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<b>Policy Title</b>	<b>Teaching and Learning Policy</b>
<b>1. Purpose</b>	<p>This policy sets out the measures that Trinity Academy will put in place to promote its core purpose: high quality teaching and learning across the Academy, and how standards will be regulated.</p> <p>It should be read in conjunction with the following Academy policies:</p> <ul style="list-style-type: none"> <li>• Marking Policy</li> <li>• Assessment, Recording and Reporting Policy</li> <li>• Literacy Policy</li> <li>• Special Educational Needs and Disabilities (SEND) Policy</li> <li>• Pupils with English as an Additional Language (EAL) Policy</li> <li>• More Academically Able Pupils Policy</li> <li>• Behaviour Policy</li> <li>• Pupil Code of Conduct</li> <li>• Home School Agreement</li> <li>• Code of Conduct for Employees</li> <li>• Code of Conduct for Volunteers</li> </ul> <p>Appendix 1 – Teachers’ Standards            Appendix 2 – Home Learning Procedure</p>
<b>2. Summary</b>	<p>Trinity Academy is committed to providing a stimulating, engaging and purposeful educational experience to all pupils so that all can achieve. This requires the highest possible standards of teaching and learning from all involved in the delivery of the curriculum. The learning environment must foster motivation that allows all pupils flourish.</p> <p>Trinity Academy has adopted a knowledge-rich curriculum and is committed to a programme of teaching and learning through all key stages that gives due weight and emphasis to knowledge acquisition. To do this effectively, staff will work together to devise and refine their practice appropriately.</p> <p>Trinity Academy is also committed to being in the vanguard of innovative teaching and learning practice.</p> <p>Underpinning this policy are the Trinity Academy Values of Wisdom, Fairness, Courage and Self-Discipline.</p>
<b>3. Aims</b>	<p>At Trinity Academy, our staff will:</p> <ul style="list-style-type: none"> <li>• Support and challenge pupils to achieve their best.</li> <li>• Ensure that the needs of all pupils are met.</li> <li>• Strive to raise standards for all pupils and remove barriers for the most vulnerable.</li> <li>• Provide high quality, dynamic and stimulating lessons.</li> <li>• Provide high levels of interaction for all pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen to pupils' views and be open to their opinions.</li> <li>• Evaluate and reflect on their practice.</li> <li>• Provide regular and challenging home learning.</li> <li>• Provide frequent quizzes, tests and supporting resources to aid knowledge acquisition and retention.</li> <li>• Provide opportunities and guidance to apply and develop literacy, numeracy and other skills, where appropriate within the context of a whole-school planning framework.</li> <li>• Provide encouragement and support in line with the Academy's ethos and values.</li> <li>• Provide high quality feedback in a timely, helpful and consistent manner.</li> <li>• Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum with a special emphasis on developing skills that address the requirements of a knowledge-based approach to teaching and learning.</li> <li>• Develop our range of teaching and learning styles to create an exciting and creative learning culture.</li> </ul>
<p><b>4. Objectives</b></p>	<ul style="list-style-type: none"> <li>• To establish an approach to teaching and learning at Trinity Academy that is clear, fair, understood by all staff, pupils and parents/carers and is consistently applied.</li> <li>• To promote high standards of teaching and learning across the Academy.</li> <li>• To establish and implement a policy that is clearly aligned with the Teachers' Standards.</li> <li>• To enable all those who deliver the curriculum to have clear guidelines on the expectations of teaching and learning at Trinity Academy.</li> <li>• To ensure that those who deliver the curriculum consistently produce lessons of the highest quality, which will enable all pupils to achieve to their highest potential.</li> <li>• To ensure that pupils are able to learn and thrive as a result of high quality teaching and learning.</li> </ul>
<p><b>5. Roles and Responsibilities</b></p>	<p>The Principal will have overall responsibility for the implementation of this policy and will work with the nominated Senior Leader to ensure it is implemented effectively and consistently across the Academy.</p> <p>Every adult working to deliver the curriculum at Trinity Academy has the responsibility to adhere to the policy. Curriculum Leaders are responsible for ensuring the consistent delivery of this policy within their area.</p> <p>Pupils will take responsibility for their own learning, including acting upon feedback, and will follow the Pupil Code of Conduct and Home School Agreement.</p> <p>Parents/Carers will support the learning of their child through regular communication with the school, including reviewing and signing pupil planners, and ensuring adherence to the Pupil Code of Conduct and</p>

	Home School Agreement.
<b>6.Implementation</b>	<p>Implementation of this policy is guided by Part One of the Teachers' Standards. These can be found at Appendix 1.</p> <p>Trinity Academy expects the planning and delivery of all lessons, the learning behaviour of all pupils and the development of a safe, secure and caring learning environment to be consistent and transparent. How this looks in practice is outlined below.</p> <p><b>Teaching Standard 1 - Set high expectations which inspire, motivate and challenge pupils.</b></p> <p><b>At Trinity Academy teachers will:</b></p> <ul style="list-style-type: none"> <li>• Treat all pupils and staff with respect. This includes verbal and non-verbal actions.</li> <li>• Ensure that all pupils are appropriately challenged with engaging activities to promote learning.</li> <li>• Ensure that all adults that come into contact with pupils demonstrate the high standards of behaviour and conduct as outlined in Trinity Academy's Code of Conduct for Employees.</li> </ul> <p><b>Teaching Standard 2 - Promote good progress and outcomes by pupils.</b></p> <p><b>At Trinity Academy teachers will:</b></p> <ul style="list-style-type: none"> <li>• Ensure they are aware of where each pupil in their classroom is in their learning journey and be prepared to advise them and others on the next steps for improvement.</li> <li>• Ensure that where performance is not as expected, appropriate intervention is implemented.</li> <li>• Be aware of the capabilities of all pupils in their classroom and ensure that knowledge and skills are consistently built upon in accordance with these capabilities.</li> <li>• Engage in a reflective dialogue with pupils to make them aware of their own learning journey towards excellence.</li> <li>• Implement a variety of teaching strategies that meet all learning needs.</li> <li>• Encourage pupils to be aware of their own progress and how they can take ownership for this both within and outside of the classroom.</li> <li>• Make specific arrangements for promoting knowledge acquisition and retention and monitoring their progress.</li> </ul> <p><b>Teaching Standard 3 - Demonstrate good subject and curriculum knowledge.</b></p> <p><b>At Trinity Academy teachers will:</b></p> <ul style="list-style-type: none"> <li>• Ensure all lessons demonstrate a sharing of subject knowledge which can foster and maintain pupils' interest in the subject.</li> <li>• Ensure that any misconceptions are addressed effectively in a</li> </ul>

timely manner.

- Communicate openly with colleagues and read subject specific material to refresh knowledge and keep abreast of pedagogical developments.
- Engage in appropriate Continuous Professional Development (CPD); share this in feedback sessions with colleagues and implement appropriate ideas from CPD in the planning and delivery of lessons.
- Consistently use, and demand the use of, Standard English from all within the Academy community. Challenge any instances of slang from pupils. Correct work in accordance with the Academy Literacy policy.
- Ensure classrooms have purposeful subject specific displays to which pupils can refer in independent activities.

#### **Teaching Standard 4 - Plan and teach well structured lessons.**

##### **At Trinity Academy teachers will:**

- Use the Academy Lesson Plan (Appendix 2) to plan well structured lessons which take into consideration key groups within the classroom.
- Ensure every lesson has a clear objective that is displayed and shared with pupils.
- Ensure that every lesson makes effective use of time and that pupils are fully engaged and occupied.
- Promote an element of enquiry through challenging questions and activities in accordance with Bloom's Taxonomy.
- Accept that there is no 'glass-ceiling' for pupils and that all are capable of exceeding their expected achievement through careful planning.
- All teachers will work in accordance with the Home Learning Procedure (Appendix 3) and set meaningful home learning in line with the home learning timetable to consolidate learning and facilitate progress.
- Use their Planning, Preparation and Assessment (PPA) time to reflect upon lessons and adjust planning as appropriate.
- Engage with the Curriculum Leader in developing the curriculum.

#### **Teaching Standard 5 - Adapt teaching to respond to the strengths and needs of all pupils.**

##### **At Trinity Academy teachers will:**

- Use appropriate differentiation to stretch and challenge pupils of all abilities. Teachers will ensure that all pupils are able to access activities in order to facilitate effective learning.
- Demonstrate a knowledge of different approaches to teaching and utilise a variety of approaches to ensure that all pupils gain an understanding of the same concept.
- Ensure that lessons are planned to include the development of the physical, social and intellectual development of all pupils and adapt teaching to respond to pupils' different stages of

development.

- Respond to the needs of those pupils with SEND and EAL through appropriate implementation of support in line with the relevant policy.
- Respond to the needs of More Academically Able Pupils through appropriate implementation of challenging activities in line with the relevant policy.
- Use assessment regularly within lessons to respond to the needs of pupils in line with the Assessment, Recording and Reporting policy.

**Teaching Standard 6 - Make accurate and productive use of assessment.**

**At Trinity Academy teachers will:**

- Use a variety of appropriate assessment strategies to have a secure understanding of pupil progress and attainment.
- Use formative assessment data regularly to inform planning and teaching. Planning must change and develop in accordance with formative assessment to facilitate progress and set challenging targets.
- Use summative assessment to plan specific, individual intervention plans for underperforming pupils. These are to be submitted to the Senior Leader with overall responsibility for Teaching and Learning after each summative assessment data cycle.
- Use assessment as a tool for gauging pupils' subject knowledge and understanding and develop a secure set of strategies for addressing misconceptions.
- Provide pupils with regular feedback, both orally and through informative and accurate marking, in accordance with the Academy Marking Policy and encourage pupil response to this feedback. Pupils will also be actively encouraged to engage in reflection along with self and peer-assessment.

**Teaching Standard 7 - Manage behaviour effectively to ensure a good and safe learning environment.**

**At Trinity Academy teachers will:**

- Implement the Academy Behaviour Policy and adhere to the Academy procedures for managing pupils' behaviour.
- Secure appropriate and effective learning behaviour and ensure pupils adhere to the Pupil Code of Conduct and Home School Agreement.
- Ensure that all employees adhere to the Employee Code of Conduct.
- Ensure that all volunteers adhere to the Volunteer Code of Conduct.
- Ensure that positive reinforcement is used at all available opportunities; particularly in respect of pupils and staff who consistently demonstrate the Academy Values.
- Ensure that a fair approach to behaviour management is

	<p>implemented in a consistent and transparent manner.</p> <ul style="list-style-type: none"> <li>• Ensure that lessons are designed to be engaging and motivating to avoid off-task behaviour.</li> <li>• Maintain good relationships with pupils and parents/carers, exercise appropriate authority and act appropriately at all times for the good of all within the learning environment.</li> </ul> <p><b>Teaching Standard 8 - Fulfil wider professional responsibilities.</b></p> <p><b>At Trinity Academy teachers will:</b></p> <ul style="list-style-type: none"> <li>• Ensure that pupils are prepared for learning at the start of each day by undertaking daily checks.</li> <li>• Develop links with colleagues for the purpose of moderation and standardisation of assessments, in line with the Assessment, Recording and Reporting policy.</li> <li>• Take responsibility for their own professional development and respond to advice and feedback from colleagues.</li> <li>• Communicate effectively with parents/carers with regard to pupils' achievements and well-being.</li> </ul>
<b>7. Monitoring and Evaluation</b>	<p>The monitoring of teaching and learning across the Academy will include regular analysis of examination results, data for all teaching groups, curriculum area reviews, lesson observations and work scrutiny.</p> <p>The Principal will monitor the implementation and effectiveness of this policy through the Academy's self-evaluation processes and will produce, in conjunction with relevant Senior Leaders, regular reports for the Board of Trustees.</p>
<b>8. Frequency of Review</b>	This policy will be reviewed on an annual basis
<b>9. Approval</b>	Approved by Board of Trustees
<b>10. Appendices</b>	Appendix 1 – Teachers' Standards Appendix 2 – Home Learning Procedure

## APPENDIX 1: Teachers' Standards

### 1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.



## APPENDIX 2: Home Learning Procedure

### What is Home Learning?

“Home Learning” is any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers. It is an essential part of the learning process and we place a strong emphasis on it at Trinity Academy. Teaching staff are required to set and assess appropriate home learning on a regular basis. All pupils across the age and ability range are expected to complete home learning tasks. Parents/carers are encouraged to take an active role in the process.

### Principles

Trinity Academy believes that home learning plays an important part in pupils’ learning because:

- It encourages pupils to develop the skills, confidence and motivation to study effectively on their own – this is vital given the importance of lifelong learning and adaptability.
- It encourages good time management.
- It allows practice of knowledge and skills learned in the classroom.
- It extends academy learning, permitting more rapid progress to be made in the academy.
- It makes use of outside interests and resources.
- It may involve parents/carers and other adults in the pupils’ work, improve home-academy and community-academy links.

### Guidelines to staff

*Home Learning should be:*

- Of quality rather than quantity.
- Integrated into the curriculum scheme of work.
- Set regularly in line with the Academy home learning timetable and with reasonable deadlines.
- Assessed within a reasonable timescale and returned to pupils with relevant help and guidance.
- Followed up if not completed.
- Set for pupils with long-term absence or who are excluded.

*Home Learning tasks should:*

- Be varied and purposeful and not regularly used simply for ‘finishing off’ work begun in class.
- Be differentiated, where necessary, so that they are achievable by all pupils.
- Be set well in advance of the end of the lesson, or at the start of the lesson, to ensure that there is sufficient time for clear explanation and recording.
- Positively encourage the support and involvement of parents/carers.

*Home Learning tasks could include:*

Extended writing tasks

Worksheets

Self-quizzing exercises

Preparation for classroom tests

Practice using self-marking websites and apps (e.g. IXL)

Recorded research

## **Frequency**

In First, Second and Third Forms, the pattern of home learning is set by a Home Learning Timetable which accommodates, as far as possible the needs of all subjects, prevents too much or too little home learning being set, and allows pupils to predict their future workload and plan for it. In forms Four, Five and Six home learning will be determined by the requirements of external examinations at the appropriate time.