Teaching and Learning Policy

Document provenance

This Policy was approved as follows –	
Approver: Executive Leadership Team (ELT)	Date of Approval: February 2021
ELT Owner: National Director of Education	Date of Review: August 2023

Unless there are legislative or regulatory changes in the interim, this Policy will be reviewed every two years. Should no substantive changes be required at that point, the Policy will move to the next review cycle.

Policy Purpose and Summary

This Policy sets out E-ACT's approach to ensuring excellent teaching and learning across the Trust and sets out how this is to be monitored.

Summary of changes at last review:

- Updated E-ACT Teaching and Learning Rubric
- Updates to Introduction to include explicit references to curriculum.

Related documents:

- Curriculum Policies - Primary and Secondary[1]
- Assessment Policy
- Equality and Diversity Policy[2]
- Special Educational Needs and Disabilities (SEND) and Learning Policy[3]

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[1] Available on INSIGHT
[2] Equality and Diversity Policy
[3] SEND and Learning Policy

E-ACT Teaching and Learning Policy

1. Introduction and Purpose

1.1. Effective teaching reflects the commitment and determination of all staff to ensure that every pupil succeeds. It requires methods that engage pupils in productive learning and the imagination to make learning vivid and relevant. It requires the skill to build on what pupils know and to evaluate how well they are achieving.

1.2. The purpose is to maximise the learning of every pupil through the highest quality teaching. Effective teaching is driven by the curriculum content. Good teaching comprises the pedagogical choices that ensure pupils learn the intended curriculum.

1.3. As reflected in the Curriculum Policies, teaching and learning must be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

2. Scope

2.1. This Policy applies to all teachers, qualified and unqualified, those in their Newly Qualified and Recently Qualified teaching years, trainee teachers, including Teach First and Teaching Assistants.

3. Legislation and Regulation

3.1. The Teachers' Standards[4] were introduced on 1 September 2012 to set a clear baseline of expectations for the professional practice and conduct of teachers. This Policy builds on these expectations and the Teaching and Learning Rubric has been carefully mapped to these expectations.

4. Teaching and Learning

4.1. E-ACT's approach to teaching and learning is underpinned by the values that we hold in each Academy and trust-wide. Teaching and learning will inspire and challenge all learners and prepare them for their future lives, as we work together to Open Minds and Open Doors. The Trust and each Academy's aim is to enable pupils to consistently achieve well in all aspects of learning, including for pupils who are disadvantaged and pupils with special educational needs and/or disabilities (SEND).

4.2. Each Academy understands that expectations of teachers will vary depending on the stage they are at in their career. Teachers on the Upper Pay Spine, for example, or with a Teaching and Learning Responsibility, should demonstrate the highest quality teaching skills which will be greater than newly qualified or unqualified teachers. All Academies follow E-ACT's Teaching and Learning Rubric which identifies teachers in five main stages of their careers: Developing Towards; Foundations of Mastery; Emerging Mastery; Mastery and Advanced Mastery. The rubric is used to identify teacher's career stage, areas for development and appropriate CPD modules.

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[4] Teachers' Standards

4.3. Key strands of teaching and learning have been identified and through the rubric they ensure teachers have a clear understanding of what makes a successful classroom practitioner. The strands are:

- Climate for Learning;
- Subject Knowledge;
- Curriculum Planning;
- Scaffolding and Deepening Knowledge;
- Clarity of Explanation;
- Questioning;
- Feedback;
- Practice, fluency and long-term memory;
- Progress over time;
- Use of Assessment;
- Professionalism.

5. Responsibilities

5.1. In the first instance it is the class teacher's responsibility to deliver high quality teaching and learning in the classroom.

5.2. The Head of Department/subject leader is responsible for monitoring all learning and teaching within their curriculum area while the Teaching and Learning Lead will have the overall responsibility for the quality assurance system of learning and teaching across the Academy. From time to time the monitoring process will be supplemented by the involvement of external advisors.

5.3. The Teaching and Learning Lead will work closely with the Headteacher and the rest of Senior Leadership Team (SLT) to use whole school and personalised CPD to continually improve the quality of teaching and learning within the Academy.

5.4. The Headteacher has overarching responsibility to ensure teaching is of the highest standard.

5.5. The Regional Education Directors and the Regional Teaching and Learning Advisors have responsibility for quality assuring the work of the Headteacher and their SLT and supporting when appropriate.

6. Monitoring and Evaluation

6.1. This Policy will be monitored by:

6.2. Monitoring at Academy level will include lesson visits, sampling of pupils' work, sampling of lesson plans and talking to pupils and to staff.

6.3. At regional level the Trust's governance cycle ensures that the quality of teaching and learning is scrutinised regularly using the Rubric. This includes:

- **Termly Governance Review Days (GRDs)** - the effectiveness of teaching and learning in an Academy will be scrutinised during the termly Governance review Days (GRD) by the Regional Education Director (RED) and Regional Teaching and Learning Advisor(s). Other colleagues from across the Trust who undertake scrutiny work at GRDs will also evaluate teaching and learning as part of the gathering and evaluating of evidence for a GRD.

- **Working Alongside Days (WADs)** - each Academy is fully supported by regional colleagues in continually developing teaching and learning trough the rubric. The working alongside days will have a specific focus upon actions arising from each GRD and how to support leaders in each Academy to improve teaching.

- **Termly Regional Performance Boards (RPBs)** - the Executive Leadership Team hold Regional Directors to account for the outcomes of each GRD and for raising standards in teaching and learning. The outcomes of RPBs are reported up to Trustees as part of the report from regional to trust level governance.

7. Policy Review

7.1. This Policy will be reviewed every two years by the National Director of Education and approved by Executive Leadership Team. Where changes in legislation or statutory guidance take place, the policy will be updated accordingly.

Appendix 1: Teaching and Learning Rubric

Career Development

Levels and Stage-Appropriate Expectations

Level	Stage Appropriate Expectation
Developing Towards	Teaching Training
Foundations of Mastery	NQTs - M1
Emerging Mastery	M2 - M6
Mastery	UPS, HOD, HOY, ML
Advancing Mastery	SLT

Strands and CPD

Strand	CPD Module **Blue = Walk Thrus [5]/ Red = E-ACT CPD**
Climate for Learning	**'Behaviour and Relationships', 'Culture and Climate' & 'Learning Environment'**
Subject Knowledge	Subject-Specific CPD
Curriculum Planning	**'Curriculum Planning' & 'Lesson planning and Delivery' / 'Long Term Learning Goals'**
Scaffolding and Deepening Knowledge	
Clarity of Explanation	**'Explaining and Modelling' & 'Lesson Planning and Delivery'**
Questioning	**'Questioning and Feedback' & 'Assessing and Developing Understanding' / 'Feedback and Reteaching'**
Feedback	**'Questioning and Feedback' & 'Assessing and Developing Understanding' / 'Feedback and Reteaching'**
Practice, fluency and long-term memory	**'Practice and Retrieval' & 'Understanding Cognition'/ 'Making Learning Last'**
Progress over time	**'Making Learning Last'**
Use of Assessment	**'Practice and Retrieval' & 'Assessing and Developing Understanding' / 'Making Learning Last'**
Professionalism	**'Understanding Cognition'/ 'Making Learning Last'**

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[5] WALKTHRUs

Rubric for Teaching and Learning

	Developing Towards	Foundations of Mastery	Emerging Mastery	Mastery	Advanced Mastery
Climate for Learning	Teachers sometimes have high expectations for pupils' learning of the curriculum. Behaviour and climate for learning are at times positive and purposeful. The learning environment is tidy and of a professional standard.	Teachers show signs that they have high expectations for pupils' learning of the curriculum. Behaviour and climate for learning are often positive and purposeful. The learning environment is well-presented and purposeful.	Teachers have high expectations for pupils' learning of the curriculum. Behaviour and climate for learning are positive and purposeful. The learning environment is used well and supports learning.	Teachers set consistently high expectations for pupils' learning of the curriculum. Behaviour and climate for learning are always positive and purposeful. The learning environment is a powerful resource to support pupils' learning.	Teachers model the setting of high expectations to colleagues. They influence the behaviour and climate for learning more widely than their own classroom. The learning environment is an example of excellent practice that others can emulate.
Subject Knowledge	Teachers demonstrate some subject knowledge. They have some understanding of how to teach content knowledge in the curriculum effectively.	Teachers are developing their subject knowledge and have an increasing understanding of how to teach content knowledge in the curriculum effectively.	Teachers are developing strong subject knowledge and have a good understanding of how to teach content knowledge in the curriculum effectively.	Teachers have secure subject knowledge and demonstrate a secure understanding of how to teach content knowledge in the curriculum effectively.	Teachers model excellent subject knowledge. They help colleagues develop their understanding of how to teach knowledge in the curriculum effectively.
Curriculum Planning	Teachers are beginning to plan knowledge-rich lessons. They draw on curriculum content and at times sequence it into steps for pupils to learn and master.	Teachers often plan knowledge-rich lessons, drawing on curriculum content and sequencing it into manageable steps for pupils to learn and master.	Teachers plan challenging knowledge-rich lessons, drawing on curriculum content and sequencing it into manageable steps for pupils to learn and master.	Teachers skillfully plan challenging knowledge-rich lessons, drawing on curriculum content and sequencing it carefully into manageable steps for pupils to learn and master.	Teachers model excellent curriculum planning. They help colleagues develop their planning of challenging knowledge-rich lessons.
Scaffolding and Deepening Knowledge	Teachers help pupils access the curriculum but not yet consistently. They show some awareness of when it is appropriate to deepen pupils' knowledge and understanding further.	Teachers often provide pupils with the scaffolding they to need to access the curriculum. Where appropriate, teachers increasingly deepen pupils' knowledge and understanding further.	Teachers provide pupils with the scaffolding they to need to access the curriculum effectively. Where appropriate, teachers enable pupils to deepen their knowledge and understanding further.	Teachers enable all pupils to access the curriculum effectively. Where appropriate, teachers effectively enable pupils to deepen their knowledge and understanding further.	Teachers model excellent scaffolding and deepening of knowledge. They help colleagues develop their ability to enable all pupils to learn the curriculum.
Clarity of Explanation	Teachers' instruction begins to help pupils understand knowledge, concepts and processes. There is an awareness that explanation, modelling and demonstration should be well-matched to curriculum content.	Teachers' instruction increasingly helps pupils understand knowledge, concepts and processes. Explanation, modelling and demonstration are often well-matched to the curriculum content.	Teachers' instruction helps pupils understand knowledge, concepts and processes. Explanation, modelling and demonstration are well-matched to the curriculum content.	Teachers' skillful instruction helps pupils to understand knowledge, concepts and processes. Explanation, modelling and demonstration are skilfully matched to the curriculum content.	Teachers are a model of clear and effective teacher instruction. They help colleagues develop their modelling, explanation and demonstration to match curriculum content.
Questioning	Teachers' questioning sometimes develops, deepens and assesses pupils' understanding of curriculum content.	Teachers' questioning often develops, deepens and assesses pupils' understanding of curriculum content.	Teachers' questioning develops, deepens and assesses pupils' understanding of curriculum content.	Teachers' skillful questioning develops, deepens and assesses pupils' understanding of curriculum content.	Teachers model the impact skillful questioning has on pupils' understanding of curriculum content. They help colleagues develop their ability to develop, deepen and assess pupils' understanding of the curriculum.
Feedback	Written and verbal feedback starts to help pupils move forward, and address misconceptions.	Written and verbal feedback increasingly helps pupils move forward, address misconceptions and develop fluency.	Written and verbal feedback often helps pupils move forward, address misconceptions and develop greater fluency.	Written and verbal feedback helps all pupils move forward, address misconceptions and develop greater fluency.	Teachers model excellent feedback both written and verbally. They help colleagues use feedback to develop and deepen pupils' understanding of the curriculum.

Practice, fluency and long-term memory	Teachers begin to help pupils build confidence and fluency in a range of knowledge and skills through guided and independent practice, and regular retrieval and review of curriculum content.	Teachers increasingly help pupils build confidence and fluency in a range of knowledge and skills through guided and independent practice, and regular retrieval and review of curriculum content.	Teachers help pupils build confidence and fluency in a range of knowledge and skills through guided and independent practice, and regular retrieval and review of curriculum content.	Teachers enable pupils to build confidence and fluency in a wide range of knowledge and skills through guided and independent practice, and regular retrieval and review of curriculum content.	Teachers are a model of excellence in building pupils' confidence and fluency in a range of knowledge and skills. They help colleagues develop their ability to facilitate regular practice, retrieval and review of curriculum content.
Progress over time	Pupils' work books show that the teacher at times builds progress in what they know, can remember and can do. There is evidence that the teacher is aware that pupils' work should be of good quality.	Pupils' work books often indicate that they are making progress in what they know, can remember and can do. Pupils' work is usually of good quality. Pupils are making progress, including the most disadvantaged and SEND.	Pupils' work books indicate that they know more, remember more and are able to do more. Pupils' work is of a high quality. Pupils achieve well, including the most disadvantaged and SEND.	Pupils' work books consistently demonstrate how they know more, remember more and are able to do more. Pupils' work is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.	Pupils' work books model how knowledge, memory and ability can be scaffolded and supported over time, and the quality of their work is a role model for others. Teachers support colleagues in achieving the same outcomes for their pupils, particularly the most disadvantaged and SEND.
Use of Assessment	Teachers start to assess the extent to which pupils have learned the curriculum over time. Based on this information they show sometimes adapt and adjust their planning.	Teachers assess the extent to which pupils have learned the curriculum over time. Based on this information they increasingly show signs of adapting and adjusting planning.	Teachers assess the extent to which pupils have learned the curriculum over time. Based on this information they adapt and adjust planning to meet the needs of pupils.	Teachers skilfully assess the extent to which pupils have learned the curriculum over time. Based on this information they adapt and adjust planning to meet the needs of pupils more effectively.	Teachers model the effective use of assessment information. They help colleagues to adapt and adjust their planning to meet the needs of pupils more effectively.
Professionalism	Teachers show an awareness that feedback is important. They are starting to develop higher standards of wider professionalism.	Teachers are able to reflect on their teaching. They seek out feedback, and uphold good standards of wider professionalism.	Teachers are reflective. They seek out feedback on their practice, and uphold high standards of wider professionalism.	Teachers are highly reflective, proactively seeking out feedback on their practice, and upholding the highest standards of wider professionalism.	Teachers are models of reflective practice and professionalism. They exemplify this in their work and help colleagues develop their wider professionalism.