Trust teaching and learning *vision*

Our vision is for flourishing schools at the heart of our communities, where every child experiences 'life in all its fullness' (John 10:10). Guided by our values of belonging, collaboration, and curiosity, we create environments where everyone feels included, work together for shared success, and is inspired to explore and learn. This vision shapes everything we do, from nurturing relationships to delivering excellent teaching, so that every learner thrives and every community flourishes

Our Academies are unique and sit in the heart of communities; we aim to embed this individuality into the heart of teaching and learning. We believe that education is powerful and transformational, and aim to support all pupils with equity, irrespective of their starting points. We are committed to teaching and supporting our pupils with ambition and skill, working tirelessly to remove barriers for all pupils so that they develop a love of life-long learning, gaining the skills and knowledge necessary to lead successful lives.

Rationale

As a Trust we begin with 'why', moving through the 'how' and 'what' when considering our teaching and learning. This is an essential part of our practice, which ensures our approach is personalised, aspirational and leading the culture, ethos and values of each Academy. We recognise, in line with the Education Endowment Fund, that excellent teaching and learning is our most powerful instrument for improving life chances.

"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment … Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged." 1. High-quality teaching | EEF

Therefore, we strive for the highest quality of teaching and learning (T&L) through an in-depth knowledge of current pedagogy, evidence-informed approach and commitment to professional development which is anchored in our teaching and learning principles.

Trust teaching and learning principles are essential in bringing alignment to our schools whilst enabling leaders to make local decisions which are relevant to their unique setting. They set out the highest possible expectations for excellence, underpinned by our vision for '*flourishing schools for all at the heart of their communities'*, and values of belonging, curiosity and collaboration.

Responsibility of support staff

- Know students well and adapt support to meet their individual learning needs in collaboration with the teacher.
- Support teaching and learning with flexibility and resourcefulness.
- Meet the expectations set out in this policy.

Responsibility of teachers

- Demonstrate the Teachers' Standards. Teachers' Standards
- Effectively adjust teaching strategies in response to ongoing assessment rather than relying on fixed differentiation by outcome.
- Use flexible grouping and targeted questioning to meet individual needs.
- Secure their own subject knowledge and understanding of effective teaching, learning, and pedagogy.
- As a subject/area leader, drive improvement working with others to identify good practice and challenges.
- Understand, exemplify and meet the expectations set out in this Trust Teaching and Learning policy.

Responsibility of Academy Trust Leaders

- Demonstrate Headteachers' Standards. [Headteachers' standards](#)
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Monitor and hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across school
- Secure their own knowledge of effective teaching, learning, and pedagogy.
- Manage resources to support high-quality teaching and learning
- Lead coaching to support teaching and learning excellence.
- Address underachievement and intervene promptly.
- Understand, exemplify and lead the Trust Teaching and Learning policy.

Responsibility of pupils

- Take responsibility for their own learning.
- Always meet expectations for good learning behaviours.
- Be curious, ambitious, and engaged.
- Know their targets and how to improve.

Trust Teaching and Learning principles

- Facilitate the highest expectations and achievement for all:
    - Leaders and teachers have high ambition and aspirations for all pupils, particularly those who encounter disadvantage, SEND or any barriers to learning.
    - Teaching will improve outcomes for pupils, raising the roof on what our pupils can achieve and reaching beyond National expectations.
    - Excellent attendance is an expectation.
- Foster pupil agency:
    - Explicit teaching of learning behaviours (cognitive and metacognitive strategies) is integral to high quality teaching and learning. Adults and children understand what excellent learning looks like and demonstrate independent, self-regulated learning. [EEF_Metacognition_and_self-regulated_learning.pdf](#)
    - Children are encouraged to be independent, curious, and to take risks in learning.
    - Children revel in the difficulty of challenges, viewing mistakes as a form of growth and learning.
- Build excellent relationships:
    - Children learn best when relationships are positive and they feel safe.
    - Devon's Relational Approach underpins each school's culture and approach to behaviour management, in policy and practice.
    - Positive behaviour traits are part of curriculum design and explicitly taught, enabling children to take the lead in managing conflict through restorative conversations.
    - Children understand the nature of positive relationships and mutual respect.
    - Schools develop a culture of social responsibility, belonging and tolerance through age-appropriate teaching of the Protected Characteristics and British Values.
- Environment for learning:
    - Attention is given to creating an excellent climate and culture where learning is purposeful and positive.
    - Routines are clear, consistent, and embedded so that classrooms run smoothly and maximise learning time.
    - Visual supports are used effectively to aid understanding for all learners and promote independence.
    - Classroom displays reinforce current learning, while wider school displays celebrate achievement and inspire curiosity.

- o Learning spaces are organised, purposeful, and safe, ensuring that pupils feel secure and ready to learn.
- o Resources are accessible to all, supporting equity and enabling every learner to flourish.
- o The environment reflects our vision of flourishing schools and our values of belonging, collaboration, and curiosity.
- Undertake purposeful, effective assessment and feedback:
  - o Attention is given to the purpose of assessment and feedback and the subsequent actions that are taken in response to the information it provides.
  - o Assessment and feedback are used effectively to determine what to teach, when, and how.
  - o Assessment and feedback strategies are clear, consistent, timely, well planned, and impactful.
  - o Assessment tracks pupil achievement to inform school-level decision-making and identify concepts which might need revisiting.
  - o Teachers use assessment to understand individual learners with depth.
  - o Gaps in foundational knowledge are identified as early and as quickly as possible, and subsequent plans successfully fill gaps.
  - o Where intervention is needed, it is timely, targeted, and tracked. Removal of pupils from the classroom for intervention should be limited and purposeful.
  - o Teachers take account of prior learning and individual starting points.
  - o Leaders understand the impact of what is taught.
- Meet the needs of all learners:
  - o Quality First Teaching (Q1T) is given the highest priority; leaders ensure that teachers have the knowledge and expertise they need for the subject/areas they teach.
  - o Schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.
  - o Schools approach to teaching and learning is underpinned by Rosenshine's Principles of Instruction: Research-Based Strategies That All Teachers Should Know and The Cognitive Science behind Rosenshine's Principles of Instruction.
  - o Leaders and teachers make highly effective choices about what to teach, when and how.
  - o Ordinarily Available Inclusive Provision (OAIP) and Ordinarily Available Targeted Provision (OATP) are fundamental aspects of excellent Q1T.
  - o Adaptations are responsive to pupils' needs and support pupils to move forwards from their specific starting points, strengthening understanding as they go
  - o Teaching instruction is effective. It is explicit, clear, and considers the needs of learners, resulting in a positive impact on pupils' knowledge, skills, and understanding.
- Implement an ambitious curriculum, adapted carefully:
  - o Curriculum design is high quality, broad and ambitious; it meets the needs of all learners including in mixed age classes (see Curriculum Policy and Principles).
  - o Learning is progressive, starting from the earliest moments and developing sequentially to build knowledge and understanding over time.
  - o Adaptations to the curriculum are made judiciously, based on careful diagnostic assessment and knowledge of pupils and content; any modifications are agile and responsive to children's needs.
  - o Teachers look for ways of reinforcing key knowledge and skills, capitalising on any crossover between topics and subjects.
  - o Oracy, vocabulary, and language development are of high priority, explicitly taught and considered key curriculum drivers.
  - o Engaging opportunities across the wider curriculum are fundamental to character development.
  - o Lesson structures are an integral part of curriculum implementation. They identify the features of excellent lesson delivery and effective instruction underpinned by Rosenshine's Principles:
    1. *Begin each lesson with a review of prior learning leading to fluency.*
    2. *Deliver information clearly and in small steps which pupils practice.*
    3. *Ask questions to practice new learning and connect new material to prior learning.*
    4. *Provide clear models and worked examples to support understanding.*
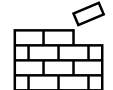
5. *Guide student practice. Spend time asking questions, checking understanding, and addressing misconceptions before moving on.*
6. *Check for understanding at each point with questions and quick formative assessments to reduce errors.*
7. *Obtain a high success rate during classroom instruction; ensure pupils master each small step leading to improved outcomes.*
8. *Provide scaffolds and support where it will have the most impact based on prior assessment, ongoing checks and anticipating misconceptions; gradually remove as pupils gain independence.*
9. *Include and monitor independent learning and practice for fluency and automaticity of what has been taught.*
10. *Review learning and understanding regularly; include spaced retrieval activities and monthly review to strengthen long-term memory.*

- Develop staff:
  - Teachers and Leaders benefit from access to high quality CPD, including Trust expertise.
  - Teachers and Leaders understand effective pedagogy and approaches that ensure long-term retention of knowledge, fluency, and confidence. This includes cognitive science theory such as retrieval practice, dual-coding or cognitive load.
  - Teachers and Leaders are well informed. They engage with current thinking and research; they are proactive in remaining professionally current.
  - Teachers and Leaders engage positively in a coaching approach to develop excellent practice.

Associated policies: Curriculum. Attendance. Relational Behaviour Policy. EYFS. CPD.

Reviewed and approved by the Standards and Curriculum Committee: 9th December 2025
Next Review: Autumn 2027

Appendix 1

Exemplar Lesson Structure based on Rosenshine's Principles

Throughout	Lesson part	Links to Rosenshine's Principles	Throughout
Ask questions. Questions should help pupils practice new learning and connect new material to prior learning.	Recap and review prior learning	Flashback to learning from yesterday, last week, last month, last year.	Check for understanding. Quick, formative assessment to reduce errors.
	Deliver new learning with expert modelling	Small steps which children practice for fluency. Clear models and examples delivered by the teacher	
	Guided practice	Model new learning to groups which are fluid based on need. Ensure understanding and address misconceptions.	
	Provide scaffolds	Where needed, based on prior assessment, ongoing checks. Gradually remove as pupils gain independence.	
	Independent practice	Children practice and rehearse key knowledge for mastery and automaticity. Monitor and check to ensure pupils master each small step.	
	Dive deeper	Use what has been learnt. Opportunities to explore and explain concepts, procedures, patterns and relationships. Opportunities to deepen conceptual understanding.	
	Review learning	Include spaced retrieval and monthly review of learning for long-term memory. Link to next lesson.	
Before the lesson: Pre-teaching to ensure all pupils can access upcoming learning.		After the lesson: Catch up what has not been mastered to keep up.	