

Campsmount Academy



Teaching and Learning Policy

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	RATE OF REVIEW
1.0	KBN	New	June 2021	June 2022
2.0	QoE Team	Revised Campsmount Ten and PLC	November 2022	November 2023
2.1	SMO	Revised Campsmount 10 Revised responsibilities 'ACE' initiative Addition of coaching model and deliberate practice groups	November 2023	September 2024
2.2	SMO	Revised the PLC/ Coaching Process	September 2024	September 2025
2.3	SMO	Changes to wording 'Principal' to 'Headteacher'	September 2025	September 2026
2.4	SMO	No changes	September 2026	September 2027

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Policy Purpose and Summary

This policy sets out Campsmount Academy's approach to ensuring excellent teaching and learning across the academy and how this is to be monitored.

Leger Education Teaching and Learning Policy

1. Introduction and Purpose

- 1.1. Effective teaching reflects the commitment and determination of all staff to ensure that every pupil succeeds. It requires methods that engage pupils in productive learning and the imagination to make learning vivid and relevant. It requires the skill to build on what pupils know and to evaluate how well they are achieving.
- 1.2. The purpose is to maximise the learning of every pupil through the highest quality teaching. Effective teaching is driven by the curriculum content. Good teaching comprises the pedagogical choices that ensure pupils learn the intended curriculum.
- 1.3. As reflected in the Curriculum Intent policy, teaching and learning must be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

2. Scope

- 2.1. This policy applies to all teachers, qualified and unqualified, and Early Careers Teachers, trainee teachers, including the implementation of this policy which is supported by teaching assistants.

3. Legislation and Regulation

- 3.1. The Teachers' Standards¹ were introduced on 1 September 2012 to set a clear baseline of expectations for the professional practice and conduct of teachers. This policy builds on these expectations.

4. Teaching and Learning

- 4.1. Campsmount Academy's approach to teaching and learning is underpinned by the Campsmount Ten and the values that we hold as an academy and trust wide. Teaching and learning will inspire and challenge all learners and prepare them for their future lives, as we work together 'Creating the best version of you today, for success tomorrow' in order to develop 'Truly Great Students in Truly Great Schools'. The Trust and academy's aim is to enable pupils to consistently achieve well in all aspects of learning, including for pupils who are disadvantaged and pupils with special educational needs and/or disabilities (SEND).
- 4.2. Irrespective of career stage, we believe that teachers should be highly skilled reflective practitioners, who are striving for continuous professional development, in order to consistently deliver high quality learning experiences every lesson every day.

¹ [Teachers' Standards](#)

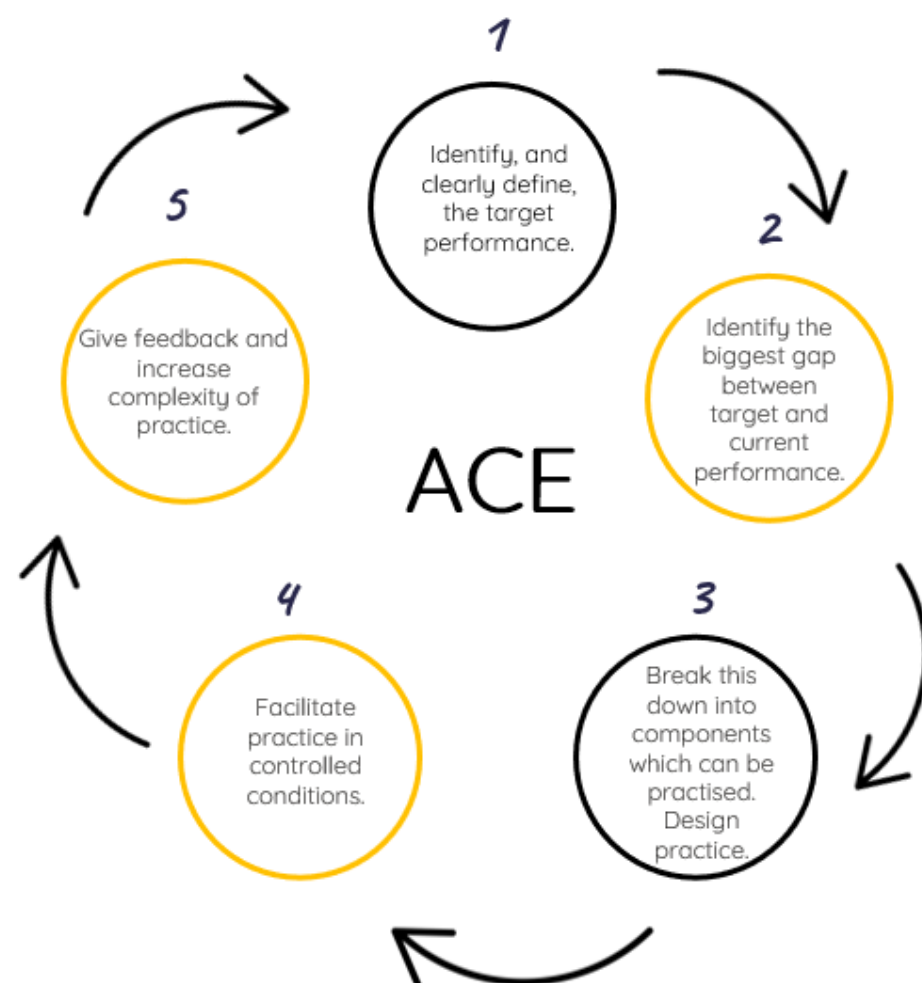
4.3. Campmsount Academy's approach to teaching and learning is underpinned by the Campsmount Ten and the quality of it is evaluated through the Professional Learning Cycle. The Campsmount Ten is as follows:

- Challenge: Pitch it up
- Assessment for learning
- Memory and Metacognition
- Pace and purposefulness
- Standards and expectations
- Marking through feedback
- Oracy
- Utilise literacy and numeracy
- No gaps in learning
- Teaching through modelling and explaining

The academy has three main priorities: Assessment and Feedback; Challenge in the curriculum; Expectations: Behaviour and Attitudes. The Campsmount Ten is assigned to each aspect of the ACE initiative:

Key priorities	Campsmount Ten
Assessment and feedback	Assessment for Learning
	Marking through feedback
	No gaps in learning
Challenge in the Curriculum	Challenge-Pitch it Up
	Memory and metacognition: Daily review
	Utilise literacy and numeracy
	Teaching through modelling and explaining
Expectations: Behaviour and Attitudes	Pace and purposefulness
	Standards: Expectations and attitudes
	Oracy

To master key teaching strategies, we are following WALKTHRU's and the work of Doug Lemov. Our coaching model looks at perfecting specific teaching and learning strategies by ensuring we:



- The Professional Learning Cycle happens three times a year.
- Observers are assigned to visit colleagues' lessons.
- They will visit lessons over a 3-week period.
- They will observe lessons, identifying good practice and areas for development.
- Coaching conversations will take place as quickly as possible. A Microsoft Form will be completed by the observer with the colleague who has been observed.
- There will also be discussions about what their chosen focus is for their Inquiry Question (see Trust Policy).
- During this conversation, strengths and strategies outlined for further development will be identified on the form, should it be required.
- Colleagues classed as 'Share' during this process may be suggested by the observer to work with other colleagues in a coaching capacity.
- They may also be encouraged to attend optional 'Share' briefings, to further deliberately practice specific strategies.
- Professional learning materials are accessible on WALKTHRU's to support the development of practice.
- Colleagues are encouraged to observe good practice from WALKTHRU's, Teach Like a Champion 3.0 or Iris and discuss why that practice was effective with their coach.

5. Responsibilities

- 5.1. In the first instance, it is the class teacher's responsibility to deliver high quality teaching and learning in the classroom.
- 5.2. The Head of Faculty/subject leader is responsible for monitoring all teaching and learning within their curriculum area, with the support of their line manager or assigned member of the Senior Leadership Team.
- 5.3. The Deputy Headteacher will have responsibility for the quality assurance system of teaching and learning across the academy. The monitoring process will be reinforced by the involvement of the Director of School Improvement and Director of Education in addition to external advisors and governors through calendared Standards and Outcomes events and faculty reviews.
- 5.4. The Deputy Headteacher will work closely with the Headteacher, wider Senior and Middle Leadership Team to create and monitor a CPD offer for staff that responds to information collated through QA processes and other whole school priorities.
- 5.5. The Headteacher has overarching responsibility to ensure teaching is of the highest standard.
- 5.6. The Governing Body has responsibility for quality assuring the work of the Headteacher and their SLT, supporting when appropriate.

6. Monitoring and Quality Assurance

- 6.1. This policy will be monitored by: Sophie Moreton, Deputy Headteacher.
- 6.2. Monitoring at academy level will include faculty reviews, informal drop ins, learning enquiry walks, sampling of students' work through calendared 'Book Looks' and student and staff voice.
- 6.3. The academy's governance cycle ensures that the quality of teaching and learning is evaluated regularly. This includes:
 - Governors' standards and outcomes events - the effectiveness of teaching and learning in the academy will be scrutinised during a programme of Governor visits, observations and meetings. Other colleagues from across the Trust who undertake scrutiny work will also evaluate teaching and learning as part of the gathering and evaluating of evidence.
 - Regular feedback to the academy Governing Body as part of the Headteacher's report.

7. Related Policies

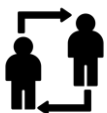
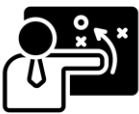
- 7.1. This policy is linked to our:
 - Curriculum Intent Policy
 - Assessment and Feedback Policy
 - Reading and Literacy Policy
 - Behaviour and Anti-Bullying and Exclusion Policy

- Child protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy

8. Policy Review

- 8.1. This policy will be reviewed by the Deputy Headteacher, Headteacher, the full governing body, and Leger Education Trust.
- 8.2. Where changes in legislation or statutory guidance take place, the policy will be updated accordingly.

Appendix 1: The Campsmount Ten

Principle:	Strategies:
Challenge: Pitch it Up 	- Challenging tasks are planned for in the curriculum. - Students are placed into The Challenge Zone on a regular basis. The Challenge Zone stamp is used when students are completing a challenging task. - Students read challenging texts and are exposed to subject specific vocabulary on a regular basis.
Assessment for learning 	Cold-calling is the default questioning style. Whiteboards, ABCD and RAG cards are used frequently.
Memory and metacognition: Daily review 	Activate tasks are embedded at the beginning of every lesson. - This can be in the form of 'Quizzing, Test and Check'; going over homework; completing a familiar problem or summarising yesterday's learning in a paragraph.
Pace and Purposefulness 	- An 'Every Minute Matters' philosophy is established in all classrooms. - When students are working, the teacher 'Works the Clock'. Staff circulate the classroom when students are working. Staff engage when they circulate.-they 'Dot Round' during independent practice.
Standards and expectations 	- Classrooms are tidy and conducive to learning. Wonderful work is displayed and shared in classrooms. - Staff greet students at the door. Registers are taken within the first 10 minutes. Students respond with 'Here Sir/Miss'. - Active Listening 3,2,1 is adopted to get students' attention. - Positive framing is used expertly by staff. - Students' work is CLEAN.
Marking through Feedback 	Live marking is evident most lessons and especially when students are completing independent practice. Feedback crib sheets are used to check students' classwork. - Extended writing is teacher assessed and students are provided with WWW and EBI comments.
Oracy 	Turn and Talk is embedded in lessons on a regular basis. - Students are told what to discuss and the timeframe that they have to discuss it. - Sentence starters and keywords are shared with students if required.
Utilise literacy and numeracy 	Reciprocal reading strategies are evident when reading texts or examination questions. - Students do not write down keywords-they are issued to them on knowledge organisers or through glossaries. - Staff mark for literacy when live marking and checking samples of books.
No gaps in learning 	The feedback crib sheet is used to check for gaps in students' work. Curriculum time is given to addressing these gaps.
Teaching through modelling and explaining 	'I do, we do, you do' is adopted by staff when modelling. Worked examples are provided and teachers use them to support questioning. The visualiser is used to communicate expectations to students. Show Call is used to showcase students' work under the visualiser.

Appendix 2: Deliberate Practice Groups



1. A colleague is assigned to share best practice with a small group of colleagues who require coaching on a specific aspect of the ACE initiative. This information comes from data collated during the Professional Learning Cycle.

2. Colleagues meet for their Deliberate Practice meeting and review WALKTHRU literature, watching examples and reflecting on how to implement the strategy more effectively.

3. Colleagues collaboratively plan how to implement the strategy into their practice. They use Iris or invite a colleague from their group to observe them.

4. In their next Deliberate Practice meeting, they share their progress with the group.