewing, refining and improving any coursework tasks. Re-read any sources that you have been given, highlighting key points and adding annotations. If you have a textbook, then read the relevant passage in the textbook – add any extra information to your lesson notes.



Past-question practice

Check you know which exam board you are using for each subject. Past paper questions can be found on the exam board websites, along with the relevant mark schemes. You might not be able to do all the questions yet! But find ones that relate to work that you know you have done. Revision guides and revision websites will also have exam-style questions for you to practice.



Read around your topic

Find links between your current work and other parts of the curriculum. Being able to link ideas is a key skill; your exam papers will test your knowledge across separate parts of the curriculum.



Expand your wider knowledge

Your studying should not be limited to the scope of the exam specification. There is a whole world of knowledge to explore! You could:

- Listen to a podcast
- Watch a documentary
- Find a fiction/non-fiction book in your field of study

(You might want to ask your subject teachers for ideas if you're not sure where to start)



Revise

It is never too early to start revising. Go back to topics and lessons that you have completed earlier in the year and start to produce revision notes e.g. flashcards, glossaries, timelines etc. Starting your revision early will have a huge benefit when you come to revise for assessments and exams.



Make a study group

It can be very motivating to be part of a study group. It gives you the chance to discuss ideas outside of the classroom and get support. Explaining things to someone else is a fantastic way to learn it yourself. Be warned – you need to find a study group where you are going to work hard!



Priorities 2026/27

Lesson Entry Routine: Calm, Smart, Ready: The Fullbrook lesson entry routine ensures every lesson begins calmly and purposefully. Before students arrive, the teacher displays a clear Remember task and entry expectations, with resources prepared. Students line up calmly, are greeted positively and enter silently, moving directly to their seats, preparing equipment and starting the task immediately. The teacher monitors the corridor and classroom, reinforcing expectations through calm reminders and positive narration. Once students are settled, the teacher circulates while students complete the Remember task, checking routines, praising positive behaviour, identifying misconceptions and providing support. By the end of the routine, all students should be correctly seated, equipped and ready to learn, calm and silent, and actively completing the Remember task.

Modelling (We Do): Modelling is supported by evidence on explicit instruction and cognitive load. Teachers make expert thinking visible by demonstrating the steps, decisions and subject-specific language needed for success. The 'We Do' stage gives students guided practice with scaffolded support before independent work. This aligns with the EEF's guidance on improving literacy, which highlights modelling, scaffolding and gradual release of responsibility. Worked examples and guided practice can also reduce unnecessary demands on working memory when students encounter unfamiliar content.

Desirable Difficulties: Desirable difficulties are supported by research showing that learning strengthens when students retrieve, apply and revisit knowledge rather than simply re-read or receive answers. Retrieval practice, spacing, interleaving and purposeful feedback through DIRT may feel demanding initially, but support long-term retention and independence. This aligns with the EEF's Teaching and Learning Toolkit on feedback, which identifies feedback as high impact when students understand how to improve and act on it. Research by Robert Bjork also suggests that appropriately challenging conditions can improve durable learning.

Oracy: High-quality oracy supports students to deepen understanding through purposeful talk, vocabulary development and structured reasoning. Opportunities to explain, question and justify ideas strengthen knowledge retention and help teachers identify misconceptions. Oracy begins in the 'Remember' phase and is embedded systematically throughout the lesson. Evidence from the EEF's Teaching and Learning Toolkit on oral language interventions suggests that oral language approaches can lead to 6+ months progress a year.