

| <b>C.A.T. FRAMEWORK FOR ACADEMY TEACHING AND LEARNING POLICIES</b>  |                                       |
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| <b>Approved in consultation with the Curriculum and Standards Committee on behalf of the Trust Board.</b> | <b>14<sup>TH</sup> January 2020</b>   |
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| <b>Responsible Officer:</b>   | <b>Dir of Education - P. Lawrence</b> |
| <b>Category 2</b>   | <b>Version 3</b>                      |

## **Aims and Principles**

The Cam Academy Trust aims to ensure that every pupil within its academies attains standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard.

We believe that each individual academy within our trust is best placed to determine the specific strategies which will ensure powerful teaching and learning for all of their pupils. Approaches to teaching and learning may be affected, for example, by the nature of cohorts or the key stages covered. Consequently, it is expected that each academy will develop their own teaching and learning policy.

On occasion a strong consensus will emerge within the trust about the mutual benefits of a common approach to one aspect of teaching and learning. On such occasions trust officers will work in collaboration with relevant team leaders to ensure that individual academies have the resources and expertise to deliver this approach effectively.

It is crucial that every academy within the trust is able to articulate how the approaches it adopts towards teaching and learning are entirely consistent with the core principles of the Cam Academy Trust.

The following framework summarises the key considerations of which all academy leaders and governors will need to be mindful when they are developing teaching and learning within their own academies.

### **1. The excellence principle - Education must be of the very highest standard.**

The trust is committed to providing teaching and learning which promotes excellent achievement. This is most effectively measured by ensuring that every individual pupil makes the most rapid progress in their learning of which they are capable and as a result every academy makes, or is improving towards making, progress which is well above that which is made on average by pupils nationally.

Excellent outcomes in published end of key stage tests are not the only measure of highly effective teaching, and this framework aims also to capture the other dimensions of success. However, pupils who are taught effectively to become well-rounded learners will also achieve highly and make the strongest progress.

The trust believes that teaching and learning is most effective when it ensures that pupils are stimulated, intrigued and motivated by the teaching they experience. There is no one way to achieve this. Well-planned teaching is likely to incorporate a variety of approaches and embrace innovation when appropriate.

Academy leaders have a responsibility to monitor the quality of teaching in their academies. This evaluation must incorporate analysis of the progress pupils make in their lessons, triangulated with other data from observations, work scrutiny and the views of key stakeholders including pupils.

Where teaching is not as effective as it should be academy leaders will work with the trust to provide appropriate support and challenge to bring about rapid improvement.

Academy leaders will establish targets for learners that embody the highest levels of aspiration for their achievement. They will closely monitor the progress that pupils make against these targets and intervene rapidly when they fail to make the excellent progress they should.

Excellent teaching ensures that all pupils commit what they learn to long-term memory. Every academy must ensure that school policies articulate how they are promoting strategies to help pupils remember key knowledge and skills. This will encompass a variety of approaches, which are likely to include clarity within lessons about what constitutes the key learning objectives, opportunities for pupils to recall learning from previous lessons and topics, and skilful questioning which rigorously assesses the extent to which pupils all pupils have retained important information.

## **2. The comprehensive principle - Education must be for all kinds and abilities.**

Academy leaders will ensure that all teachers have accurate, comprehensive and detailed information about the characteristics and learning needs of every pupil they teach. Teachers will use this information to inform their planning and to implement strategies which ensure every pupil makes strong progress.

Successful teaching and learning will not only be indicated by strong overall progress in each year cohort, but also by the progress of key pupil groups. Academy leaders will monitor the progress made by all key groups, identifying and responding to any notable variation in gender, ethnicity, disadvantage, SEN, EAL or prior-attainment groups.

Some pupils in our academies are disadvantaged by the barriers to learning presented by their home circumstances. Academy leaders will identify what these barriers are, and teachers will ensure that they prioritise in their planning what strategies will overcome them most effectively to ensure that these disadvantaged pupils also make strong progress.

Academy leaders will ensure that pupils with special educational needs and/or disabilities not only receive the highest quality care and support, but also have access to high quality teaching so they can make the greatest progress of which they are capable. Academy leaders will similarly adopt effective strategies for pupils who join the school with English as an additional language.

Academy leaders will ensure that all pupils receive highly effective teaching, whatever their starting points. It is crucial that teaching ensures strong, positive progress for those who join with average prior attainment, as well as the most-able and least-able pupils.

The trust does not routinely attempt to determine how teaching groups should be organised, for example in cases where pupils could be taught in sets or mixed-ability classes in secondary settings, or in single or mixed year groups in primary settings. However, teaching groups must be organised as far as possible with a clearly articulated rationale as to why the organisation adopted maximises the learning of the pupils within those groups.

The trust is committed to ensuring that there is the highest level of equity in the access that pupils have to all the resources they need to learn. For example, the trust will work proactively to ensure that all pupils in all of the schools in the trust have access to the potentially powerful learning available through digital resources. We also wish to ensure that teaching staff have access to IT devices and networks that ensure that ideas and learning resources can be effectively shared across all teaching staff in all of the schools in the trust.

### **3. The community principle - Every Academy must be at the heart of its local community and serve it well.**

Excellent teaching will help create curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They will be motivated to extend their learning through each academy's well-judged extra-curricular programme and sign-posted opportunities outside school within the wider community.

It will engender important learning skills and a love for learning which will help pupils to become life-long learners within the communities in which they live.

Effective teaching and learning requires the highest standards of conduct in the classroom. Teachers will use praise and rewards and the consistent application of appropriate sanctions when necessary in order to shape responsible and self-disciplined pupils. Excellent teaching equips pupils with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their life within the wider community.

Excellent teaching will create opportunities for leadership both within and outside the classroom. Academy leaders will ensure that there are appropriate pathways for pupils to develop these leadership skills within the curriculum and apply them in the wider community.

Academy leaders will ensure that excellent teaching facilitates effective induction and transition. Pupils will be well prepared both when they join the academy and when they move on from it, wherever they may be coming from or moving to.

Each academy will serve its community by modelling highly inclusive practice. Academy leaders will ensure the highest possible levels of continuity and quality in teaching and learning for pupils who may not be able to sustain a normal programme of mainstream schooling, for example because of illness or the need to access an alternative curriculum.

### **4. The partnership principle - Each Academy must seek to work positively in partnership with others for mutual benefit.**

Effective teaching is a partnership between teachers and pupils. Teachers will provide pupils with incisive feedback, in line with each academy's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. Pupils will be given the opportunity to use this feedback effectively.

Teachers will provide opportunities for pupils to undertake paired, group and other forms of collaborative working so they develop the skills needed to learn effectively in partnership with others.

Academy leaders will ensure that they create an environment in which teachers can learn effectively from each other and work together to plan and deliver lessons. They will foster an ethos of openness in which systems for sharing best practice are coherently embedded.

Excellent teaching and learning involves an effective partnership between teachers and parents/carers. Parents will be provided with clear and timely information on how well their child is progressing and guidance about how to support their child to improve. Academy leaders will particularly ensure that this is handled effectively for the parents/carers of disadvantaged learners.

Team leaders within academies who have a responsibility for particular curriculum areas will ensure that where appropriate all teachers delivering their subject have access to coherent and detailed schemes of work which embody effective progression. Teachers within such teams will be able to modify these sequences of lessons so they are personalised for the pupils they teach.

Teachers within each trust academy will work collaboratively with teachers from other trust schools so that all pupils within the trust's academies make the progress they should. Any resources or materials produced by any teacher within the trust should be available to teachers at other trust

schools. Academy and trust leaders will construct effective mechanisms for the sharing of such practice.

The trust encourages all teachers to investigate other appropriate networks for strengthening their practice, including national educational organisations (for example SSAT, Leading Edge, FASNA) and relevant subject associations.

#### **5. The international principle - The curriculum inside and outside the classroom must have a clear international dimension.**

If teachers are to ensure world-class learning, they will need to investigate developments in teaching and learning to identify and exploit both national and international best practice.

Academy leaders will ensure that all teachers demonstrate depth and breadth in their knowledge and understanding of the subjects they teach. This subject knowledge can only be sufficiently wide and deep when it incorporates global perspectives on each subject area.

Excellent teaching will create global citizens. Resources and teaching strategies must reflect and value the diversity of international culture and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Teachers will promote tolerance and be quick to challenge stereotypes and the use of derogatory language in lessons and around the school.

Academy leaders and governors must ensure that each academy offers a rich and varied curriculum at every key stage which incorporates the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. The trust believes that the development of skills in one or more foreign languages is implicit within this framing of a broad and balanced curriculum and where possible pupils should be encouraged to maintain language learning across all key stages up to and including key stage 4 (please see the trust's International Policy for further detail).

Academy leaders should ensure that learning within the classroom is supported by as wide a range of trips and visits as possible. These should include opportunities to experience international cultures at first hand, including through pupil visits abroad and the hosting of foreign visitors. Academy and trust leaders will develop systems to ensure that such opportunities are accessible to all pupils regardless of background. Where academies undertake such activities, they must be coherently integrated within the school curriculum.

#### **6. Broad Education Principle**

We believe that education in our schools should be broadly based and incorporate a broad educational experience for all pupils. This includes strong provision of the Arts, Sport and Physical Education and Technological Education as well as academic subjects. We will have the same high expectations of excellent teaching and learning across all subjects. The principles embodied in this framework apply to all subject areas. These include meeting the needs of pupil groups, monitoring pupil progress and robust quality assurance.

We believe that the breadth of the curriculum enhances the potential strength of teaching and learning in individual subject areas. Schools must build in opportunities for subjects to learn from each other to share best practice across the whole curriculum. Teachers will take every opportunity to identify and build on links between content and concepts across different subject areas.

Excellent teaching and learning is imperative in subjects which do not lead to accredited qualifications as much as in those that do. The education that focuses on personal development, well-being, leadership, creativity and citizenship for every pupil must benefit from the same principles of excellent teaching and learning.

All academies will also strive to ensure that the principles of effective teaching and learning embodied in this framework will be applied to their wider educational offer, delivered through enrichment, extra-curricular activities, trips and visits.