



TEACHING AND LEARNING POLICY

Our Academies share one vision:

To provide the highest quality education for young people in the communities we serve.

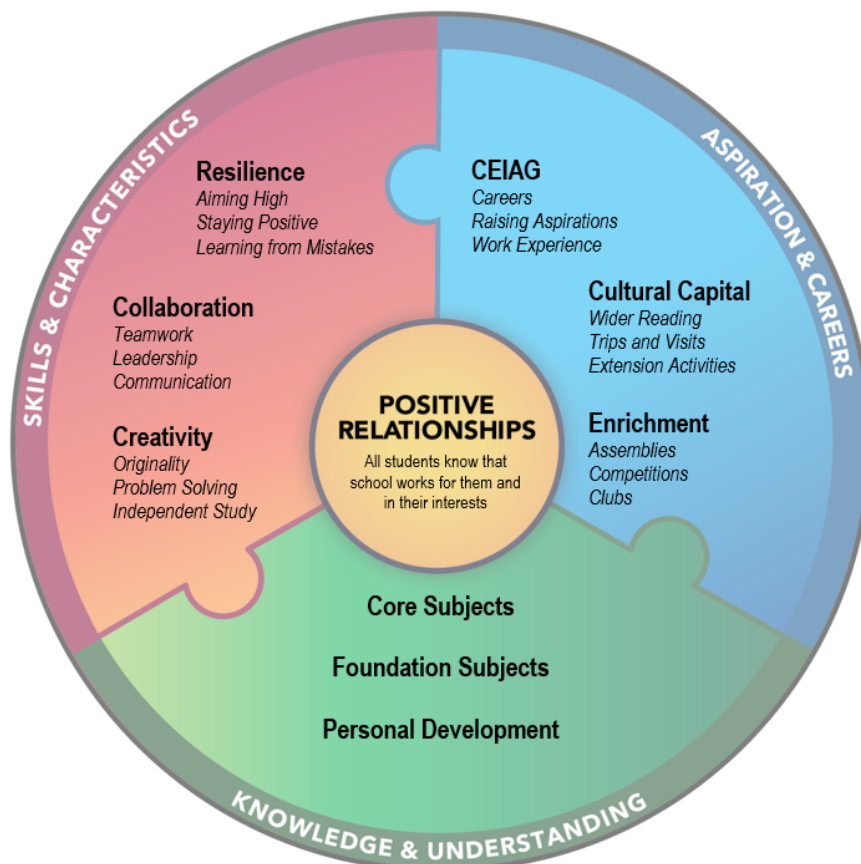
Our vision goes beyond our own Trust. We want to contribute to the broader regeneration of our region by empowering our students to have **high aspirations, achieve excellent outcomes and enjoy learning.**

Guiding principles

Consistent, high quality teaching has a profound impact on student progress and achievement and is at the core of all we do.

Teachers are individuals who have different areas of skill and as such, there is no one prescribed way to ensure high quality learning happens every lesson. The Trust has a clear vision for every child's education; centered around positive relationships, building knowledge, understanding, skills and linking to the world or work or higher education.

While our curriculum policy states what we teach, the Teaching and Learning policy identifies how we teach. The two policies are inextricably linked.



1. Aims

- This policy aims to explain how we will create an environment where pupils learn best and enjoy to do so.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning.
- Promote high expectations and raising standards of achievement for all pupils.
- Involve pupils, parents and the wider school community in pupils' learning and development.

2. Roles and responsibilities

Teaching and learning is a shared responsibility, and everyone has an important role to play.

2.1 Teachers

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
- Follow the culture, routines and priorities for each school as set out in the respective staff handbook.
- Actively engage parents/carers in their child's learning by contributing to newsletters/blogs, website, letters, open days/mornings], including clearly communicating the purpose of home learning.
- Update parents/carers on pupils' progress and produce attainment data and written report on their child's progress, according to the Academy's calendar.
- Meet the expectations set out in the curriculum policy, behaviour policy and the SEND policy.

2.2 Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required.
- Engage in supporting inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers.
- Ask questions to make sure they've understood expectations for learning.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.
- Meet the expectations set out in the curriculum policy, behaviour policy and the SEND policy.

2.3 Curriculum leaders:

Curriculum Leaders will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills over time.
- Sequence lessons in a way that allows pupils to make good progress from their starting points.
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject/phase, working with teachers to identify any challenges.
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Improve on weaknesses identified in their monitoring activities.
- Create and share clear intentions for their subject/phase.

- Encourage teachers to share ideas, resources and good practice.
- Meet the expectations set out in the curriculum policy, behavior policy and the SEND policy.

2.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.
- Meet the expectations set out in the curriculum policy, behavior policy and the SEND policy.

2.5 Pupils

Pupils at our academies will:

- Follow all agreed expectations for learning and behaviour as set out by the Academy.
- Take responsibility for their own learning, and support the learning of others.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson.
- Be curious, ambitious, engaged and confident learners.
- Respond to feedback to improve.
- Put maximum effort and focus into their work.
- Complete home learning activities as required.
- Meet the expectations set out in the behaviour policy.
- Be Ready, Respectful, Safe and Kind.

2.6 Parents and carers

Parents and carers of pupils will:

- Support good attendance.
- Support the school fully in the expectations set out in the Home School Agreement.
- Value learning, encourage their child as a learner, and make sure their child is ready and able to learn every day.
- Encourage their child as a learner.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

2.7 Trustees

Trustees will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

3. Learning environment

- Learning takes place in a range of different environments, classrooms, outdoor spaces, halls, music rooms and ICT suites, labs and other specialist rooms.
- These spaces will be kept safe, clean, tidy and ready for pupils to use them.
- They will be arranged to promote learning through:
 - Accessible resources for learning such as books, worksheets and other equipment.
 - A seating layout that allows everyone to see the board and participate.

4. Planning

Our curriculum is founded on the following principles and lesson delivery should consistently reflect these broad aims. All teachers are expected to plan lessons for the classes they teach in line with the Trust 'lesson plan' format. Schemes of Learning are the starting points from which teachers plan lessons, from which lessons are created and adapted to the individual needs of students in each class. Lessons should also be adapted based on what has worked in the previous lessons or what needs reviewing in the next lesson.

Respected research informs all guidance that we use as a Trust. We believe that:

- **Positive relationships** are at the heart of effective teaching and learning. Clear, consistent expectations are key to achieving this aim. Praise and positive reinforcement must be used frequently to embed high expectations.
- **Lessons should have a clear, challenging aim.** All students should be supported to reach this expectation through effective planning and targeted support.
- **Dialogue should promote thinking and deepen learning:** There is a strong connection between speech (both silent inner speech and oral language), the development of mental concepts and cognitive awareness. High quality explanations, rich questioning and dialogue lies at the heart of the feedback loop, which enables the teacher to know where the learner is in order to scaffold the next stages
- **High quality literacy** and a clear understanding of vocabulary unlocks a deeper understanding of more complex learning.
- **Assessment for Learning:** Teachers should have a clear view of their students' starting point, they should know where they need to be but most importantly, they should be able to provide feedback about how they can get there. The term 'assessment' refers to all activities which provide this information.
- **Revisit and Practice:** There is strong evidence for the *testing effect* (learners working to recall knowledge they have previously learned). Difficult but successful retrievals work better than easier successful retrievals. Retrieval practice needs to occur within a reasonable time after the topic has been initially taught, and the knowledge should be revisited throughout the programme of study (*spaced or distributed practice and interleaving*).

The Trust has invested in technology and resources to ensure that any required future transitions into online learning would be as seamless as possible. The Academies continues to support pupils affected by attendance using online platforms to facilitate catch-up work.

5. Adaptive Teaching

Teaching and learning will take the backgrounds, needs and abilities of all pupils into account. Staff should plan to cater for the needs of all of our pupils and challenge them appropriately, including:

- Pupils with special educational needs and disabilities (SEND).
- Pupils with English as an additional language (EAL).
- Disadvantaged pupils.
- Persistent Absentee pupils.

Strategies we will use to do this include:

- High Quality CPD.
- High quality first teaching (responsive and adaptive).
- Providing additional resources which scaffold or support steps in learning.
 - Using support staff effectively to provide extra support.

- Working with our SEND Co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress.

6. Presentation of work in books

Students should be taught to be 'proud' of their work. PROUD expectations should be placed on the front of exercise books (pre-printed or stickers).

7. The Trust Approach to Teaching Literacy

The Trust approach to literacy is based around the concept of smart frameworks for consistent guidance and support. Individual departments are able to adapt for disciplinary literacy. Staff should both model and support the use of formal English when students are speaking.

Literacy Marking: Whenever teacher written feedback is given, teachers should use their professional judgement to identify the most important literacy errors in a piece of work. Literacy marking should always follow the codes agreed by each academy.

8. Skills Builder

We aim to bring consistency to teaching the key employability and life skills that all of our students need to thrive in the 21st Century. Trust Teachers should highlight skills using the following Skills Builder Framework icons, which break down eight core skills into fifteen teachable and measurable steps. The steps have been designed to show progression across different age groups.

9. Feedback

Feedback can be completed effectively by teachers through individual written feedback, instant live feedback, whole-class feedback and self/peer feedback. Each half term, Curriculum leaders should use their professional judgement or curriculum assessment timelines to plan how each type of assessment and feedback can be most efficient and effective. Individual written feedback should be recorded in books and can include assessments. Individual written feedback should be robust and, where appropriate, allow a grade to be accurately determined.

We believe that marking has 3 main purposes:

9.1 To MOTIVATE - So students know we value their work

9.2 To MONITOR – we need to know that students understand what we have taught and that they have completed set tasks. Regular monitoring allows teachers to identify areas of strength and weakness to plan high impact future lessons based on need.

9.3 To MAKE AN IMPACT -To identify areas of strength and weakness in order to plan future lessons. To identify misconceptions, in which case additional support or guidance should be given.

We recognise 3 main categories of feedback, shown here in decreasing order of importance:

1. Immediate, live feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Written feedback – away from the point of teaching

For students with low reading ages, immediate and summary feedback can often be more beneficial to their understanding of any errors/misconceptions, than review feedback given at a later date. This means teachers should be constantly circulating and checking students' work during lessons, giving feedback at the point of learning.

Immediate feedback can include:

- The teacher gathering information using mini-whiteboards, Heads Down, book work etc. and then responding to the whole class

- The teacher working with individuals/small groups in lessons.
- The teacher giving 1:1 verbal feedback to a student for immediate action.
- Using a teaching assistant to provide students with support or further challenge.
- The teacher re-directing the focus of the teaching or the task based on student outcomes.
- Live written feedback.

Summary feedback can include:

- A teacher summarising the end of a lesson or activity.
- A teacher providing an opportunity for evaluation of learning in the lesson using check-points and hinge questions.
- Peer or self-assessment opportunities.
- A teacher's further use of review feedback, focusing on areas of need such as models and WAGOLs (What a good one looks like).

How will observers see immediate and summary feedback? We should see immediate and/or summary feedback every lesson (teachers circulating the room and continually checking the quality of work that is being completed). Teachers may choose to carry a pen with them so that they can add marks/notes to work if it is helpful to do so. If it is obvious that a number of students need similar feedback, the teacher should use their professional judgement to pause the learning activity and revisit the teaching sequence in a different way, broken down into smaller steps, so that students can make faster progress.

Written feedback: Classwork completed by students should be checked either by the teacher (red ink) or by peer/self-assessment (green ink). It is important for students to realise that we value all work they complete and that high standards are required from them in their books. This is the 'marking for motivation' approach. Teachers should direct time in class for students to make improvements to learning. Students make corrections or improvements in green pen. Misconceptions should be identified, and clarification given. Areas of improvement should directly link to end points for progression.

Literacy Marking Codes	
✓	Correct Good Idea Good use of language
sp	Incorrect spelling / circle or underline where the error has taken place Write the correct spelling with sp x3 in the margin for the student to correct in green pen OR indicate pupil should use a dictionary
p	Punctuation error. Underline where the error has taken place
//	A new paragraph is needed
CL	Capital letter error: circle the omission

Only key pieces of work should be given feedback in more depth and teachers should use 'what went well, 'WWW' and 'even better if, EBI' to structure this is based upon the needs of the student and the professional judgement of the curriculum area.

10. Home learning / Homework

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

The Trust aims to make home learning accessible to all pupils by using appropriate online platforms.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

11. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report once per year and more frequent 'short reports' including attendance, attitude to learning and attainment data.

12. Support for underachieving pupils

Assessment data is routinely used to identify when pupils are not making the expected levels of progress. Each academy has a process in place for escalating concerns to curriculum leaders and heads of each key stage, who oversee key stage interventions. Heads of each Key Stage report on pupil progress and the impact of interventions to the MAT Curriculum, Standards & Pupil Welfare Committee on a termly basis.

13. Monitoring and evaluation

We monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Leaders monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Lesson observations
- Reviewing marking and feedback
- Pupil progress meetings
- Gathering input from student voice
- Work samples
- Curriculum Area Reviews
- The Trust Appraisal Policy

Feedback is given promptly to all staff involved in the process and actions that require a follow up are taken when and where required. Teaching, learning and the quality of pupils' work are quality assured each term.

Quality assurance processes inform staff training and the development of best practice.

Professional development is planned to meet the needs of the staff and the pupils, with plans established to support staff in their own career stage development.

Last review date:	24.09.26
Next review due:	Autumn 2027
Person Responsible:	Chief Executive Officer