



Countesthorpe Academy

TEACHING AND LEARNING POLICY 2025 - 2026

Policy Reviewed and Adopted by the Governing Board on:

Autumn 2025

Signed (Chair of Local Governing Board):

Mrs A Melville

Date of Next Review:

Autumn 2026

Responsible Officer:

Mrs A McKenzie

Teaching and Learning Policy 2025-2026

“The greatest impact on learning is the daily lived experiences of students in classrooms, and that is determined much more by how teachers teach than by what they teach.” Dylan William

Rationale

The Teaching and Learning Policy is based on the core principle of all pupils to ‘be the best you can be’. Teaching and learning is at the heart of the College Strategic Plan and underpins the college priorities. All students should receive high quality teaching and learning across the curriculum enabling them to achieve their maximum potential.

To achieve our focused goal of 'be the best you can be', our strategic plan instructs staff to enable great learning and successful outcomes. The College Values underpin the Teaching and Learning Policy:

- ☐ **Resilience** – Staff persist in having high expectations of all students in all key stages to be certain that no student will underachieve. Students are resilient, have high expectations of themselves and work towards their learning goals.
- ☐ **Respect** – Staff plan engaging and effective lessons and students respect others’ learning. A mutual respect of teacher and learner will produce an optimal outcome.
- ☐ **Success** – Common goal with clear success criteria will be a key teaching principle. Well planned lessons with engaging, age-appropriate activities will lead to successful outcomes.

These values ensure that students are always: In the right place, at the right time, doing the right thing.

Countesthorpe Academy Approach

This policy has been developed within a period of consultation which has included the T&L Leads. We have four core principles:

- ☐ Assessment for Learning
- ☐ Preparation for Learning
- ☐ Engagement for Learning and
- ☐ Behaviour for Learning

The main aim of the core principles is for all students to achieve their potential regardless of their starting point:

- ☐ All teachers will implement the learning cycle of; Connect, Grasp, Demonstrate, Review within their planning, resources and teaching activities as best practice. This may be over

more than one lesson, or during a series of lessons. The learning cycle stickers can be used as appropriately as a prompt for teacher lesson planning and for student understanding.

- ☐ During all lessons there will be opportunity to demonstrate the school's values of; Respect, Resilience and Success, overtly planning to develop character.

Aims

- ☐ To ensure that all teachers are equipped to plan and deliver effective high-quality teaching for all students, based on cognitive science and research
- ☐ To ensure students receive lessons that motivate them to make progress
- ☐ To embed a clear and consistent approach to teaching and learning
- ☐ To implement a whole-school, integrated approach to building character, self-regulation, student agency and independence

Expectations

Teachers are expected to plan lessons that use a range of teaching methods and strategies (see staff development handbook).

Lessons allow all students to;

- Make progress
- Demonstrate respect, resilience and success
- Respond to teacher's feedback to make progress and close knowledge gaps

Lessons allow teachers to;

- Set high expectations for all (teach to the top – including PP and SEN)
- Share their passion for the subject
- Use proven teaching strategies that engage, stretch and challenge
- Develop their practice, harnessing ideas from cognitive science and research

Consistent teaching and learning across the college includes:

- Use of the learning cycle for planning (connect, grasp, demonstrate, review)
- Sequencing and modelling
- Daily, weekly and monthly review (retrieval practice)
- Clear classroom routines
- Sharing lesson objectives/big question/rubrics with students
- Use of Satchel:one for setting of homework, at least every 4/5 lessons (flexibility for project-based homework and any activities that support retrieval and progress)
- Use of Microsoft Teams/google classroom for remote learning
- Formative and summative assessment
- Questioning strategies that identify and address misconceptions
- Teaching to the top, with scaffolding/differentiation (stretch & challenge, helping hands)
- Effective feedback (e.g. verbal, live, whole-class) to allow all pupils (including SEND and PP students)to make progress
- Reading, writing, vocabulary and oracy embedded across the curriculum

Responsibilities

The Senior Leadership Team is responsible for:

- ☐ Working with teachers, subject specialists and Faculty Leads to support Teaching and Learning development, providing training to ensure they are equipped to undertake their areas of responsibility (including ECT and ITT)

- ☐ Monitoring the overall quality of Teaching and Learning identifying strengths to share, and areas for development to inform continued professional development and learning
- ☐ Providing relevant information on whole college Teaching and Learning for the Principal and Governing Body
- ☐ Managing QA and training for staff who are identified as needing support using our three layers of continued professional development and learning

Faculty Leads are responsible for:

- ☐ The quality of Teaching and Learning within their Faculty Areas
- ☐ Ensuring that the curriculum plans are publicly available and contain reference to the teaching and learning policy
- ☐ Ensuring that lesson planning is completed for lessons in line with college expectations
- ☐ Working with the department staff to provide an effective learning environment
- ☐ Supporting staff in implementing the behaviour policy and in developing positive relationships with all pupils
- ☐ Working with the department to ensure appropriate resources are available to deliver the curriculum effectively, inclusive of all pupils
- ☐ The Real LiFE Curriculum is implemented in KS3
- ☐ Ensuring staff follow the department feedback policy to support teaching and learning for all pupils (including SEN and PP)
- ☐ Monitoring that homework is set in accordance with the departmental homework policy/expectations
- ☐ The professional development of the faculty relating to T&L

Teaching staff are responsible for:

- ☐ Planning lessons in line with the Countesthorpe Academy learning cycle and Rosenshine's Principles to be inclusive for all pupils
- ☐ Ensuring that progress and challenge for all pupils (including SEN, PP and EAL) are at the heart of all lessons
- ☐ Providing subject-specific reading, writing, vocabulary and oracy learning opportunities
- ☐ Providing stimulating, engaging lessons in line with college policy based upon a coherent scheme of learning and challenging learning intentions
- ☐ Working with the T&L Leads and other leaders to develop their own teaching
- ☐ Providing peer support, where required, to support the development of other teachers
- ☐ Contextualising the learning for students, linking it to learning in other subjects and real life
- ☐ Planning for and making proactive use of additional adults (TAs/LSAs)
- ☐ Providing effective feedback that allows all pupils to make progress (verbal, live, whole-class and individual)
- ☐ Teaching the RLC missions, milestone tasks and assignments in KS3
- ☐ Using assessment for Learning (AfL) strategies throughout the lesson
- ☐ Providing work for moderation
- ☐ Providing regular opportunities for pupils to reflect and improve their work
- ☐ Setting homework that follows your departmental homework policy/expectations
- ☐ Implementing the college Behaviour Policy

- ☐ Meeting the educational needs of all pupils (including PP, SEN and MA), using information and data to plan learning alongside Teaching Assistants, founded on EEF research and findings

Strategies and Supporting Documents

To be effective, this policy is supported by the following key documentation:

- ☐ Raising the BAR policy
- ☐ Marking and Feedback policy (whole class feedback and live marking)
- ☐ Homework policy
- ☐ Curriculum plans/Faculty schemes of work
- ☐ PP strategy
- ☐ Lesson observation and learning walk summaries, and annual reports
- ☐ QA Policy
- ☐ Literacy Policy
- ☐ SEND Policy
- ☐ Professional Development Programme – Rosenshine's Principles in Action workbook – Claire Grimes
- ☐ Countesthorpe Academy Risk Mitigation Plan
- ☐ Remote Learning Policy
- ☐ Coaching policy



