

Teaching and Learning Policy

At Stockport Academy we foster a culture of collaboration, which flourishes as a result of our moral purpose of bringing out the 'best in everyone'.

Principles

- **Entitlement** - all students are entitled to access a curriculum that both inspires and challenges them to be their very best.
- **Mastery** - all students build a comprehensive knowledge and understanding of what they have been taught over time. Teaching staff are supported to develop their skills through regular, high-quality CPD.

Vision

- **Independent Work** - should be evident in every lesson, with students producing work that is a product of their own thinking.
- **SEND** - develop a robust range of strategies to scaffold learning for students with SEND and ensure that the level of challenge remains consistently high for all learners, regardless of their starting point.
- **Literacy** - ensure that there is a rich curriculum of reading, writing and oracy in every classroom.

Teaching Practice

Teachers are experts in their field, they are passionate about their subjects, and this is evident in the planning and delivery of lessons. Teachers plan lessons which meet the needs of all their learners and present all students with high levels of challenge. Teachers plan regular opportunities to check students' knowledge and understanding at key points and will not move on until the relevant skills have been mastered.

Teachers set high aspirations for all students regardless of their starting points and support them to achieve their best. Teachers clearly share what key information is required of students so that they understand exactly what they are learning and why. This may be presented in a variety of different ways, for example, through use of Knowledge Organisers.

Teachers use a variety of methods to thoroughly check students' progress and understanding within a lesson including use of mini whiteboards and targeted questioning. This ensures that all students are fully prepared for the independent practice phase of the lesson.

All lessons allow students the opportunity to work independently on a challenging piece of work. The introduction of The Blue Zone ensures that students have the opportunity to build resilience through their independent work. This allows the teacher time to circulate the classroom identifying gaps in knowledge or misconceptions which need addressing.

Improving the Quality of Teaching and Learning

Teachers are encouraged and supported to develop and share their knowledge and skills as classroom practitioners through taking an active role in Performance Management, Whole Staff Continuing Professional Development (CPD) and Departmental Tasks. Staff receive regular, high quality feedback on lessons and have clear individual developmental focus. In addition, Teachers have regular opportunities to access external courses and for further collaboration with other United Learning schools.

There is rigorous monitoring of the quality of Teaching and Learning. This includes but is not limited to:

- Student Voice
- Book Looks
- Learning Looks

Teachers are encouraged to take part in professional dialogue and reflect on their strengths and areas of improvement with colleagues in an open and supportive manner.

Teaching and Learning Strategy

Intent:

We will ensure that all teachers have the most effective resources to challenge, engage and stimulate students. We will look to external pedagogical research to ensure that our practice is well-informed, adapting what we learn to meet the needs of our students. Teachers are actively encouraged to work collaboratively and share good practice, primarily through timetabled Co-Planning sessions within departments.

Our planning and preparation are underpinned by Rosenshine's Principles. That is not to say that these are used exclusively and in isolation, but rather that they provide shared understanding within which we can frame our lesson planning and execution:

- Daily review;
- Present new material using small steps;
- Ask pertinent and challenging questions;
- Provide models;
- Guide student practice, for example, providing additional explanations and examples;
- Check student understanding at key points;
- Secure a high success rate;
- Provide scaffolds for challenging tasks;
- Plan opportunities for students to practice skills independently;
- Plan opportunities for periodic review of what students have learnt.

Teachers plan lessons which are intrinsically linked with a programme of study as outlined in the curriculum overviews for each subject area. We understand that in order for the programs of study to be effective, we must give careful consideration to the sequence of learning. To ensure consistency across the academy, lessons will include all elements of teach, check, practice including The Blue Zone.

Implementation:

We will:

- Plan a sequence of lessons which ensure that students get the most out of their learning; linking this with long-term goals will help students to secure the relevant skills and knowledge over time;
- Have good knowledge of students within the classroom and use this to inform our planning;
- Adapt lessons to support all learners to access relevant subject content;
- Devise regular opportunities for stretch and challenge for all learners;
- Embed a range of assessment strategies (to inform both learning and teaching) including but not limited to targeted questioning and peer and self-assessment (where appropriate);
- Track student progress throughout each lesson and celebrate success, check understanding, address misconceptions and create opportunities for students to complete independent practice of skills and content which they have been taught;
- Create an environment and ethos within our classrooms which promotes aspiration and high standards.

Impact:

We will ensure that:

- Staff apply relevant Literacy and Numeracy strategies for teaching and assessment, and that these are firmly embedded across all subjects;
- All lessons meet, or exceed, the Academy expectations through rigorous quality assurance;
- There is a rigorous system of formal assessment and monitoring within each department, including mock examinations and assessments set centrally by United Learning;
- Data is used effectively to track student progress across all Curriculum areas and ensure that there are systems of appropriate intervention to celebrate achievement and to support any students not yet reaching their full potential;
- Data is accurate and consistent by checking that departments follow systems of quality-assurance.
- The views of stakeholders in relation to the quality of Teaching and Learning are gathered and take appropriate action in response.

Responsibilities - The Local Governing Body

The Local Governing Body will ensure that the Principal and the staff implement this policy rigorously and robustly.

They will hold the Principal and the Senior Leadership Team accountable for the quality of Teaching and Learning.

They will be regularly updated through their regular meetings and be involved in key appointments to the Academy.

The Governor's Curriculum Link Governor Group will be consulted regarding initiatives to improve the quality of Teaching and Learning and be involved in discussions in relation to curriculum development.

Responsibilities - The Principal/Senior Leadership Team

The Principal and Senior Leadership Team will monitor priorities and targets for improvement, at whole-school level, based on evidence gained from monitoring procedures.

They will track progress against the Academy improvement plan and hold teachers accountable, taking appropriate action, if necessary, where marking and assessment requires improvement or is considered to be inadequate.

Monitoring and evaluating the impact of Teaching and Learning principally takes place through Curriculum Line Management, Departmental Reviews and whole-school reviews, Learning Looks and Book Look systems.

The Principal and Senior Leadership Team will regularly review the school's Teaching and Learning Policy and internally monitor the effectiveness and implementation of the policy.

Responsibilities – Parents/Carers and Students

Students should be prepared for lessons with the correct equipment and complete homework to enhance their learning.

Students should seek to make positive contributions to lessons and are expected to support the Academy's charter of aspiration, respect and community at all times.

Students should strive to do their best and not be involved in disrupting the learning of others, as outlined in the Academy's *Home Academy Agreement*.

Parents/Carers and Students are expected to share any concerns or views, as appropriate, in relation to Teaching and Learning.

Policy Planning and Development

Views of stakeholders will be taken into consideration in the implementation of this policy. There will be a systematic review of the impact of policies within an appropriate time scale.

Monitoring and Quality Assurance

Data will be collected regularly and will be used to inform further improvement planning, target setting, decision making and measuring the impact of the Academy's curriculum provision and progress.

This process will be continuously developed and monitored by the Academy's leadership team

Agreed by Stockport Academy LGB October 2025

Review Annually