

# The 3-18 Education Trust

## Teaching and Learning Policy

*Every individual is in a great school.*

**2024 - 25**



## Contents

1. Aims.....	<b>Error! Bookmark not defined.</b>
2. Vision for Teaching and Learning .....	3
2. Our guiding principles .....	<b>Error! Bookmark not defined.</b>
3. Roles and responsibilities .....	<b>Error! Bookmark not defined.</b>
4. Curriculum Design and Planning.....	<b>Error! Bookmark not defined.</b>
5. Learning environment .....	<b>Error! Bookmark not defined.</b>
6. Differentiation/adaptive teaching .....	<b>Error! Bookmark not defined.</b>
7. Home learning.....	<b>Error! Bookmark not defined.</b>
8. Marking and feedback.....	<b>Error! Bookmark not defined.</b>
9. Assessment, recording and reporting.....	8
10. Monitoring and evaluation.....	<b>Error! Bookmark not defined.</b>
11. Review .....	<b>Error! Bookmark not defined.</b>
12. Links with other policies .....	<b>Error! Bookmark not defined.</b>

## Aims

This policy aims to:

- Explain how we'll create an environment at The 3-18 Education Trust where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our trust
- Promote high expectations and raise standards of achievement for all pupils in our trust
- Involve pupils, parents/carers and the wider school community in pupils' learning and development
- Promote consistency across our trust

## Vision for Teaching and Learning

Our vision at The 3-18 Education Trust is to ensure that every individual is in a great school. Our Trust values of compassion, resilience and accomplishment are key drivers for all school curriculums. We believe that all pupils must achieve their potential regardless of their barriers to learning and it is our aim to drive standards forward through quality first teaching, adaptive teaching and high-quality live feedback to enable young people to improve. Our aim is to raise aspirations and develop a community where everyone has a passion for learning and where individuals are challenged and deeply engaged in their learning.

## Our Guiding Principles

Pupils learn best at our trust when they:

- Are engaged, motivated and understand the task
- Have their basic physical needs met and feel safe
- Know what outcome is intended
- Have the physical space and the resources needed
- Can manage their emotions and are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can persevere when learning is hard and recognize that mistakes can help us learn

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

## Roles and Responsibilities

### Teachers

Teachers at our trust will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning (this will vary from school to school but may include: via newsletters, website, letters, parents evening, open days)
- Update parents/carers on pupils' progress regularly and produce an annual written report on their child's progress

- Meet the expectations set out in each school's marking and feedback guidance and in the trust's behaviour policy.

### **Support staff**

Support staff will:

- Know pupils well and tailor support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective feedback as required
- Feedback observations of pupils to teachers
- Ask questions to make sure pupils have 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 their school's marking and feedback guidance and in the trust's behaviour policy.

### **Subject/Phase Leaders/Head of Departments**

Subject/phase leaders/Head of Departments at our trust will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- 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
- Ensure resources are organised and accessible to all stakeholders as per each school's requirements
- Meet the expectations set out in their school's marking and feedback guidance and in the trust's behaviour policy.

### **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
- Roll our Research Based Lesson Studies across school, developing a clear whole school Plus One to support teachers to develop their own teaching and learning
- Address underachievement and intervene promptly
- Meet the expectations set out in their school's marking and feedback guidance and in the trust's behaviour policy.

### **Pupils**

Pupils will:

- 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
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete homework as required

### **Parents and carers**

Parents and carers of pupils at our trust will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- 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 homework activities.

### **Governors**

The Local Governing Body at each school 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, challenging senior leaders at link governor meetings
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

### **Curriculum Design and Planning**

All schools are expected to have a well-planned, broad and well-sequenced curriculum based on the requirements set out in the National Curriculum.

Schools within our trust are expected to develop curriculum models which provide for a great education for our young people, as per our Trust mission. Curriculums are expected to be aligned to our Trust values of: compassion, resilience and accomplishment.

Schools are able to develop their own teaching and learning strategies and pedagogy based around the National Curriculum. We expect all school curriculums to be knowledge rich and have a focus on developing key skills within our young people. We do not expect to see any specific schemes of work being used in our schools or any particular planning model being used. Lessons should be planned well to ensure good short, medium and long-term progress.

Some of our schools have an Early Years Foundation Stage (EYFS). For more details regarding their curriculum and teaching and learning within the EYFS, please refer to each individual school policy for EYFS.

Some of our schools also have a sixth form. For more details regarding their curriculum offer, please refer to each individual school policy for Sixth Form.

### **Learning Environment**

When pupils are at school, learning will take place in a variety of different locations (e.g. classrooms, hall, outside etc).

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

### **Adaptive teaching**

Teaching and learning at our schools will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are gifted and talented/most able

Examples of strategies employed are as follows:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENDCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress

- Careful consideration of pupil groupings to maximise potential
- Providing writing frames, word banks and other adaptations (such as overlays).

Please refer to our trust SEND Policy and Information Report for further details

## **Marking and Feedback**

Each school has feedback guidance which is relevant to each individual setting.

Feedback (whether it be written or live feedback) is intended to explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Feedback should be given to pupils regularly. The type of feedback will differ depending on the subject and the age of the children being taught. Live feedback is powerful for all ages of children and we would expect to see this type of feedback being used in all lessons at our trust schools.

## **Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment.

In our primary schools, summative assessments in the core subjects happen at the end of each term using the NFER testing materials. Data is entered into Insight on a termly basis in line with our Trust MRS calendar.

Children in EYFS are assessed 4 times over the course of an academic year. Pupil's attainment is reported to parents in the end of year report each year. Parents/carers will also be invited into school for 2 parents' evenings (Autumn and Spring term).

In our secondary schools, there will be a minimum of three points in the year where schools will carry out summative assessments. This data will be entered into 4Matrix/Arbor on a termly basis in line with our Trust MRS calendar.

In all secondary schools, progress and/or attitude to learning information is communicated to parents/carers at least twice a year.

## **Monitoring and evaluation**

Each school is expected to have a clear monitoring schedule. This should provide details about the monitoring of lessons, deep dives and book scrutinies.

We will monitor teaching and learning in our trust to make sure that all of our pupils make the best possible progress from their starting points. All schools will use Lessons Learned to record their lesson observations. The Trust template for recording lessons observations focuses on the teacher standards assessing whether staff are meeting, working towards or exceeding the teacher standards. An observation should be carried out for each teacher each term. Feedback should be provided via Lessons Learned to the individual member of staff. It is suggested that these observations should be no longer than 30 minutes each. It is not expected that each observation will cover all Teacher Standards.

Further to the termly lesson observations, schools will undertake further monitoring for quality assurance, which will be published in each school's monitoring schedule.

Trust leaders, school leaders and middle leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting Standards Reviews
- Conducting learning walks
- Conducting lesson observations

- Reviewing marking and feedback
- Termly pupil progress meetings
- Student Voice
- Book scrutiny

### Review

The Deputy Chief Executive Officer will monitor the outcomes and impact of this policy every 3 years.

### Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- Sixth Form policy
- SEN/SEND policy and information report
- Marking and feedback policy/procedure
- Home-school agreement
- Assessment policy
- Equality information and objectives

### Review

Member of Staff Responsible	Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	
Policy Adopted By	Trust Board
Consultation	Local Governing Bodies
Date of Policy	Summer Term 2024
Review Period	Every 3 years
Date of Next Review	Summer Term 2027