



Rainbow Education Multi Academy Trust

Teaching and Learning Policy

OVERVIEW

Every child has an entitlement to high quality, effective teaching. This policy sets out the criteria that will be the expected standard for all our teaching. Teachers have a professional responsibility to ensure that their teaching meets this standard. Through in-school and inter-school systems, this will be continually monitored, evaluated and reviewed by Trust Heads and other key members of REMAT leadership. This policy should be read in conjunction with the following Trust's policies: Performance Management; Monitoring; Marking and Feedback.

OBJECTIVES

1. To ensure that all pupils benefit from effective teaching and learning strategies
2. To provide a basis for monitoring, evaluating, and reviewing teaching and learning.
3. To ensure that all teachers are given feedback on their strengths and areas for development within their teaching and, where necessary, set targets for improvement
4. To improve the quality of teaching and learning in order to raise standards

Our Pedagogy

- Individual subjects have pedagogical approaches suited to their demands; however, an overarching pedagogy based on the science of learning is used to affect all teaching.
- Planning ensures learning goals are understood, shared and discussed as part of a small step approach to the learning journey.
- Teaching input is clear, precise and efficient.
- Cognitive load is managed.
- While developing understanding, learning is scaffolded and pupil errors and sticking points are anticipated.
- Formative assessment is used to develop learning, check for understanding and engineer success, with feedback being an essential component of learning support.
- Classroom culture builds pupils' growth mindset.
- Practice - including spaced practice and retrieval practice - is used to build pupils' knowledge and skills over time.
- Concepts are explored and questions are used to engage pupils and deepen their understanding.
- Metacognition strategies are used to develop pupils' awareness of how they can improve and their role within the learning process.

STRATEGIES

1. Where appropriate, teachers use learning statements at the start of lessons in order to let pupils know what they will be do to show their learning. These are displayed and shared orally. Pupils are not expected to write them as this wastes learning time. Instead, teachers focus on how learning statements are shared with pupils, broken down within lessons and referenced in order to connect learning chunks into a unified whole.
2. Prior learning is reviewed to help build fluency and make connections explicit.
3. Within lessons, learning chunks are clearly organised and sequenced.
4. Teachers consider how their explanations and presentations are clear so that cognitive load is managed effectively. Clear understanding is developed through a range of examples and non-examples.
5. Classroom displays will be supportive and motivating, but they should not distract pupils' ability to focus on key information.
6. For higher level cognitive tasks, prompts will be used to support learning, such as worked examples, cue cards, sentence stems, etc.
7. Work will be challenging but achievable, with supports used to manage whole class teaching within a mastery model.
8. Initial practice is guided to engineer success. Support is reduced as pupils develop skills through independent practice.



9. Pupils are motivated through the success and praise that well-structured teaching creates.
10. Spaced practice and retrieval practice are key aspects of the learning process.
11. A range of questioning techniques are used to develop and deepen learning, and provide formative assessment that helps teachers keep pupils on track.
12. Where appropriate, teachers explain how specific activities and routines will help develop learning.
13. Where appropriate, teachers explicitly teach pupils how to plan, monitor and evaluate their learning.
14. Teachers' modelling includes 'thinking aloud' to help pupils develop their own thinking.
15. Professional development sessions are used to develop skills, knowledge and understanding.
16. Coaching is used to build teachers' skills in small steps over time.

OUTCOMES

This will result in pupils successfully acquiring new knowledge, skills and understanding. They will apply intellectual, physical or creative effort to their work, being engaged and motivated by their learning. They will take responsibility for their own learning. They will have a clear understanding of how they are doing and how they can improve. There will be no 'stuck' learners. Classroom culture will be strong, with an implicit and explicit focus on learning.