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1. Purpose

Our aim is for every teacher to develop excellent practice and be capable of delivering consistently effective lessons. We expect it to be evident from what teachers do that they have a firm and common understanding of the curriculum intent within their subject area, and what it means for their practice. Across all areas of the school our teaching must meet the individual needs of our students and provide opportunities to gain the knowledge and skills that are needed to be successful.

A purposeful environment in the school and the classroom is essential for students to be able to learn. We believe that effective teaching requires the teacher to underpin their subject knowledge with effective routines and to have high expectations for all students. All LATon staff should at all times be promoting an inclusive environment that meets the needs of all students, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Through the implementation of this policy teachers will ensure that students' work across the curriculum is consistently of a high quality and that all students, regardless of their starting point or educational barriers are provided with the best possible educational experience.

2. Guiding Principles

For the teacher

- Teachers observe all of the teacher standards (appendix 1).
- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge.
- Teachers enable students to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check students' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that students embed key concepts in their long-term memory and apply them fluently.
- Teachers recognise the power of talking to learn and expect students to regularly



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engage in discussion.

- Teachers ensure that students receive timely feedback about their performance which enables them to make progress (refer to assessment, feedback and feedforward policy)
- Teachers follow the academies 'Routines for learning'
- Teachers and other adults in the classroom contribute to a safe and purposeful learning environment.

For the curriculum

- The subject curriculum is designed and delivered in a way that allows students to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and students can work towards clearly defined end points.
- Teachers use assessment to check students' understanding in order to inform teaching, and to help students embed and use knowledge fluently.

For teaching

Our core values and how they influence our teaching and learning vision:

Integrity - Our work is motivated by our integrity. Our integrity is manifested in our determination to keep improving to ensure that we teach the best possible lessons and that our students therefore get an exceptional experience in every classroom that they enter everyday.

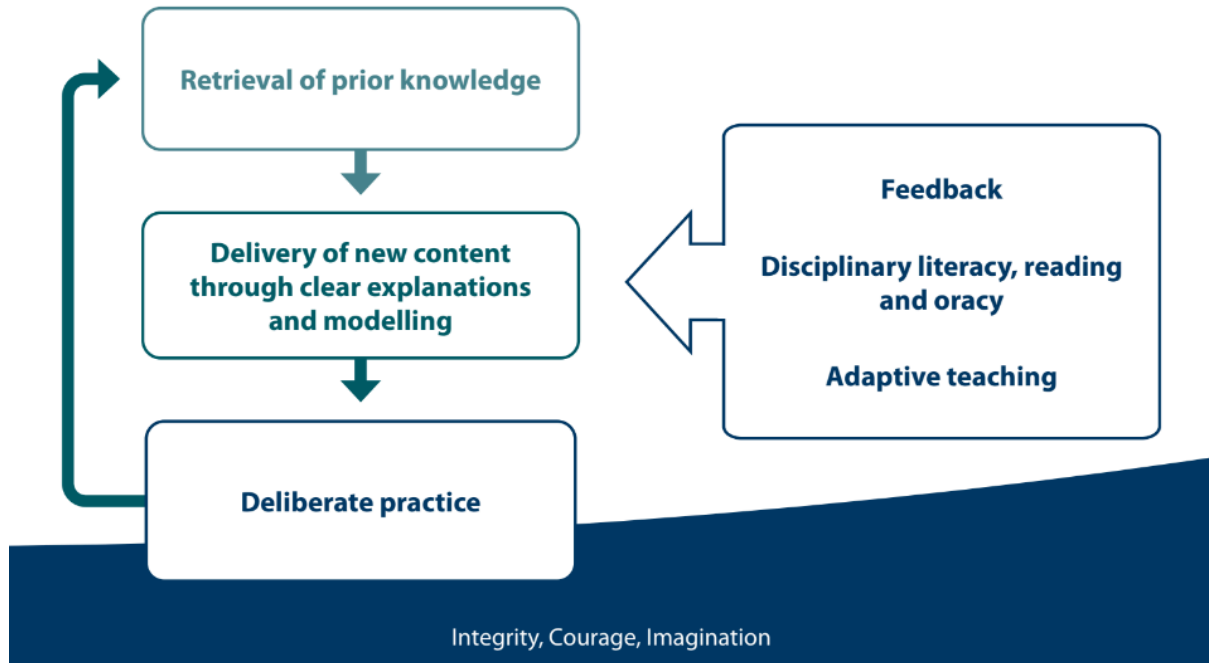
Courage - We have the courage to offer honest feedback to our colleagues to ensure they recognise their areas for development and how they can improve. We also need to have the integrity and courage to recognise when things are not working and to seek out new solutions.

Imagination - We have the courage to use evidence informed research to develop new and innovative pedagogy at Leigh Academy Tonbridge to ensure our students are constantly being challenged to think hard.

We have developed the following framework for teaching and learning at Leigh Academy Tonbridge. This is based on Rosenshine's Principles of Instruction.



Teaching and Learning Framework



Appendix 1 - Teachers Standards

Part One: Teaching

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior

- knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take



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responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons ●

impart knowledge and develop understanding through effective use of lesson time

- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities ●

make a positive contribution to the wider life and ethos of the school

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and

and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development

- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating students with dignity, building relationships

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rooted in mutual respect, and at all times
observing proper boundaries appropriate to a
teacher's professional position

- having regard for the need to safeguard students' well-being, in accordance with statutory provisions ●
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.