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'.

The Academy recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Effective teaching and learning can only take place within a safe, inclusive and respectful environment where students feel valued, supported and able to thrive.

Principles

- **Entitlement** - All students have the right to learn our curriculum and access a broad, balanced and ambitious education.
- **Coherence:** The curriculum is carefully sequenced so that Essential Knowledge builds term by term and year by year, allowing for meaningful connections within subjects and between subjects. There is a rich curriculum of reading, writing and oracy in every lesson
- **Mastery** - We must ensure that foundational knowledge, skills and concepts are secure before moving on. Students should revisit prior learning with independent work evident in every lesson that is a product of their own thinking. Teaching staff are supported to develop their skills through regular, high-quality CPD.
- **Inclusivity:** Lessons are planned and adapted by teachers to ensure the progress and attainment of the students in their classrooms, particularly disadvantaged students and those with SEND, with teachers actively responding to the needs of students within each lesson.
- The Academy will ensure that teaching and learning practices comply with the Equality Act 2010 and support all students, regardless of protected characteristics, to access a broad and ambitious curriculum.
- **Attendance:** Regular attendance and punctuality are essential to enable students to access the curriculum and achieve their potential. The Academy will work collaboratively with students and families to promote excellent attendance and engagement with learning.
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Teaching Practice

Teachers are experts in their field and are passionate about their subjects; this is evident in the planning and delivery of lessons.

Teachers plan lessons which meet the needs of all learners and present all students with high levels of challenge. Teachers plan regular opportunities to check students' knowledge and understanding at key points and actively address gaps in knowledge or misconceptions.

Teachers have high expectations for all students regardless of their starting points and support them to achieve their best. Teachers clearly share what key information is required so that students understand exactly what they are learning and why.

Teachers use a variety of methods to thoroughly check students' progress and understanding within a lesson, including the use of mini whiteboards, targeted questioning and whole-class checks for understanding. 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 opportunities to build resilience through independent work. This allows the teacher time to circulate the classroom, identifying gaps in knowledge or misconceptions which need addressing. Students have opportunities to respond to feedback and improve their answers.

All teachers are teachers of literacy, oracy and numeracy and will actively develop students' communication, reading, writing and mathematical skills within their subject areas.

Reading is fundamental to academic success. Curriculum areas will promote disciplinary literacy and provide opportunities for students to read, understand and accurately use subject-specific vocabulary.

Teachers will develop students' metacognitive knowledge and self-regulation by helping them to plan, monitor and evaluate their learning.

Digital technologies will be used purposefully to enhance teaching, learning, assessment and accessibility whilst promoting safe and responsible online behaviour.

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 Co-Planning to develop subject-specific pedagogy.
Staff receive regular, high-quality feedback on lessons and have clear individual developmental priorities. In addition, teachers have regular opportunities to access external courses and collaborate with other United Learning schools.
There is rigorous monitoring of the quality of Teaching and Learning. This includes, but is not limited to:

- Lesson Visits
- Student Voice
- Book Looks
- Assessment Reviews
- Departmental Reviews

Teachers are encouraged to take part in professional dialogue and reflect on their strengths and areas for development 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. These are not used exclusively or in isolation, but provide a shared framework within which lesson planning and execution are developed:

- Retrieval practice
- Present new material using small steps
- Ask pertinent and challenging questions
- Provide models
- Guide student practice through 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 practise skills independently via The Blue Zone
- Plan opportunities for periodic review of what students have learned

Teachers plan lessons which follow established schemes of work as outlined in curriculum overviews for each subject area. We understand that for programmes of study to be effective, careful consideration must be given to the sequence of learning. To ensure consistency across the Academy, all lessons follow the structure of Teach, Check, Practice, including The Blue Zone.

Implementation:

We will:

- Plan sequences of learning that enable students to acquire key knowledge and skills, apply them effectively and retain them over time.
- Have detailed knowledge of students within the classroom and use this knowledge to inform planning.
- Deliver adaptive teaching that responds to the needs of learners whilst maintaining high expectations and ambitious curriculum goals for all students.
- Ensure that disadvantaged students and students with SEND can access the full curriculum.
- Devise regular opportunities for stretch and challenge for all learners.
- Embed a range of assessment strategies, including targeted questioning and whole-class checks for understanding.
- Monitor students' progress throughout each lesson, check understanding, address misconceptions and provide opportunities for independent practice during The Blue Zone stage of the lesson.
- Provide opportunities for students to receive feedback during lessons and following key assessments, together with opportunities to respond to and act upon that feedback.
- Develop students' literacy, numeracy, oracy, reading comprehension and subject-specific vocabulary.
- Promote metacognitive strategies that enable students to become increasingly independent and reflective learners.
- Create an environment and ethos within classrooms which promotes aspiration, inclusion, safety and high standards.

Impact:

We will ensure that:

- Teaching and learning consistently meet the Academy's expectations and support strong student outcomes.
- Students develop secure knowledge and skills that enable them to progress successfully through the curriculum.
- Students retain and apply key learning over time.
- 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 appropriate systems of intervention to celebrate achievement and support any students not yet reaching their full potential.
- Students, including disadvantaged students and those with SEND, make strong progress from their starting points.
- The views of stakeholders in relation to the quality of Teaching and Learning are gathered and appropriate action is taken in response.

Responsibilities - The Local Governing Body

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

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

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

The Governor's Curriculum Committee 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 leaders and teachers accountable, taking appropriate action where Teaching and Learning requires improvement.

Monitoring and evaluating Teaching and Learning principally takes place through curriculum line management, departmental reviews, learning walks, lesson visits, student voice activities, assessment analysis and book looks.

The Principal and Senior Leadership Team will regularly review the effectiveness and implementation of this 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 values of Aspiration, Respect and Community at all times.

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

Parents/carers and students are encouraged to share any concerns or views in relation to Teaching and Learning.

Parents/carers are expected to support regular attendance, punctuality and positive engagement with learning both in school and at home.

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 timescale.

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 student progress.

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

Related Policies and Statutory Guidance

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Curriculum Policy
- Assessment Policy
- Attendance Policy
- SEND Information Report
- Accessibility Plan
- Online Safety Policy
- Equality Objectives

The policy is also informed by:

- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice (2015)

Agreed by Stockport Academy LGB October 2026

Review Annually

Signed by Chair of LGB

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David Robinson (Chair)

Date

Signed by Principal

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Janine McCann (Principal)

Date