

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

Teaching and Learning Policy

Aspire - Challenge - Achieve

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1. Aims

This policy aims to:

- › Explain how we'll create a learning environment at SLAT where pupils learn best and love to do so
- › Summarise expectations to ensure 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 the trust

2. Our guiding principles

Pupils learn best at our trust when they:

- › Have their basic physical needs met
- › Feel secure, safe and valued
- › Feel a sense of belonging to the group
- › Are engaged and motivated
- › Can see the relevance of what they are doing
- › Know what outcome is intended
- › Can link what they are doing to other experiences
- › Understand the task
- › Have the physical space and the tools needed
- › Have access to the necessary materials
- › 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 apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

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

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers and Support Staff

Teachers and Support staff at our trust will endeavour to:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- › Actively engage parents/carers in their child's learning via parents' evenings, newsletters, website, letters and social media updates, including clearly communicating the purpose of home learning
- › Update parents/carers on pupils' progress three times per year and produce an annual written report on their child's progress
- › Meet the expectations set out in our behaviour and assessment policies
- › 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
- › Engage in providing 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 our behaviour and assessment policies

3.2 Subject leaders

Subject leaders 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, 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 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
- Encourage teachers to share ideas, resources and good practice

3.3 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

3.4 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 home learning activities as required

3.5 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 home learning

3.6 Governors

Governors at our trust/schools 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 trust policies promote high-quality teaching, and that these are being implemented

4. Planning

We value every curriculum subject area and provide an ambitious, broad and balanced curriculum that enables all students to pursue a range of subjects reflecting their interests, strengths and aspirations. The curriculum offer is carefully designed to be age-appropriate and matched to learners' needs, ensuring all students have equitable access to learning and are supported to make strong progress over time.

Each subject's *curriculum journey* is underpinned by the National Curriculum and rooted in clearly defined curriculum intent. High expectations, challenge, enjoyment and breadth of experience are placed at the heart of curriculum planning, ensuring that knowledge, skills and understanding are developed progressively and coherently across all key stages.

Our curriculum supports the Trust's aspiration to be a high-performing non-selective provider within selective local contexts. The current curriculum represents a deliberate and strategic step towards realising this ambition and reflects a clear rationale for what is taught, why it is taught and when it is taught.

- Key Stage 3 is designed to secure, consolidate and extend prior learning, ensuring pupils develop strong foundational knowledge and skills. This phase prioritises depth of understanding and prepares learners effectively for an ambitious and varied curriculum at Key Stage 4.
- Key Stage 4 builds on this foundation and offers a distinctive, well-considered blend of academic, technical and vocational pathways, enabling students to follow routes that best meet their aspirations and potential.
- At Key Stage 5 (Bourne Academy) the curriculum builds on secure prior learning to deliver an ambitious and rigorous programme of study, enabling students to develop depth of knowledge, academic independence and clear progression routes to higher education, apprenticeships or employment.

Lesson planning supports strong *short*-, medium- and long-term progress and is informed by high-quality educational research. Teachers plan learning that is logically sequenced and cumulatively builds pupils' knowledge over time. Schemes of learning identify and prioritise the most important knowledge and concepts, which are revisited regularly to strengthen retention and deepen understanding.

Teachers base their planning on Rosenshine's Principles of Instruction, using Sherrington's WalkThrus to support consistent and effective classroom practice. Lessons are structured to present new content clearly, model thinking, and provide guided and independent practice. Recap and retrieval activities are integral to every lesson, supporting pupils in embedding prior learning and making connections across the curriculum.

Assessment for Learning is carefully planned into lessons to check understanding, identify misconceptions and inform responsive teaching. Teachers routinely adapt instruction to address gaps in learning, ensuring all pupils are supported to keep up and achieve.

Across the curriculum, there is a strong and deliberate focus on language development, including explicit planning for vocabulary acquisition, reading comprehension and spoken language. This supports pupils' ability to access subject-specific knowledge and articulate their understanding with confidence.

Teachers plan with a clear commitment to inclusion, paying particular regard to pupils who face barriers to learning, including those with SEND and other vulnerabilities. Teaching is adapted thoughtfully so that all learners can access the curriculum, participate fully and achieve ambitious outcomes.

5. Learning environment

When pupils are at school, learning will take place in appropriate subject classrooms.

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 purposeful learning spaces
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets, whiteboards and other equipment
- A seating layout that meets the needs of all learners
- Displays that celebrate and support pupils' learning
- Relevant technology to enable access to the curriculum, where appropriate

6. Differentiation or adaptive teaching

Teaching and learning at our school 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 Most Able
- Students facing other barriers to learning or vulnerabilities
- Using support staff effectively to provide extra support
- Working with our SEND Managers, our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Teachers differentiating lesson materials ahead of teaching them to ensure they are appropriate for the needs of their class
- Using ability groupings for certain subjects, where appropriate
- Small group tuition for certain key groups, such as low prior attainers and small group EAL taught sessions
- Providing writing frames and word banks, where appropriate, to assist access to learning
- Providing regular training for our staff around inclusion and adaptive practice
- Ensuring that students who need it are given timely and appropriate interventions

7. Home learning

Home learning 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.

All home learning will be made available on the Satchel One platform.

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

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback is used to improve learning, deepen understanding and support student progress. Teachers use a range of approaches, including verbal feedback, questioning, self and peer assessment, whole-class feedback, live marking and written comments where these add value.

Students are given regular opportunities to respond to feedback, correct misconceptions and improve their work, with departments selecting approaches that are meaningful, manageable and appropriate to their subject, ensuring feedback remains timely, purposeful and focused on securing improvement.

Feedback is demonstrated using the following system:

- > Teacher feedback is written in **green pen**.
- > Self or peer assessment is written in **red pen**.
- > Student improvements, responses to feedback and re-drafting are written in **purple pen**.

9. Assessment, recording and reporting

Assessment is an integral part of curriculum delivery and is used to monitor knowledge, understanding and progress over time. Departments use a balanced range of formative and summative assessments to identify strengths, address gaps and inform teaching.

Robust Trust-wide standardisation and moderation processes ensure consistency, fairness and accuracy in assessment, recording and reporting practices across all schools. These processes support reliable judgements of student attainment and progress, strengthen the validity of assessment information and improve the accuracy of attainment predictions and reporting outcomes.

Assessment outcomes are recorded using agreed systems and trackers, enabling progress to be monitored, standards to be maintained and timely intervention to be provided where required.

Parents and carers are kept informed through regular target-setting and verbal feedback at parents' evenings, alongside interim attainment reports and an annual written report.

10. Monitoring and evaluation

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.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks
- › Conducting case sampling activities
- › Reviewing marking and feedback
- › Pupil progress meetings
- › Gathering input from student panels
- › Book scrutinies
- › Formal lesson observations/performance management observed activities

11. Review

This policy will be reviewed every year by the CEO. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with other following policies and procedures, including but not limited to:

- Behaviour policy
- SEN/SEND policy
- Non-examination assessment policy
- Equality information and objectives