Trust in Learning
Trust in Success

TRUST IN LEARNING (ACADEMIES)

TEACHING AND LEARNING POLICY

Approval Date: March 2025	Version: 03	Review: 3 years (or sooner if required by statutory guidance)
Approval By: Quality of Education Committee	Lead: Director of School Improvement	Review date: Autumn 2027
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		

Trust in Learning
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History of Policy Changes:

Date	Page	Change	Reason for Change
March 2025		New policy	New over-arching policy for the Trust

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Contents:

1 Statement of Intent

Our goal for Teaching and Learning is to enhance the future opportunities and choices for all our students by providing lessons rich in knowledge within welcoming and inclusive classrooms.

Studies show that the quality of Teaching and Learning is the most significant factor in student success. Academic success and social growth are essential for our students to lead rewarding and meaningful lives. Our methods are guided by the best evidence available, using research findings to choose the strategies most likely to boost student achievement. Our teachers plan their lessons to be inclusive from the start, ensuring every student can excel.

Students deserve excellent and unforgettable learning experiences through well-structured and well-delivered lessons. We regard our teachers as true professionals and expect them to pursue excellence through ongoing professional development.

2 Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally-focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3 Objectives and Scope

3.1 The specific aims of this policy are to:

- Enhance the quality of teaching and learning across all schools within the Trust.
- Ensure all students have access to a knowledge-rich curriculum within inclusive and supportive classroom environments.
- Foster continuous professional development for teachers to maintain high standards of educational delivery.

3.2 This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- DfE (2024) Keeping Children Safe in Education (KCSIE)
- Special Educational Needs and Disability (SEND) Code of Practice
- Teachers' Standards (Department for Education)

3.3 This policy will be implemented in conjunction with the following Trust policies:

- Assessment Policy
- SEND and Inclusion Policy
- Safeguarding and Child Protection Policy

4 Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- To ensure the policy is well communicated to all Headteachers.
- To ensure that the policy is regularly reviewed.

4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.5 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.6 Responsibilities of pupils

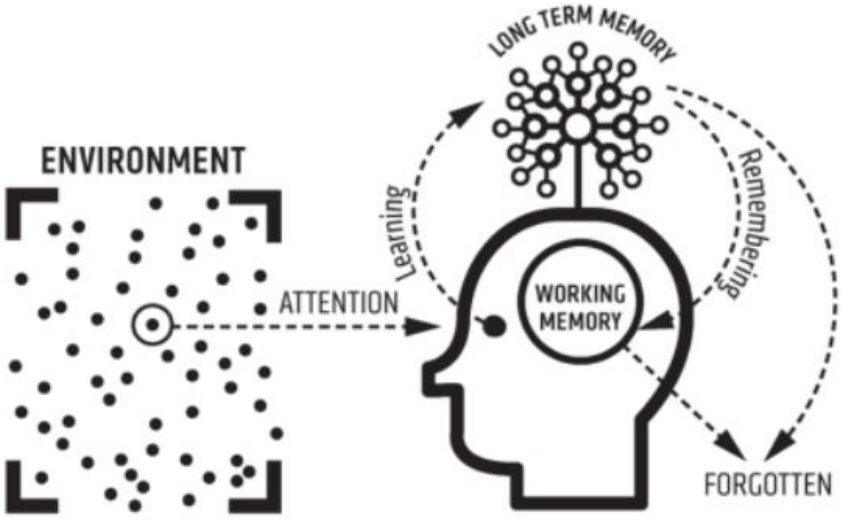
- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

5 Our approach

"The primary goal of instruction should be to facilitate long-term learning - that is, to create relatively permanent changes in comprehension, understanding, and skills of the types that will support long-term retention and transfer." (Bjork and Soderstrom, 2015)

Learning is messy, complex, and for the most part, invisible. We also know that high quality teaching is the highest leverage tool that we have to maximise the progress of our students, particularly those from disadvantaged backgrounds. We need to combine what we have learned through cognitive science and experience in the classroom to ensure our pupils receive the best education we can offer.

The foundation of our approach is modelled on the learning process below and underpins our offer to all pupils, linked to the framework below.
It is not an "in-the-box" approach but rather a dynamic, research-informed framework based on empirical evidence. Rooted in proven pedagogical strategies, our approach draws on Rosenshine's Principles of Instruction, which provide a useful language for addressing the real challenges teachers encounter daily. These principles, grounded in cognitive science and classroom-based research, support effective teaching by emphasizing key elements such as sequencing learning, scaffolding new concepts, regular review, and fostering active student engagement. By implementing these evidence-based strategies, we ensure high-quality teaching that enhances student understanding, retention, and overall academic success.
Lessons should be well-structured, engaging, and purposeful, with clear objectives and high expectations. They should build on prior knowledge and provide opportunities for questioning, discussion, and reflection. Effective assessment ensures progress, while a positive, inclusive environment fosters curiosity, critical thinking, and a love for learning.



6 Teaching and Learning Framework

Our Teaching and Learning Framework is designed to elevate the educational experience across the Trust by providing a cohesive and evidence-based approach to instruction. This framework serves as a blueprint for delivering high-quality education, emphasizing the importance of a knowledge-rich curriculum within inclusive classroom settings. It guides teachers in implementing effective pedagogical strategies, ensuring that every student is engaged and supported in their learning journey.

Trust in Learning schools are expected to adhere to the following pedagogical foundations:

- Adaptive teaching
- Clear modelling and explanations
- Retrieval
- Independent practice
- Checking for Understanding
- Oracy
- Well-chosen Tier 2 and Tier 3 vocabulary

These are not a checklist but we do know that, when delivered well, they support learning and therefore will provide the basis for good instruction. We support our teachers to deliver the above via instructional coaching.

6.1 Adaptive teaching

Adaptive teaching involves making adjustments to instructions and teaching materials for children, based on how their needs present in the moment (Imogen Barber, Adaptive Teaching: understanding the barriers and enablers, 2024)

Our teachers should adapt their lessons to be inclusive by design, rather than as an afterthought. This means that teachers plan lessons with ambitious content and then scaffold them for the needs of pupils, rather than plan a one-size lesson with extra activities. Adaptive teaching is harmful to no-one, helpful to everyone and vital for pupils who are disadvantaged and/or have SEND.

Scaffolding refers to a variety of instructional techniques used to move students progressively towards stronger understanding and, ultimately, greater independence in the learning process. It denotes successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance.

Teachers should always consider scaffolding work so that it is “desirably difficult for all students”. They provide scaffolds for the remaining pupils to reach the same standard, albeit with more help, guidance and time. Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written. A systematic review of 56 studies (Belland et al., 2017) found that ‘scaffolding has a consistently strong effect across student populations’, noting a ‘very large’ effect size among students with learning disabilities.

6.2 Clear modelling and expectations

"All pupils are supported to build schema when teachers model, scaffold and think aloud to narrate their decisions and choices" (Rosenshine)

Teachers **must** walk through the learning process by explicitly modelling and explaining the learning process. Teachers need to ensure their own explanations are accurate, well-articulated and reflective of their high expectations. Teachers should consider achieving this using a whiteboard, visualiser, sentence starters or other pre-prepared resources amongst other pedagogical strategies that demonstrate to pupils how to complete a task independently. Teachers might consider using metacognitive talk to narrate their thinking through the task to encourage pupils to think hard about the underlying concepts they could use to problem solve.

6.3 Retrieval

"The act of retrieving information from memory strengthens the neural connections, making it more likely to be recalled later; essentially, using your memory shapes your memory". (Robert A. Bjork)

Retrieval practice involves recalling information from memory to enhance and reinforce learning. This method is crucial because it strengthens the neural pathways associated with the retrieved knowledge, making it easier to access in the future. Research from the Education Endowment Foundation (EEF) highlights retrieval practice as an effective way to improve long-term retention and academic performance.

By regularly engaging students in activities such as quizzes, flashcards, and practice tests, teachers can help consolidate learning and identify knowledge gaps. Retrieval practice encourages active learning, where students are not merely passive recipients of information but active participants in the learning process. This approach also enhances metacognition, enabling students to better assess their understanding and adjust their learning strategies accordingly.

Overall, incorporating retrieval practice into teaching not only boosts student achievement but also fosters a more engaging and interactive classroom environment, equipping students with essential skills for lifelong learning.

6.4 Independent practice

"All pupils benefit from independent practice which builds the fluency and recall they require to attain well" (Rosenshine)

Independent practice, as described by Rosenshine, is a stage of learning where pupils work on tasks individually to reinforce learning and build fluency. It follows guided practice and ensures students apply skills or knowledge learned without immediate teacher assistance. This practice helps solidify understanding, enhance retention, and develop automaticity. Effective independent practice involves clear instructions, well-designed tasks, and monitoring by the teacher to ensure students remain engaged and receive feedback when needed.

Pupils **must** be allowed to apply what they have learnt in every lesson. In addition, pupils must be regularly allowed to complete extended independent practice. For example, a longer exam question, a complete recipe, a performance to an audience or a full game in PE.

For example, following a modelled exemplar exam response, the class then work with the teacher to complete a similar question. Pupils are now given a similar third question and asked to work silently for 7 minutes. During this time the teacher checks the work of a pupil with an EHCP plan, the most able pupil and a pupil who has English as an Additional Language to gauge the understanding of the class.

6.5 Checking for understanding

"Teachers need to know exactly where students are in their learning at all times (as far as that is possible) to best support mastery of a skill or concept". (Sherrington and Stafford)

This alerts the teacher to the pace and they should respond accordingly. For example, by stopping the class and addressing a misconception or aspects of the material that might need to be completely retaught in a future lesson.

We might say there are two elements to this:
1. Gathering information by constantly checking for understanding and sampling student responses
2. Responding to this information with swift intervention to remedy misconceptions or mistakes, or to advance to the next level of challenge.

It is important that teachers ask direct questions such as "what have you understood?", rather than rhetorical questions such as "have you understood?". Articulation supports pupils to demonstrate knowledge, rather than providing a superficial 'yes' or 'no' response.

6.6 Oracy

"Oracy is an essential part of a child's journey to becoming a citizen." — Oracy Education Commission, We Need To Talk report, 2024.

Drawing on the work of Voice 21 and the Opening Worlds curriculum, we aim to equip our students with the essential communication skills needed for academic success and active citizenship.

Our Trust-wide oracy approach focuses on creating a consistent framework that integrates speaking and listening skills across all subjects. By embedding structured talk tasks and dialogic teaching methods, we ensure that students have regular opportunities to develop their verbal reasoning and articulation.

Schools should have agreed modes of use for oracy for how and what pupils do during oracy opportunities, such as Stand To Speak and Turn To Your Partner. We celebrate oracy through regular Trust-wide events, such as the Summer Oracy Showcase.

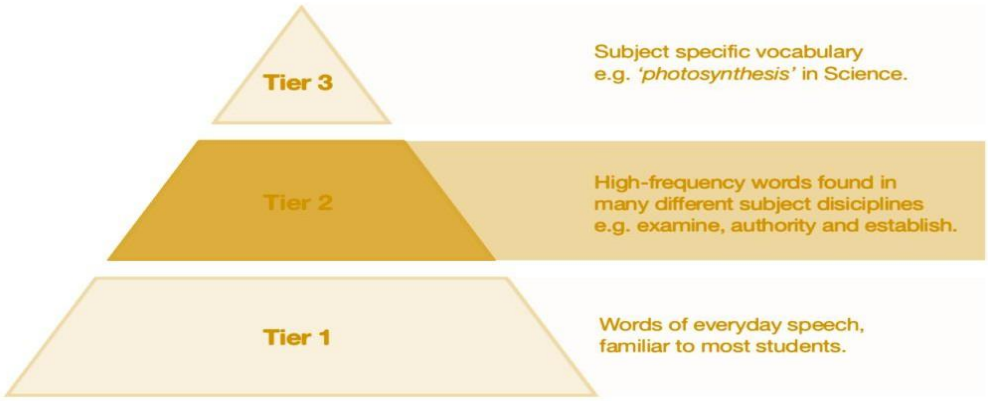
6.7 Vocabulary

"All pupils benefit from explicit literacy instruction, both within lessons and through bespoke interventions" (EEF)

Teachers should pre-teach keywords by explicitly explaining their meaning and usage through various strategies, such as the Frayer Model, which promotes a deeper understanding of vocabulary by encouraging students to explore definitions, examples, non-examples, and characteristics.

Research highlights that direct vocabulary instruction is particularly effective in improving comprehension and enabling students to access more complex texts (Marzano & Pickering, 2005). By embedding keywords throughout lessons and integrating them into pupils' written work, teachers help students unlock the curriculum and connect new content with prior knowledge.

In addition to vocabulary instruction, teachers must carefully consider the reading ages of their pupils when designing materials. According to Snowling and Hulme (2012), mismatches between pupils' reading abilities and the complexity of texts can hinder comprehension and engagement. Simplifying or modifying presentation materials, while maintaining academic rigor, ensures texts are accessible to all learners, particularly those with literacy difficulties. Supporting pupils in navigating language demands equips them to succeed in cognitively demanding tasks and fosters long-term academic growth.



Teachers should prioritise teaching Tier 2 and 3 vocabularies, which pupils are unlikely to encounter in everyday speech

7 A Language of pedagogy

There has been considerable work in schools with TiLA staff to agree a consistent language to discuss pedagogy.

The predominant mode of embedding that language is through coaching, lesson visits and Walkthrus. There is no desire from the Trust to impose a one-size fits all approach to the delivery of Teaching and Learning, merely to provide a framework and an agreed shared language so that we can be certain that there is a uniform understanding of what is meant by those terms when pedagogy is discussed across all of TiLA schools.

Key terminology linked to the areas of our Framework:

Adaptive Teaching

Scaffolding: temporary support, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent.

Technology : can include educational software to assist teachers to model processes and present ideas visually. Assistive technology can also support students, through technical aids such as speech-generating apps to enable note-taking and extended writing.

Cognitive strategies: such as chunking or memorisation techniques, can support students with SEND, but they may need smaller 'steps' to cater for cognition and learning needs. Metacognitive strategies can help students plan, organise, monitor and evaluate their learning.

Flexible grouping*:* where groups are formed for an explicit purpose allow teachers to set up opportunities for collaborative learning and to allocate different tasks to group members.

Clear modelling and expectations

Cognitive Load: cognitive load refers to the demands and limitations on working memory storage given the limited amount of information processing that can occur simultaneously in the verbal and the visual processing channels of the brain. (Mayer & Moreno 2003, Schnotz & Kürschner 2007)

Concrete examples: many of the concepts we teach are fairly abstract in nature, and in seeking to help students understand them we can exploit the dynamic between new and existing knowledge by using a concrete example. This involves finding an example that students know well and connecting it to the new idea that you are teaching. (See Daniel Willingham, Why Don't students like school? Re-published 2021).

Direct Instruction: explicit teaching by the teacher to the class, designed to produce mastery as quickly as possible. (See Englemann, Kirschner and Hattie).

Metacognition: it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner. (Palincsar & Brown, 1984, Stanger-Hall, 2012, Tanner 2012).

Modelling: a strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing. Whenever a teacher demonstrates a concept for a student, that teacher is modelling. Good modelling demonstrates and breaks down step-by-step procedures and provides excellent examples for students to emulate. Demonstrating improvement through iterations- **Good-Bad-Ugly** is useful. and The **I Do** – **We Do** – **You Do** model involves you in following a series of steps starting with you demonstrating and finishing with students working independently. In the **I Do** stage, you explain what students need to understand or model how to do a process. Then, in the **We Do** stage, you help your students by providing scaffolds such as prompts or partially completed procedures. Finally, in the **You Do** stage, your students do the procedure or show their understanding on their own. See also 'guided practice'. (Rosenshine, Principles of Instruction).

Threshold concepts: thresholds are crucial barriers in the learning process where students often get "stuck". These ideas are essential to understanding a particular discipline and progress in the discipline can be blocked until that barrier to understanding has been overcome. (Meyer & Land 2006, Pace 2017).

Working Memory: "the ability to actively maintain and manipulate mental representations over short periods of time" or simply put: "The capacity to keep things in your head at once" (Kail & Sowden, McQueen, 2012).

Retrieval

Daily Review/Do Now: starting each new lesson or day with a short review of what was studied in the previous class. Studies show that one of the important components of learning
is repetition or practice which helps to strengthen the connections of the wiring in the brain. It could take the form of a 'Do Now' task, see below. This helps in retaining information or learning. Reviewing supports retrieval practice and 'Retrieval practice supports building our long-term memory and our level of fluency in recall'. (Sherrington, 2019). See also Rosenshine's Principles of Instruction.

Dual coding: our memory has two codes (or channels) that deal with visual and verbal stimuli. Whilst it stores them independently, they are linked (linking words to images). These linked memories make retrieval much easier. When teachers employ a dual coding mindset to their learning materials, the student's cognitive load is reduced and their working memory capacity is increased, thus, learning is improved. (See Paivio, 1971. Links to Sweller's Cognitive Load Theory).

Distributed practice: also known as spaced practice- a learning technique where practice occurs in multiple short sessions on the same subject over a long period of time, with an acceptable amount of space between each session. This follows four steps:

1. Initial mastery -- Students are introduced to the material and achieve a baseline understanding of the topic.

2. Spacing -- A considerable amount of time passes after the material is first learned.

3. Retrieval – Students must retrieve the previously learned information from memory during a new learning session.

4. Repetition- The process is repeated, and material is re-learned over several sessions.

(See this blog learningscientists.org/blog/2018/9/8-1 and link to Frank Dempster 1988 paper: The Spacing Effect).

Interleaving: this involves mixing together different topics or forms of practice, in order to retain more information. For example, if a student uses interleaving while preparing for an exam, they can mix up different types of questions, rather than study only one type of question at a time. (Blasiman, 2016)

Low stakes quizzing: involves the frequent use of informal assessment methods that have little impact on a student's grade. An example would be a True/false activity or matching word to definition quiz. Research indicates that students learn most effectively when they have frequent opportunities to recall and apply the knowledge they have acquired. (Roediger, Putnam & Smith, 2011).

Retrieval practice: this involves retrieving new knowledge from memory in order for durable retention in long-term memory. The process is supported by experiments which explore student's recall of new material. Retrieval practice can take the form of frequent, low-stakes quizzes, or students may employ methods like flashcards for self-testing (Brown et.al. 2014)

Independent practice

Overlearning: the repeated practice of a skill or study of material to further strengthen memory and performance. Repeating a task to the point where almost no thought is required in its completion is a better way to change long-term memory: a pianist, for example, might continue to practise a piece despite already being able to perform it. (Soderstrom & Bjork, 2013)

Checking for understanding

Live Marking: slightly more formal than verbal feedback, allowing the teacher to discuss the work with them, give any immediate feedback that may help them and guide them to improvement. The immediacy of feedback that verbal feedback offers can also result in students paying more attention to the feedback and acting upon it. (Webb-Williams, 2018).

Misconceptions: an incorrect or faulty understanding of a concept. The best teachers, through assessment for learning, such as written work or questioning, quickly address the misconception and re-teach the class immediately. See D.Wiliam, Inside The Black Box as a fine starting point.

Questioning: As Rosenshine explains, effective teachers ask more questions from more students in greater depth, e.g Hinge Questions (checking with a multiple-choice answer that students are ready to move on), involving all learners and exploring thinking processes and misconceptions as well as correct answers. The most common questioning strategies used in our schools are (see Oracy).

-**Think-Pair-Share**: students have thinking time allocated to consider a response to a question before having further discussion with other students. The teacher may ask selected pairs to share their respective positions and how or why they disagree or request a joint response from a pair based on each other's ideas (Barkley, Cross & Major, 2014).

The following are all from **Lemov's Teach Like a Champion:**

-**Talk To Your Partner**: (Turn and Talk) - setting students up so they can rehearse answers to questions in the security of a paired activity, with an emphasis on the correct posture and eye contact.

-Choral Response (I say, you say): all students giving a verbal response at the teacher's signal. Choral responses are used when answers are short and the same, when recall and rehearsal of facts is desired. They are useful for a quick review of information.

-Cold Call: no hands up. Teachers ask questions and select students to respond, avoiding the pitfalls of hands up or calling out. The teacher can better assess learning by directing the questioning, rather than the same students volunteering answers.

-**No Opt Out**: can help address students who are simply not striving to reach the correct answer as well as students who are struggling to get the point. At the centre of the "no opt out" technique is the idea that a sequence resulting in a student unsuccessful or unwilling to answer a question should end with that same student giving the right answer.

-**Right is Right**: you only say the child is right when the entire correct answer is given. Teachers instead could say something along the lines of "you're almost there, what else could you add?"

-Right is Right:

-**Stretch It**: when the teacher rewards right answers with follow-up questions which extend knowledge and test for reliability.

Oracy

Oracy: what the school does to support the development of children's capacity to use speech to express their thoughts an communicate. That could be **exploratory talk** - "hesitant and incomplete because it enables the speaker to try out ideas", or **presentational talk**, which is about "getting it right" and giving an "appropriate form of speech" (Barnes, 2008).

Tier 2 and Tier 3 vocabulary

Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain)

Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)

7 Home learning

Research tells us that, when targeted well, there is a value in home learning. Cooper (2006) found that homework enhances academic performance, especially in secondary students, by reinforcing learning and building study habits. Hattie (2009) showed homework benefits older students more, with primary gains mostly seen in very specific practice tasks, reading and parental involvement. EEF (2021) emphasizes that well-structured, purposeful homework linked to classwork is more effective than excessive, rote tasks. Corno (2000) highlighted that homework fosters self-discipline, time management, and independent learning skills essential for lifelong success.

At Trust In Learning (Academies), we believe that home learning is an essential part of a child's education. It reinforces classroom learning and helps to develop skills and habits that are crucial for lifelong learning. Our home learning expectations are designed to support students in achieving their full potential.

The utmost care is given to solutions to mitigate where technology could be a barrier for certain pupils regarding completion of tasks set digitally.

Primary

a) Reading Practice:

- Students are expected to read at least three times a week at home.
- Parents should document each reading session in the home reading record. This collaboration between home and school enhances reading skills and fosters a love for literature.

b) Spelling Practice:

- Weekly spelling practice is essential.
- This regular practice helps students to improve their spelling proficiency and overall literacy.

c) High-Frequency Words (HFW) Homework:

- For children in the Early Years Foundation Stage (EYFS), HFW homework is assigned.
- Students are tested and progress through different stages, represented by various animals, to encourage and track improvement in word recognition.

d) SATs Booster Homework:

- Students are encouraged to complete SATs booster homework to enhance their preparedness for assessments.
- Every additional piece of high-quality work, validated by the teacher, earns students raffle tickets as incentives, promoting a culture of excellence and achievement.

e) Times Tables Rock Stars (TTRS):

- Students are provided with TTRS logins and are expected to practice weekly.

- Teachers will monitor logins to ensure consistent practice, which is vital for developing mathematical fluency.

Secondary

Home learning plays a vital role in our students' journey through the curriculum, reinforcing their in-school learning, building independence, and improving resilience. Research from the Education Endowment Foundation suggests that well-executed home learning can progress a child's learning by up to five months.

Structure & Expectations

Students receive home learning tasks weekly for most subjects. Each school will direct the timetable for home learning. These tasks may fall into three key categories:

- Flipped Learning – Preparing key facts before lessons to accelerate learning.
- Retrieval Quizzing – Practicing and recalling previously learned information.
- Revision – Using effective revision techniques to consolidate knowledge.

All home learning tasks should be recorded in student planners and are also assigned on Microsoft Teams, where teachers provide links and resources. Parents receive a weekly email update listing their child's assigned tasks.

Non-compliance with homework is a matter for each school.

Digital & Study Resources

Our schools use Microsoft 365 as their online learning platform. Students can access their school email, documents, and learning tools such as Hegarty Maths and Times Table Rockstars. Home learning tasks are available on Teams and should also be recorded in students' Knowledge Organisers and Home Learning Journals.

Knowledge Organisers (KOs) present essential subject knowledge on a single page, supporting structured revision and long-term retention. Used systematically, KOs help students develop strong study habits and deeper subject understanding.

Supporting Home Learning

To maximize the benefits of home learning in our secondaries, we encourage parents to:

- Regularly discuss home learning with their child.
- Review their child's planner and ensure tasks are recorded accurately.
- Help students manage deadlines effectively by noting due dates.