

TEACHING & LEARNING POLICY

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Summary		Teaching and Learning in the City Learning Trust is underpinned with our ethos of the 'Trium Perfectum' (The Perfect Three) in which there are three core principles: Relentlessly High Expectations, Flexible and Varied Teaching Methods and Precise, Regular and Effective Feedback.		
Associated Documents		<ul style="list-style-type: none"> Feedback Policy Performance Management Policy 	<ul style="list-style-type: none"> Staff Development Policy Curriculum Policy 	
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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
0.1	New Document	April 2020	New Policy
1.0	Corporate format	Sept 2020	Format only
1.1	Annual review	Sept 2021	Review only no changes.
1.2	Linked Policies	Nov 2021	Reference to Target Setting & Assessment Policy and Parental Engagement Policy removed

TABLE OF CONTENTS

VERSION CONTROL	2
1. STATUS	4
2. RATIONALE	4
3. AIM	4
4. PURPOSE - The Trium	4
5. ROLES AND RESPONSIBILITIES	5
6. MONITORING AND EVALUATION	6
7. WHO IS THIS POLICY FOR?	7
8. MONITORING, REVIEW AND POLICY DEVELOPMENT	7
9. LINKS TO OTHER POLICIES	7

1. STATUS

- a. Non statutory.

2. RATIONALE

- a. In the City Learning Trust we believe that learning is the process by which children and young people gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world.
- b. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all children and young people are supported and challenged to make good progress in their learning.
- c. Teaching and Learning in the City Learning Trust is underpinned with our ethos of the 'Trium Perfectum' (The Perfect Three) in which there are three core principles: Relentlessly High Expectations, Flexible and Varied Methods and Precise, Regular and Effective Feedback.
- d. This ethos is supported through six core competencies which are a condensed version of the 8 teacher standards. They are:
 - i. Studying the needs of each group that they are responsible for.
 - ii. Planning for the needs of students in their groups and considering carefully bespoke timely intervention required for success.
 - iii. Delivering consistently good quality sessions in an environment where students are engaged, encouraged and confident to participate.
 - iv. Evaluating regularly how lesson delivery meets the needs of students and reflecting on practice.
 - v. Learning more about what the teaching group need and amending teaching delivery to suit.
 - vi. Using a variety of feedback strategies to feedback to children (and stakeholders as necessary) on how to improve further.

3. AIM

- a. To provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- b. To ensure that our children and young people are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- c. To ensure that children and young people are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in the City Learning Trust and beyond.
- d. To make links with the learning that children and young people do outside the classroom.
- e. To focus upon continually raising standards of teaching and learning in the Trust, to inspire and motivate children and young people and staff.
- f. To identify and share good practice in teaching and learning across all curriculum areas and across the City Learning Trust.
- g. To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- h. To improve levels of achievement and attainment as a consequence.

4. PURPOSE - The Trium

- a. Our Teaching and Learning ethos is as follows, based on three core principles, and underpinned by six core competencies as detailed above:

4.1 Relentlessly High Expectations

- a. Learning rules are followed consistently by children and young people.
- b. Children and young people are clearly expecting to work hard and learn in the lesson.
- c. The teacher expects all children and young people to work hard, regardless of their ability. No excuses are offered or accepted. Where necessary, the teacher will regain momentum promptly.
- d. Children and young people are well disciplined, routines aid quick settling into the lesson, and any indiscipline is promptly and effectively dealt with.

- e. Children and young people rise to challenges set – they feel challenged but supported in their work.
- f. Overt and sometimes covert verbal/non –verbal communication helps to raise expectations.
- g. Teachers are not afraid to say 'No', 'That's not right', 'that's not a good enough explanation, try again'. Half answers and / or poor explanations are not tolerated and are challenged in an appropriate way.
- h. Suitable, appropriate and timely welfare support is provided for all children and young people to ensure that they are able to attend the City Learning Trust, and are happy, safe and healthy.

4.2 Flexible and Varied Methods

- a. The teacher is fully in control of their teaching and knows the children and young people in front of them.
- b. The teacher knows how to actively promote learning, rather than just concentrating on the teaching.
- c. Appropriate choice of activity to suit the needs of the learners is evident.
- d. Appropriate levels of challenge are evident and suit all learners.
- e. Where necessary there is flexibility to cope with unexpected questions/issues which promotes learning and understanding.
- f. Timing and pace is appropriate to the needs of the children and young people in order to promote deep learning and understanding.
- g. Learning and understanding are apparent in all children and young people, as a result of quality teaching.

4.3 Precise, Regular and Effective Feedback

- a. There is evidence of the 'big picture' (curriculum planning) and context to the learning.
- b. Children and young people have regular opportunities to reflect on their learning. This could include addressing misconceptions or enhancing their work.
- c. Extended formative feedback is given following assessments which is used diagnostically to improve learning.
- d. Written feedback is precise, effective, accessible and appropriate for the student.
- e. Quality homework tasks are set to extend learning and/or develop and embed skills.
- f. There is clear evidence of effective and purposeful verbal and written dialogue between the teacher and children and young people which leads to active follow up where enhanced knowledge and/or improved skills are displayed.

5. ROLES AND RESPONSIBILITIES

5.1 Staff will:

- a. Uphold the Trium's values consistently with all children and young people across the Trust.
- b. support and challenge children and young people to achieve their best.
- c. provide high quality, dynamic and stimulating lessons.
- d. provide high levels of interaction for all students.
- e. provide regular and meaningful home learning.
- f. provide opportunities and guidance to apply and develop literacy, numeracy and other skills.
- g. provide high quality feedback.
- h. work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum, and across the City Learning Trust.
- i. develop a range of teaching and learning styles to create an exciting and creative learning culture.
- j. listen to students' views and be open to their opinions.
- k. evaluate and reflect on their practice.
- l. Use their professional judgement to ensure that all children and young people are learning in their lessons, leading to rapid and sustained progress.

5.2 Children and Young People will:

- a. participate fully in lessons.
- b. strive for continual improvement.
- c. support each other (and their teacher) so that all learn effectively.
- d. take an active part in learning within and beyond the classroom.
- e. take pride in developing and applying their literacy and numeracy skills across the curriculum.
- f. be enthusiastic, resilient and responsible in learning and improving skills.
- g. respond positively to feedback and improve their work as a result of effective feedback.
- h. rise to challenges, working collaboratively and supportively.
- i. Adhere to the City Learning Trust's Behaviour for Learning policy at all times.

6. MONITORING AND EVALUATION

- a. Our aims are:
 - i. To make secure judgements of teaching and learning across the City Learning Trust.
 - ii. To monitor and evaluate the progress of children and young people during a lesson and over time.
 - iii. To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
 - iv. To identify group and individual training needs across the teaching and support staff.
 - v. To ensure that feedback is precise, regular and effective and allows children and young people to make rapid and sustained progress.
 - vi. To ensure that all staff across the City Learning Trust have relentlessly high expectations of all children and young people in their care.
- b. Teachers are responsible for the progress of all children and young people in their classes and for evaluating their own performance and professional development.
- c. This can be achieved by:
 - i. Self-evaluation of their own subject knowledge and understanding of changing educational initiatives.
 - ii. Self-evaluation of the quality and effectiveness of their own teaching and classroom management.
 - iii. Monitoring student progress to ensure they achieve well against prior achievement and against their Academy targets.
 - iv. CPD on an individual, department, faculty and whole City Learning Trust basis.
- d. Reviews of Teaching and Learning will take place on an on-going basis, reflected within the Performance Management Policy and will involve:
 - i. Management of performance over time in line with the Teacher Standards, by their Line Manager, through our Performance Development Cycle. Targets are set at the start of the year and then reviewed regularly.
 - ii. Lesson observations conducted by members of the Senior Leadership Team and/or Line Manager/ Performance Reviewer.
 - iii. Learning Walks on a regular basis which inform developmental areas on both an individual and faculty basis.
 - iv. Book Reviews within lessons, with samples requested for monitoring within the guidance of the feedback policy.
 - v. Book Reviews completed in conjunction with the Line Manager / SLT / Performance Reviewer to identify areas for development and ensure high quality feedback is provided for all children and young people.
 - vi. Student voice within or outside lessons.

7. WHO IS THIS POLICY FOR?

- a. The Governors / Trustees are responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of high quality lessons and for reviewing it at the appointed review date.
- b. The Strategic Lead (Teaching and Learning) is responsible for leading the development and monitoring of teaching and learning across the City Learning Trust.
- c. The Leadership Team is responsible for the development of teaching and learning in each Academy.
- d. The Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole City Learning Trust and offer support and training to maintain high standards.
- e. Subject Leaders / Heads of Faculty are responsible for ensuring the curriculum meets learner needs; standard operating procedures are implemented across the department / faculty; monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of children and young people.
- f. All staff are responsible for applying the Trust's teaching and learning policy and procedures to provide high quality learning experiences for all children and young people in our care.

8. MONITORING, REVIEW AND POLICY DEVELOPMENT

- a. This policy will be developed through consultation with staff, children and young people and governors and approved by the Board of Trustees. It will be reviewed by the Policy and Procedures Working Group on a bi-annual basis to ensure continuing compliance.

9. LINKS TO OTHER POLICIES

- a. Feedback Policy
- b. Performance Management Review Policy
- c. Staff Development Policy
- d. Curriculum Policy