



LYDIATE
LEARNING
TRUST

Teaching & Learning Policy (LLT)



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ENGAGE, ENABLE,
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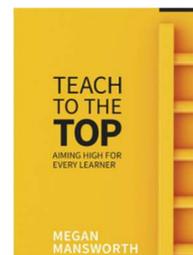
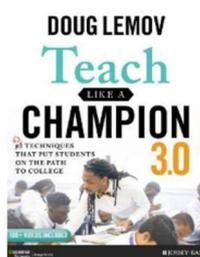
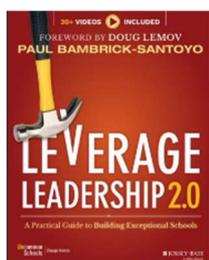
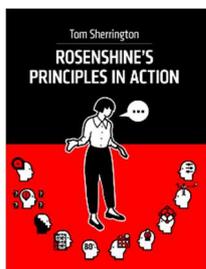
Teaching & Learning Policy (LLT)

The Trust is founded on the core belief that every child should be afforded the very best opportunities in life. We engage with all within our Trust and beyond to enable them to show the world their **strengths**, their **ideas**, and their **passion**.

Our ethos is rooted in the belief that every child is afforded the very best opportunities in life. We believe all students are entitled to attend a school within our Trust where the aim is to achieve their full potential.

- 1) Our approach to Teaching and Learning is underpinned by core principles informed by a wide evidence base of proven practice.**
- 2) Our principles of learning provide a common language that facilitates conversations about teaching and learning across the Trust.**
- 3) We are committed to provide regular opportunities for teaching staff to see and learn from really great practice.**

Our influences include Rosenshine's *Principles of Instruction*, Lemov's *Teach Like a Champion*, Megan Mansworth's *Teach to the Top*, as well as utilising the concepts of Bambrick-Santoyo's *Leverage Leadership* and *Get Better Faster*, along with research from the *Education Endowment Fund (EFF)*.



To achieve this, we will:

- Place the curriculum, teaching and learning (The Quality of Education) at the centre of all that we do
- Ensure the process of learning is creative and ambitious
- Determine the individual needs of every student
- Have high expectations of every member of our Trust and School Communities
- Celebrate success in all aspects of school life

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This policy should be read in conjunction with the following policies/documentation:

- LLT CPDL Brochure(s)
- Teaching and Learning Remote Handbook
- Reading, Writing, Communication (literacy) policy
- Feedback Policy (2022)
- The Behaviour for Learning Policy (2022)
- SEND Policy (2022)
- Homework Policy
- Self-Evaluation Policy
- Appraisal Policy (2022)
- More Able Policy
- Faculty Inspection Documentation
- Pupil Premium Plan
- Catch up Plan
- Perspectives Templates
- Numeracy Policy
- Performance Management Policy
- Curriculum Policy

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1. Principles

The principal purpose of this policy is to raise the Quality of Education through exceptional teaching and learning. Teaching and learning is at the heart of Lydiate Learning Trust: we believe that all students, irrespective of ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential.

We ensure that all teaching and support staff have access to the highest quality training programmes to provide the most innovative and cutting-edge learning opportunities for every student.

2. Aims

- To ensure that Teaching and Learning in every classroom consistently implements Rosenshine's *Principles of Instruction*, Lemov's *Teach Like a Champion* Strategies and Teach to the Top strategies.
- To ensure *The Six Lydiate Levers* are implemented consistently, every lesson, every day.
- To implement the Trust-Wide shared Teaching and Learning Objective.
- To ensure ambitious curriculum design delivers long and medium term thinking and planning which in turn reflects a clear rationale for content choices and sequencing.
- To foster an environment where stakeholders are actively involved in the implementation of learning.
- To share best practice through effective Continuing Professional Development and Learning (CPDL) and Cross-Trust collaboration.
- Involve all staff in developing and improving the quality of Teaching and Learning.
- Provide all staff with developmental opportunities to extend and enhance their range of teaching and repertoires.
- Develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Numeracy, ICT and Innovation Projects such as Project L and Project A.
- Identify students' achievements and areas for improvement, through rigorous Data-Driven Instruction (DDI), monitoring of progress and planning appropriate interventions to enhance learning.
- Ensure all students can successfully access the curriculum offer, making any reasonable adjustments or adaptations required where particular needs are identified.
- Recognise high achieving students and ensure they are given opportunities to stretch and challenge their learning.

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The Six Lydiate Levers...Every lesson, Every day

1. High expectations of Learning Behaviours (Student Culture)

Principles of better practice...

- a. Consistent routines and effective classroom management is enhanced by deliberate practice
- b. Consistent application of The Behaviour for Learning Policy
- c. Promote active participation not compliance
- d. Reinforcing effort and providing recognition

So that...

- a. Students are clear about expectations: minimal valuable lesson time is wasted dealing with low-level disruption
- b. Students can think hard about their learning free from distraction
- c. All students are engaged in thinking and co-constructing learning
- d. Students understand the connection between effort and achievement

2. Quality of Instruction

Principles of better practice...

- a. Highly effective explanations
- b. Clearly defined outcomes
- c. New knowledge is founded upon old knowledge
- d. Teachers model excellence and how to achieve it (see it, name it, do it)

So that...

- a. Students quickly grasp key ideas
- b. Students have complete clarity around what they are learning and what success looks like
- c. Students can learn new ideas by reference to ideas they already know
- d. Students know what excellence looks like as well as how to achieve it

3. Subject Mastery

Principles of better practice...

- a. Misconceptions are planned for and addressed
- b. Comprehensive understanding of curriculum
- c. Promote and uphold the highest standards of literacy
- d. Exam specification expertise

So that...

- a. Students overcome common misconceptions
- b. Teachers can confidently teach to the top
- c. Students read, write, and speak with fluency and accuracy – understand sequencing
- d. Students are successful in examinations

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4. Making it Stick

Principles of better practice...

- a. Making connections between underlying concepts
- b. Regular low stakes testing
- c. Practise deliberately
- d. Learning is interleaved

So that...

- a. Students can make links across key subject skills
- b. Students can embed learning into their long-term memory
- c. Students can develop fluency and accuracy in key skills
- d. Students revisit material in a way which promotes long term memory

5. Adaptive Teaching

Principles of better practice...

- a. Support and scaffold in lesson
- b. Pitch high every lesson – “teach to the top”
- c. Adapts teaching as needs emerge
- d. Developed understanding of Special Educational Needs in the classroom

So that...

- a. Students can access the learning they are doing
- b. Students are challenged to exceed expectation
- c. All students make exceptional progress
- d. All students with SEND make exceptional progress

6. Effective Feedback

Principles of better practice...

- a. Timely feedback to maximise learning
- b. Formative assessment is embedded throughout a lesson
- c. Comments are specific, accurate and clear
- d. Time to reflect and act upon feedback

So that...

- a. Students can swiftly unlock further learning
- b. Teachers know which topics to re-teach that were not grasped first time
- c. Student actions are refocused or redirected to achieve a goal
- d. Students are self-regulated learners

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The Six Lydiate Levers

Every Lesson, Every Day

1 High Expectations of Learning Behaviours



2 Quality Instruction



3 Subject Mastery



4 Making it Stick



5 Adaptive Teaching



6 Effective Feedback



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3. Continuous Professional Growth

Lydiate Learning Trust expects all staff to demonstrate a commitment to continuous professional growth and improvement through research and reflection which:

- has a focus on improving student outcomes
- builds and enhances knowledge and expertise to bring about changes in practice
- involves collaboration with colleagues and peer support
- is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback, and solutions-focused coaching.

The Teachers' Standards also set out expectations about professional growth that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical and reflective
- take responsibility for improving their teaching through appropriate professional development, responding to advice and feedback from colleagues
- demonstrate knowledge and understanding of how students learn and how this has an impact on their teaching
- have a secure knowledge of the relevant subject(s) and curriculum areas
- reflect systematically on the effectiveness of their teaching
- know and understand how to assess the relevant subject and curriculum areas

As the Teachers' Standards set out, teachers must ensure the Quality of Education of their students is their first concern, and so are accountable for achieving the highest possible standards in work and conduct.

4. Responsibilities for Teaching & Learning

Trust Leadership Team

The Trust Leadership Team sets priorities for improvement at Trust level based on evidence gained from research and monitoring procedures. Monitoring and evaluation principally take place through Faculty Reviews, Deep Dives, Lesson Studies, Walk-Throughs and Classroom Observations of Teaching and Learning. The Trust will also develop a quality Teaching and Learning CPDL Programme.

The Board of Trustees

The Board of Trustees is responsible for reviewing and approving this policy. The Quality of Education (including the quality of teaching and learning) is reported to the Board on a termly basis via the Standards and Outcomes Committee and the CEO's report.

Academy Governance Committee (AGC)

The AGC is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation. The AGC is responsible for monitoring the quality of Teaching and Learning via the Quality of Education sections of the School Improvement Plan, the School Self-Evaluation Statements (including the quality of teaching and learning), and the Headteacher's report.

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Senior Leadership Team

To ensure the Teaching and Learning Policy and LLT Teaching and Learning CPDL Programmes are implemented to create and maintain an environment conducive to all for continuous learning, The Senior Leadership team should:

- Create and maintain an environment and code of behaviour which promote and secures exceptional teaching, effective learning, high standards of achievement and excellent behaviour for learning
- Determine, organise, and implement a curriculum in line with national guidelines, ensure that all students follow statutory requirements whilst achieving depth, detail, and ambition
- In conjunction with LLT, incorporate innovative practice from international and national research as appropriate
- Ensure that effective and appropriate support and challenge is available and planned for all students and takes into account their starting points
- Ensure cross curricular strategies for the vision, Literacy, Numeracy and ICT are applied consistently and directly impact on raising achievement
- In partnership with LLT, ensure that all staff have access to high quality CPDL to improve the quality of provision through all subject areas
- Involve all staff in rigorous monitoring, evaluation, and review of the quality of teaching and learning and achievement of all students, including those with particular needs
- Promote positive strategies which encourage respect for all members of the Academy community
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development, and wellbeing
- Ensure regular celebration of student achievement - sporting, cultural and academic etc
- Engage in Faculty Reviews, Deep Dives, Lesson Studies, Book Studies, and Walk-Throughs to ensure consistency of approach and delivery, quality of the curriculum and student engagement
- To undertake the role of an Instructional Coach to support the development of others
- Adhere to the "every lesson, every day" ways of working
- To ensure entrances and exits to classrooms are in line with the routines highlighted in The Behaviour for Learning Policy (2022)

Subject Leaders

- Utilise LLT planning templates for Schemes of Learning (SOLs) to support with consistency of delivery
- Ensure curriculum planning is transparent and shows ambition through intent, implementation and that impact is explicit
- Ensure Rosenshine's *Principles of Instruction* permeate daily practice and are enhanced by TLaC strategies, *Teach Top the Top* Strategies and Disciplinary Literacy
- To ensure entrances and exits to classrooms are in line with the routines highlighted in The Behaviour for Learning Policy (2022)
- Liaise with Subject Leaders within and beyond the Trust as appropriate to continuously seek to improve practice within teams
- Ensure all members of the team engage with LLT CPDL Programmes

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- Ensure there are SOLs for each year group, class and course that are fit for purpose and meet the needs of specification for desired outcomes
- Monitor and evaluate quality of teaching in the subject/faculty and identify best practice to share and identify areas for development either at faculty level or individual level
- Ensure SOLs provide opportunities for all learners to achieve their targets
- Establish and implement clear policies and practices for assessing, recording, and reporting on student progress and set targets for further improvement in line with whole Trust policies
- Monitor the quality of typical teaching using the in-school monitoring and evaluation schedule via the *Perspectives* tools
- Monitor quality of teaching and learning regularly and give constructive feedback
- Evaluate progress of teaching and learning targets in Subject Development Plans, in line with School Improvement Plans
- In partnership with LLT, ensure that all staff have access to high quality CPDL to improve the quality of provision through all subject areas
- Involve all staff in rigorous monitoring, evaluation, and review of the quality of teaching and learning and achievement of all students, including those with particular needs
- Promote positive strategies which encourage respect for all members of the Academy community
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development, and wellbeing
- Ensure regular celebration of student achievement
- Engage in Faculty Reviews, Deep Dives, Lesson Studies, Book Studies, and Walk-Throughs to ensure consistency of approach and delivery, quality of the curriculum and student engagement
- To undertake the role of an Instructional Coach to support the development of others
- In SOLs, monitor the range of "Do Now" activities at the start of each lesson and appropriate "Exit Strategies" at the end of a learning episode
- Adhere to the "every lesson, every day" ways of working
- To ensure entrances and exits to classrooms are in line with the routines highlighted in The Behaviour for Learning Policy (2022)

Classroom Teachers/ Trainees

- Implement Schemes of Learning (SOL) effectively demonstrating secure subject knowledge
- Ensure Rosenshine's *Principles of Instruction* permeate practice and are enhanced by TLaC strategies, *Teach Top the Top* Strategies and Disciplinary Literacy
- Plan each lesson, and indeed schemes of learning, to ensure opportunities for all learners to make rapid and sustained progress are in place
- Utilise a range of "Do Now" activities at the start of each lesson and share appropriate "Exit Strategies" at the end of a learning episode
- Undertake Lesson Studies and engage in coaching programmes utilising *Perspectives*
- Assess students in line with whole school and faculty expectations
- Undertake summative and formative assessment and record progress in line with whole school and faculty expectations
- Use DDI to monitor outcomes of classes that you teach
- Follow behaviour for learning practices as outlined in the Behaviour for Learning Policy
- Adhere to the "every lesson, every day" ways of working

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- To ensure entrances and exits to classrooms are in line with the routines highlighted in The Behaviour for Learning Policy (2022)

Pastoral leads

Pastoral managers are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups. This will feed into the QA process and future actions.

This is achieved by:

- Using DDI, monitor the progress and potential of the year group, and using student data to identify and set targets for specific students according to their needs
- Maintaining an overview of the experience of students in their year group
- Monitoring the work of tutors and quality of tutor time
- Monitoring attitudes to learning to support consistent behaviour for learning across the curriculum to ensure students make progress
- Supporting the implementation of Project L
- Adhere to the “every lesson, every day” ways of working
- To ensure entrances and exits to classrooms are in line with the routines highlighted in The Behaviour for Learning Policy (2022)

Teaching Assistants

- Work collaboratively with the class teacher in planning for learning and teaching
- Support students in specific aspects of all their learning as agreed with the class teacher and/or SENDCO
- Adhere to the “every lesson, every day” ways of working
- To ensure entrances and exits to classrooms are in line with the routines highlighted in The Behaviour for Learning Policy (2022)

Form Tutors

Form tutors are responsible for contributing to and monitoring the progression and well-being of individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:

- Monitoring academic progress and attitudes of individual students through academic tracking progress checks
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance
- Implementing Project L
- Adhere to the “every lesson, every day” ways of working
- To ensure entrances and exits to classrooms are in line with the routines highlighted in The Behaviour for Learning Policy (2022)

Students will:

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- Aim to achieve goals and meet their own targets and respect the right of others to do the same
- Take responsibility for their own learning and be proactive in using self-assessment techniques
- Actively participate in lessons, contributing to class/pair/group discussions and tasks in a mature and focused manner
- Meet deadlines for completing class work and homework
- Prepare appropriately for each lesson and maintain high expectations of themselves, following the vision and values to maximise progress towards targets
- Follow the 'Home School Agreement' and consistently observe school rules
- Arrive on time, be well equipped and challenge themselves to achieve their very best
- To ensure entrances and exits to classrooms are in line with the routines highlighted in The Behaviour for Learning Policy (2022)
- Adhere to the "every lesson, every day" ways of working
- Engage with "Do Now" activities at the start of each lesson and share learning via appropriate "Exit Strategies" as instructed by the class teacher or form tutor

Parents / Carers will:

- Work in partnership with the school in all aspects of their children's education
- Support school initiatives which involve collaborative working to raise student achievement
- Encourage and support their child to work to meet their potential
- Attend consultative evenings or meetings to discuss student progress

Procedures Planning

- All lessons should be planned carefully and be part of an overall scheme of learning that is accessible to all other staff in the department
- Trust Long term and medium / short term templates are to be used for planning in every subject area on school network
- All lesson plans should demonstrate how the lessons will be sequenced to reflect students' current knowledge, understanding and skills so that sustained progress can be made
- Activities and tasks should be planned to reflect a well-balanced range of activities
- When appropriate, schemes of learning should incorporate Cultural Capital, Disciplinary Literacy, More Able Strategy, SEND learners, Numeracy, ICT and each school's vision and values
- Lessons should take into account learning needs; assessment data, via DDI, must be used to plan effectively to support and challenge every learner.
- All SOLs and resources should be tailored to accommodate the interests and learning needs of all students.

Learning Environment

- All classes must have a seating plan which should be followed in the lesson
- A positive learning environment should be cultivated by high teacher and learner expectations
- High quality displays in the classroom should reinforce expectations and support learning
- The classroom should be well-organised and tidy
- Rewards and sanctions will be on display

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5. Monitoring and Evaluation

We will monitor and evaluate our work through:

- Trust Self-Evaluation Schedule
- Regularly monitoring typical teaching of staff, conducting learning walks, observations, student voice and triangulation of teaching and learning outcomes and student voice to inform future actions
- Celebrating areas of strength and sharing best practice
- Integrating areas for development into future planning at Trust, whole school, faculty/subject or individual level
- Headteacher National Standards
- Job Descriptions
- National Standards
- Performance Management/appraisal
- Self-Evaluation Procedures

Review

The review of our Teaching and Learning Policy is a continuous process and will be reviewed on an on-going basis.

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