



Teaching at Madeley School

A Quick Guide

2025-2026

Teaching at Madeley School – Our Vision and Universal Offer

Teaching at Madeley is driven by our commitment to **inclusivity**, underpinned by our school's **core values** and delivered through core **Teaching WalkThrus** (Sherrington and Caviglioli, 2020). This approach ensures that students experience **exceptionally high-quality teaching** across the age, ability and subject range.

Our chosen structures deliberately embed the **EEF's '5-a-day'** strategies into daily practice, helping to **reduce common barriers** to success for **SEND** and **disadvantaged** students, so that every child can thrive through the experience of **a high-quality universal offer**.

Literacy, including reading, writing and oracy, is a cross-cutting priority in both curriculum planning and implementation in the classroom. Our **Reading Strategy** reinforces the principle that **every teacher is a teacher of reading** and we actively promote the message that students should **read to succeed** in every lesson. This is not just a mantra; it is an established thread running through our teaching.

We value and celebrate **individual teaching styles** that embrace positive risk-taking to ensure that our curriculum is **adapted** to meet the needs of both individual learners and whole cohorts.

Flexibility is recognised as **central to excellent teaching**.

We **embrace technology** and the use of iPads in the classroom to **support and enhance** learning. Teachers are expected to **maximise the capabilities** of this technology to improve the learning experience by making resources easily accessible, enabling live and responsive assessment, and modelling tasks with clarity and purpose. Our approach **combines digital tools with traditional teaching methods**. This **hybrid model** ensures that technology enhances learning while maintaining a healthy balance of screen time. Reading and writing with pen and paper remain central to our practice, as these are fundamental skills within the national curriculum and essential for developing fluency, comprehension, and written communication.

The expectations set out in this guide encapsulate and reinforce our commitment to and culture of inspiring excellence.

Teaching the Madeley Way

At Madeley School, our approach to teaching is rooted in our **core values**. We design and deliver lessons that support all students in developing not only their **academic knowledge and skills**, but also the **personal qualities** essential for success in life beyond the classroom.

Our pedagogy reflects and reinforces these values. We promote a **shared professional language** and a **consistent approach** to classroom practice, ensuring clarity, coherence, and high expectations across the school. We achieve this through **adhering to the steps in the Teaching WalkThrus for our core strategies**.

While we do not enforce a fixed or standardised lesson structure, we are united in our commitment to the **Teaching Pillars of Excellence**. These pillars form the foundation of outstanding teaching at Madeley. Aligned with the **Teachers' Standards**, they represent the essential elements of the most effective classroom practice and guide us in delivering high-quality, impactful learning experiences for every student.



Inspiring Excellence

Teaching *The Madeley Way* supported by



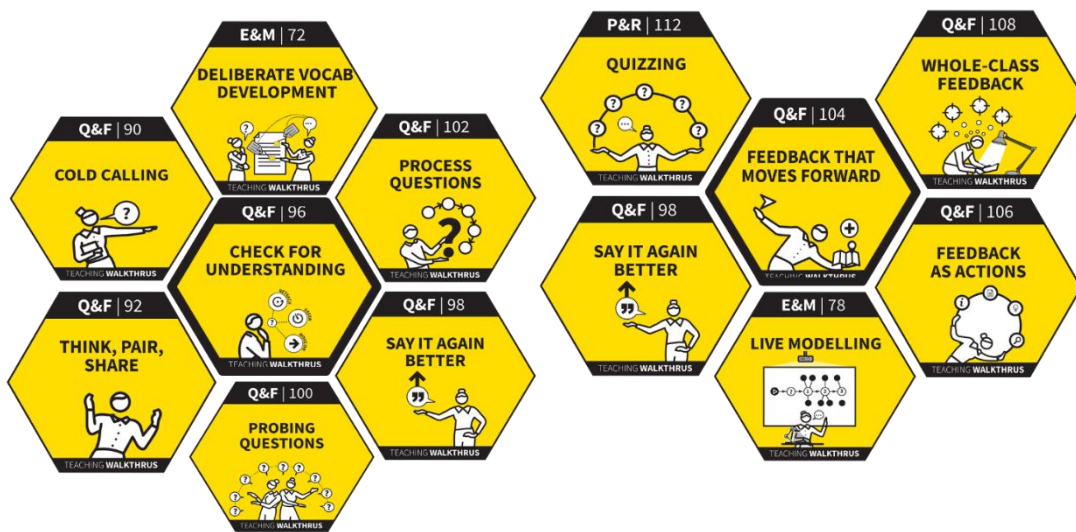
Pride and Respect	Confidence	Resilience	Aspiration	Positivity	Enjoyment	Politeness
<i>through</i>	<i>through</i>	<i>through</i>	<i>through</i>	<i>through</i>	<i>through</i>	<i>through</i>
Expert Questioning	Literacy, oracy and vocabulary	Feedback and responses to feedback	Modelling and Clarity	Expert adaptation	Recall, retrieval and review	Practice and rehearsal
<i>so that</i>	<i>so that</i>	<i>so that</i>	<i>so that</i>	<i>so that</i>	<i>so that</i>	<i>so that</i>
Pupils build pride in learning and respect for the ideas of others through teachers' skilled questioning	Pupils talk with confidence about key concepts, read fluently and thrive in discussion work	Pupils build the resilience to move forward, deepen understanding and gain fluency	Pupils clearly see what excellence looks like through high quality models and examples	Pupils are positive and thrive as teachers adapt pedagogy to address gaps in skills or knowledge	Pupils enjoy testing their knowledge and flourish through revisiting, quizzing and recall	Pupils display exemplary politeness, so progress is made in a supportive environment where mistakes in practice are learned from
<i>using</i>	<i>using</i>	<i>using</i>	<i>using</i>	<i>using</i>	<i>using</i>	<i>using</i>
<ul style="list-style-type: none"> • Cold Calling • Checking for understanding • Probing Questions • Say it again, better • Think, Pair, Share 	<ul style="list-style-type: none"> • Deliberate Vocabulary development • Say it again, better • Think, Pair, Share • Practice explaining 	<ul style="list-style-type: none"> • Feedback that moves forward • Feedback as actions • Whole class feedback • Live modelling 	<ul style="list-style-type: none"> • Live modelling • Success Criteria • Exemplars • I do, We do, You do 	<ul style="list-style-type: none"> • Process Questions • Guided practice • Short feedback loops • Scaffolding 	<ul style="list-style-type: none"> • Cold Calling • Checking for understanding • Probing Questions 	<ul style="list-style-type: none"> • Live modelling • Feedback that moves forward • Feedback as actions • Think, Pair, Share
	<ul style="list-style-type: none"> • Vocabulary builders • Pupils reading aloud 	<ul style="list-style-type: none"> • Peer and self-assessment activities 	<ul style="list-style-type: none"> • Teacher reading aloud 	<ul style="list-style-type: none"> • Flexible Groupings 	<ul style="list-style-type: none"> • Digital quizzing and follow-up • Do Now tasks 	

<p>Teaching Standards:</p> <p>TS1: Set high expectations which inspire, motivate and challenge pupils</p>	<p>TS2: Promote good progress and outcomes by pupils</p> <p>TS6: Make accurate and productive use of assessment</p>	<p>TS5: Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>TS3: Demonstrate good subject and curriculum knowledge</p> <p>TS4: Plan and teach well-structured lessons</p>
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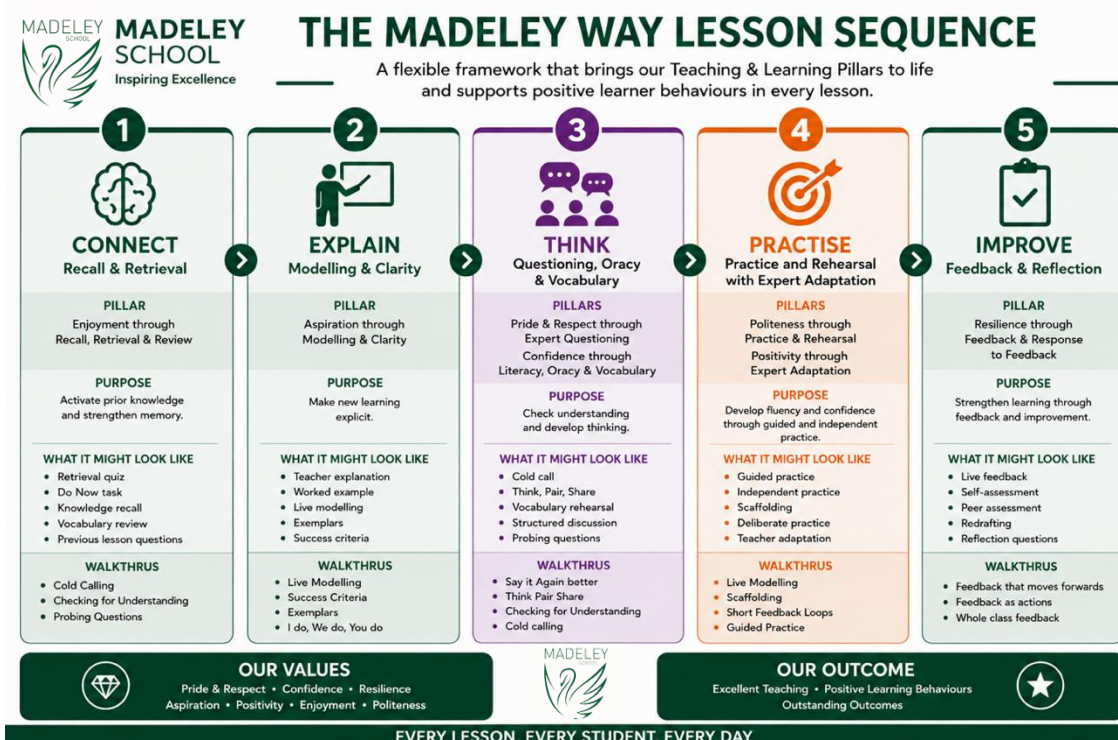
Our Core Teaching WalkThrus

Our core WalkThrus are pedagogical strategies implemented across the whole school to:

- Ensure **inclusion** for all students, regardless of age, ability, or special educational need
- Promote high standards of **oracy** and **communication**
- Learn and use both key and ambitious **vocabulary** with confidence and in a range of contexts
- Facilitate expert **questioning** that supports, challenges, and deepens knowledge and understanding
- Deliver **precise, actionable feedback** that enables students to respond with confidence, secure key knowledge, and master essential skills — empowering them not only to keep up, but to excel.



Whilst we do not prescribe a definitive lesson structure, we do promote **The Madeley Way Lesson Sequence** as a flexible framework which utilises our Teaching and Learning Pillars and Core WalkThrus:



Knowing our students

At Madeley School, we recognise the importance of knowing our students and understanding their **individual needs**. Staff take time to review Educational Health Care Plans (EHCPs), Pupil Passports, Individual Health Care Plans, and any other relevant documentation on **Provision Map** to ensure that **every learner's needs are effectively met**.

We use the information available on **Arbor** to inform our seating plans, carefully considering **SEND, pupil premium status, reading ages, and KS3 ability banding** to group students intelligently and promote maximum progress in lessons. **Arbor's assessment and assignment tools** are also used to monitor and track student progress over time. These documents are **updated** as necessary to reflect new information or changes within classroom environments, ensuring that our approach remains **responsive and inclusive**.

Professional Development

At Madeley, we strive for excellence and take pride in being diligent practitioners committed to continuous professional development. We identify areas for growth in our practice at whole-school, departmental, and individual levels, ensuring that all **improvement** strategies are **well-researched and evidence-based**. Time is dedicated to implementing, reviewing, and refining our approaches to ensure that our teaching continues to evolve and meet the highest standards.

Professional Development includes, but is not restricted to:

- Whole staff training: capturing whole school priorities
- Departmental training: empowering middle leaders to drive improvement in their subjects
- Middle leader training: 'Best in Class' courses, NPQs, Professional Advocates
- ECT training
- Bespoke in-school training where needs emerge (SEND, safeguarding, digital strategy)
- QA Lesson drop-in feedback and reflections, including 1:1 coaching and QA Snapshots, celebrating best practice and offering best practice recommendations.
- Book-Look and Showbie feedback at subject and whole-school level
- Teaching WalkThrus – all staff have their own copy of Volume 1, and subject leads have access to the entire collection of WalkThrus as part of their subject development.

Our CPD Vision 2025-2026

Tier 1: Whole School

- Development sessions focus on the **Madeley Core Teaching WalkThrus** to 'Master, Refine and Develop' the fundamental teaching strategies that we believe are crucial to excellent classroom practice.
- Steps are revisited, reflected upon and next steps planned.
- Supporting WalkThrus are integrated into the 'Develop' section of the 30-minute training segment to further embed the most exemplary pedagogy in this area.
- Quality of Education (Q of E) Lesson Drop-ins during a 2-week Quality Assurance (QA) cycle focus on these whole-school WalkThrus and any emerging priorities; this may inform adjustments to the CPD calendar where a need arises.

Tier 2: Department

- Development sessions also include a 30-minute section where Subject Leaders use their knowledge of teaching practice in their departments to identify an area of development in pedagogy.
- Using the 'Problem-Solution Tool', leaders identify a Teaching WalkThru which can help to **address the area of development** and provide clear steps act upon it.
- Leaders lead this with their department teams and complete the next cycle of '**Plan, Do, Review**'
- This is discussed in Fixed Line Management meetings with Senior Leaders who offer support and guidance to help drive success.

Tier 3: Individual

- Teaching staff may use the 'Problem-Solution Tool' to support with personal professional development that is linked to appraisal.
- Staff are supported and encouraged to engage in continuous professional development, including National Professional Qualifications and the Shaw Education Trust's *Best in Class* courses, to enhance their leadership skills and subject expertise.

Appendix 1: Please see The Madeley CPD calendar which outlines the CPD plan for this academic year

Assessment and feedback as part of excellent teaching practice

At Madeley, assessment is an integral component of high-quality teaching and learning. Our assessment practices are designed to enable both teachers and pupils to **recognise, celebrate, and evaluate achievement**, while identifying areas for further development. **Assessment is used systematically to inform planning, guide instruction, and support pupil progress.** The overarching purpose of assessment at Madeley is to **raise standards and enhance the educational outcomes** of all pupils across every aspect of their school experience.

Appendix 2: Please see the Marking and Feedback Policy (2023) for more details

1. Whole School Assessment Practice

- **Feedback** following formative assessment may be delivered in a range of formats, including verbal, peer, self-assessment, whole-class feedback, or live marking.
- All feedback across the school follows the '**SWANS**' model: *Strengths, Weaknesses (or What to Work on), and Next Steps*.
- **Success criteria** are consistently shared and referenced with pupils to ensure that feedback is precise, relevant, and actionable.
- **Next steps** identified through feedback must be completed and evidenced by pupils using a **purple pen**, reinforcing expectations for progress, achievement, and resilience.
- **Online quizzing platforms** such as Showbie Assessments, Socrative, Quizziz, and Kahoot are routinely used to assess knowledge, identify learning gaps, address misconceptions, and inform subsequent planning.

2. Departmental Feedback Policies

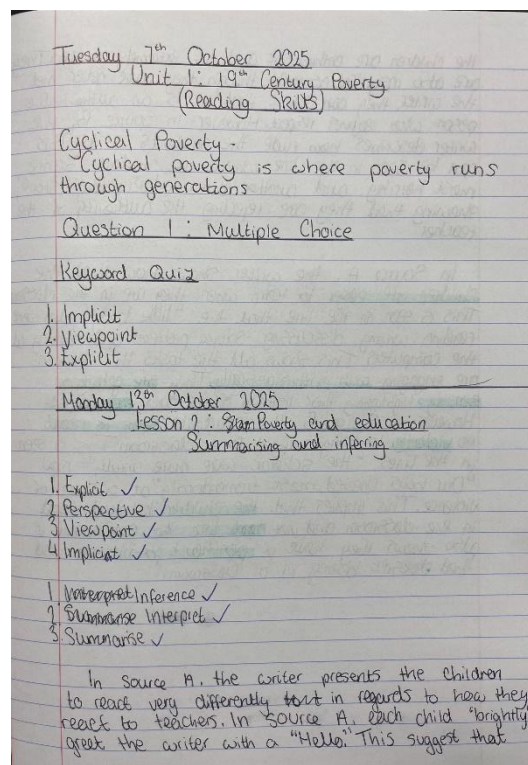
Subjects have their own Assessment and Feedback policies which capture the specific modes that are commonly used in departments. Please see subject leaders for this document.

Student work: exercise books

Exercise Books: **Pride** in presentation

- Student work should reflect the **positive attitudes** all students have when approaching any learning in school.
- All titles, subtitles and dates should be written in **black or blue pen** and **underlined with a ruler**
- The **date** should be written in full: *Monday 3rd September 2025*
- All diagrams, graphs or drawings should be completed in **pencil**
- Different coloured pens may be used for dual coding, highlighting key vocabulary or colour-coded note-taking as directed by the teacher.
- **Purple pen** used wherever possible for evidence of responses to feedback or assessment.
- **Worksheets** must be glued in neatly and clearly **labelled** if folded over
- There should be **no scribbling, doodling, or unrelated drawings** in exercise books. Where these occur, they must be **challenged** and steps taken to ensure they do not recur.

Example of pride in presentation:



Homework Policies

1. Whole School

Homework at Madeley is designed to **extend, consolidate and enrich learning** beyond the classroom, while promoting independence and responsibility.

Staff Expectations

- All homework must be **set via Arbor**, *except when this an automatically recurring homework set via Sparx Reader, Sparx Maths or Sparx Science and has been communicated clearly with students and parents/carers.*
- Use “Submit via Arbor” or verify completion in lessons.
- Homework should be set **regularly (around once per week per subject)** and clearly linked to learning.
- **Allow several days** for completion — no next-day deadlines.
- Ensure tasks are **achievable, purposeful, and inclusive** for all learners.

Time Guidance

As a general guide, we would expect the following average time allocations. However, we recognise that individuals may take differing amounts of time to complete the same piece of work.

- Years 7/8: 30 minutes per subject per week
- Year 9: 45 minutes per subject per week
- Years 10/11; 1-2 hours per subject per week (this may be divided into a number of separate tasks)

Checking and Recording

- Record completion status on **Arbor**.
- Log non-completion as a **behaviour incident** if appropriate.
- Persistent issues → **Subject Leader/Form Tutor**.
- Provide feedback that is **proportionate and supports learning**.

Support and Inclusion

- Adapt tasks for **SEN and dyslexic students** (e.g. digital or visual options).
- Offer access to **lunchtime/after-school study spaces** where needed.

Responsibilities

- **Teachers:** Set, check and record homework.
- **Students:** Check Arbor and complete homework on time.
- **Parents/Carers:** Monitor Arbor and support homework routines.
- **Subject Leaders:** Monitor quality and consistency through reviews and learning walks.

Appendix 3: For full details, refer to the Madeley School Homework Policy (June 2024).

See the “Inspiring Excellence: The Madeley Way – Homework” diagram on the next page for how homework underpins our whole-school approach