Teaching and Learning Policy

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Revisions

Version	Page/Para No.	Description of Change	Approved On

1 Introduction

1.1 This policy is central to CMAT's purpose as an inspirational centre of learning. It reflects our academies' shared values and our aspirations for all members of our academy communities in their capacity as lifelong learners. The CMAT values are:

i. Pursuit of excellence

ii. Value our people

iii. Achievement for all

iv. High quality learning environment

v. Extending the boundaries of learning

1.2 Students of all backgrounds and abilities will be given equal opportunities to learn in order to make exceptional progress and to achieve their full potential.

2 Rationale

2.1 The purpose of this policy is:

I. to provide staff, governance and parents with information on the trust's agreed approach to teaching and learning;

II. to raise standards of achievement and ensure progress for students of all abilities;

III. to improve the quality of teaching and learning that goes on in each academy;

IV. to guide teachers to enable them to implement our agreed approach;

V. to ensure all students have a consistent, positive learning experience.

VI. Ensure other adults supporting learning are deployed in the most effective way to enhance student progress

3 Aims

3.1 Through our teaching we aim to:

i. ensure all students make excellent academic progress and achieve aspirational educational outcomes;

ii. enable students to become confident, resourceful, enquiring, independent and resilient learners;

iii. foster student's self-esteem and help them build positive relationships with other people;

iv. develop student's self-respect and encourage them to respect the cultures, ideas, attitudes, values and feelings of others;

v. enable students to understand and feel valued as part of their community;

vi. ensure that students are equipped with the skills, knowledge and understanding to make informed choices and participate fully as citizens in our modern society.

4 Principles of Effective Teaching and Learning

Although individual academies may differ in their day to day strategies and approaches to teaching and learning, these will be rooted in the following key principles which we agree have a significant impact on learning and progress:

4.1 **Engagement**

i. The classroom ethos creates motivated, resilient, confident and independent learners who enjoy being absorbed by the challenge of their learning and who

thrive in an atmosphere of respect and cooperation.

4.2 **Feedback**

 i. Learning is effectively communicated and students understand what knowledge, attitudes, skills or behaviours they need to develop in order to progress further and routinely act on this.

 ii. Assessment by the teachers is accurate and based on data as well as written and verbal feedback from learners. Teachers skillfully use precise feedback to promptly adapt learning within lessons and planning for future lessons.

4.3 **Challenge**

 i. Expectations are consistently high. Tasks are purposeful and appropriately challenging and take account of different students' needs and abilities.

 ii. High quality questioning is skillfully used to assess understanding, give feedback and prompt learners to think more deeply about key concepts, improve and in so doing move learning on and to eventual mastery.

4.4 **Autonomy**

 i. We believe the end point of education should be to liberate the thinking of learners and make them more independent of their teachers.

 ii. We ensure that learners are more aware of thinking strategies which build intellectual curiosity as well as resilience. Students are taught to question and understand themselves as learners.

5 Development of Practice

5.1 CMAT recognises the value of research and innovation in the development of effective practice and encourages all academies to regularly review and refine their practice in light of this, taking account of evidence of impact on student achievement.

5.2 Staff of all experiences and disciplines will be given equal opportunities to improve their teaching practice in a culture of continuous reflection and improvement.

6 Individual Academy Guidance and Procedures

6.1 Each academy will publish individual academy guidance and procedure documents which will underpin this policy and support staff in ensuring that its aims are met.

6.2 Individual academy guidance and procedures will address the particular needs of phase, context and stage of development for the academy, but should be mindful not to diverge far from the practices of other academies within the trust, so that greater convergence of practice and procedure may be achieved in the future to facilitate and remove barriers for: the sharing of good practice and learning materials; to foster cross-academy innovation and evidence-based working; and to share excellent staff across the trust, who can lead and develop their colleagues in more than one academy.

6.3 The High Quality Learning Environment (HQLE) Executive Committee will determine exemplars that should be used to gauge academy guidance and procedures support the aims of this policy.

7 Roles and Responsibilities

7.1 To ensure the effective implementation and monitoring of this policy the trust will:

 i. set the vision and values within which all academies will operate;

 ii. establish a Trust High Quality Learning Environment (HQLE) Executive Committee, with representation from the leadership teams from each academy in order to develop and refine practice;

iii. monitor the financial allocation of provision and resources to deliver the policy;

iv. ensure the school buildings and premises are suitable to deliver the policy;

v. ensure that performance management of staff is rigorous and effective in promoting good teaching, learning, research and innovation.

7.2 To ensure the effective implementation and monitoring of this policy leaders will:

i. develop the ethos/shared values and expectations that reinforce high quality teaching and learning within the parameters set by the trust;

ii. encourage the development of effective teaching and learning;

iii. provide appropriate support, training and resources within a relevant and responsive system of staff development;

iv. monitor and evaluate delivery and impact of the policy regularly through the academy monitoring cycle;

v. write, in consultation with staff, Improvement Plans with an emphasis on teaching and learning;

vi. modify and update the academy guidance documents in light of ongoing developments within the academy.

vii. regularly inform parents about what and how their children are learning and how to support them at home.

7.3 To ensure the effective implementation and monitoring of this policy governance will:

i. support the use of appropriate teaching strategies by monitoring the allocation and provision of resources, challenging or supporting decisions of the leadership team where appropriate

ii. ensure that the learning environment is used optimally to support teaching and learning

iii. monitor student achievement and the impact and effectiveness of teaching and learning strategies implemented by the academy

iv. monitor the extent, use and impact of staff development to promote good teaching, learning and progress

7.4 To ensure the effective implementation of this policy teachers will:

i. reinforce the trust and academy's shared values and attitudes that support high quality teaching and learning;

ii. ensure they follow any academy specific guidance for effective teaching and learning, incorporating all aspects regularly into their teaching over time;

iii. evaluate and contribute positively to the development of teaching and learning within the academy/ trust;

iv. comply fully with all aspects of the teachers' standards 2012 as a minimum requirement;

v. take responsibility for improving their teaching by engaging with appropriate professional development, research or evidence base and through innovation and, where appropriate, to support the development of others through these processes.

7.5 To ensure the effective implementation of this policy students will:

i. demonstrate the values, attitudes and behaviour that promotes effective learning;

ii. take responsibility for their own learning, evaluating their achievement in order to improve outcomes and demonstrate effective collaborative and independent working practices in order to ensure that they are making good progress;

iii. evaluate and contribute positively to the development of teaching and learning within the academy/ trust via appropriate mechanisms.

7.6 To ensure the effective implementation of this policy we would like parents to:

i. promote a positive attitude towards school and learning in general;

ii. ensure that their child had the best attendance record possible;

iii. inform the academy if there are matters outside of school that are likely to affect their child's performance or behavior;

iv. fulfil the requirements set out in agreements between academies and families.

8 Monitoring, Evaluation and Review of this Policy

8.1 This policy will be promoted throughout each Academy and published on the CMAT intranet and website, which should also be linked to the policies page of each academy website.

8.2 The HQLE Executive Committee will evaluate the effectiveness of the policy, review and recommend to the Educational Executive Committee for approval annually.

8.3 The Trust will monitor the impact of the policy on the achievement of students.

9 Monitoring, Evaluation and Review of Individual Academy Guidance and Procedures

9.1 Local governance and school leadership teams should co-ordinate the monitoring, evaluation and review of specific academy guidance and procedures around teaching and learning, including assessment and marking, home learning and quality assurance, in line with the principles and standards outlined in this policy and against the exemplars provided by the HQLE Executive Committee.

9.2 Procedures and guidance should be reviewed locally in each school by the senior leadership team annually.

9.3 Members of the academy council should comment upon and approve these procedures annually.

9.4 The approved version of all academy procedures should be shared on the academy intranet and in the HQLE Executive Committee intranet folders.