



Teaching and Learning Policy 26/27 (draft)

The school is committed to reviewing this policy regularly to ensure it remains compliant with current legislation, statutory guidance, and best practice.

School Name: The Kassia Academy

Address: Fallowfield Grove, Longbarn, Warrington, WA2 0QQ

Telephone: 01925 452010

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Contents

Aims	2
Our guiding principles	2
Roles and responsibilities	3
Teachers	3
Support staff.....	4
Subject leaders	5
Senior leaders	5
Pupils	6
Parents and carers.....	6
Governors	7
Planning	7
Learning environment	8
Differentiation or adaptive teaching	9
Marking and feedback.....	9
Assessment, recording and reporting	10
Monitoring and evaluation	10
Continuing Professional Development.....	11
Review	11
Links with other policies, guidance and documentation.....	11

Aims

This policy aims to:

- Explain how we'll create an environment at The Kassia Academy where pupils learn best and love to do so.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across The Kassia Academy
- Promote high expectations and raise standards of achievement for all pupils at The Kassia Academy
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

Our guiding principles

Pupils learn best when the conditions for learning are deliberately created and protected. Across Kings Academy Trust, we want pupils to feel safe, known and valued, with a strong sense of belonging in their school and classroom community.

Learning is strongest when pupils are calm, ready and able to focus on what matters. This means their basic needs are met, routines are clear, resources are accessible, and distractions are reduced wherever possible. Pupils need to understand what they are learning, why it matters, and how it connects to what they already know.

Effective teaching helps pupils think hard about important knowledge, practice it over time and apply it in both familiar and unfamiliar contexts. Pupils should be guided and supported at the right moments,

while also being encouraged to persevere, make mistakes, manage challenge and become increasingly independent.

All adults have a role in creating these conditions so that pupils can access learning successfully, participate with confidence and develop the knowledge, skills and habits they need for future success.

Roles and responsibilities

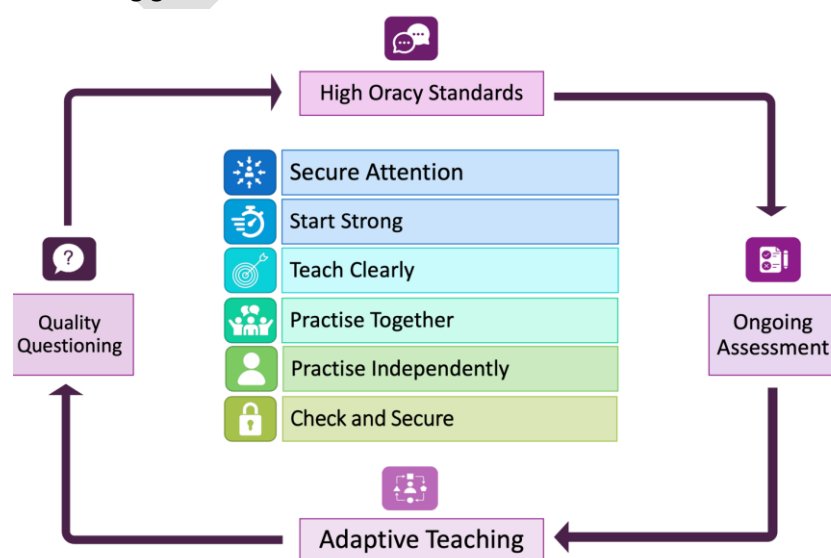
Teaching and learning at The Kassia Academy is a shared responsibility, and everyone has an important role to play.

This is how we will create the above conditions for pupils' learning.

Teachers

Teachers at The Kassia Academy will:

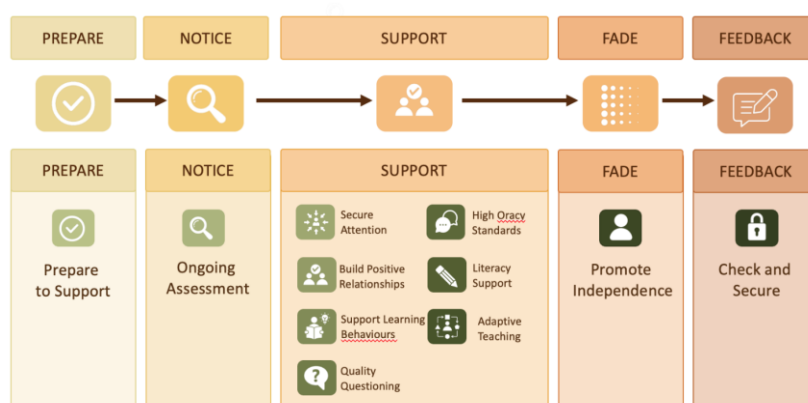
- follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- use the Kings Academy Trust Teaching and Learning Approach to support consistent, high-quality classroom practice
- plan and teach lessons that secure attention, start learning strongly, teach clearly, provide guided and independent practice, and check that learning is secure
- use the Trust pedagogical strands, including Quality Questioning, High Oracy Standards, Ongoing Assessment and Adaptive Teaching, to help pupils access ambitious learning
- create calm, purposeful learning environments where pupils are supported to focus, think, practice and develop independence
- work effectively with teaching assistants so that support is planned, purposeful and linked to learning, not simply task completion
- use assessment during lessons to identify gaps, misconceptions and barriers to learning, and adapt teaching in response
- communicate with parents and carers in line with school systems, including sharing relevant information about pupils' learning, progress and next steps
- meet the expectations set out in relevant school and trust documentation, including curriculum, behaviour, assessment, SEND, marking and feedback, quality assurance and teaching and learning guidance



Symbol	Strand	Explanation
	Secure Attention	Secure Attention focuses on the routines that help pupils listen, respond and follow instructions throughout the lesson. It protects attention so learning can happen. It is used whenever pupils need to stop, listen, transition or refocus.
	Start Strong	Start Strong focuses on the opening phase of the lesson. It helps pupils begin learning quickly, calmly and purposefully. The aim is to create early momentum and make the first few minutes count.
	Teach Clearly	Teach Clearly focuses on how new learning is explained and communicated. It helps teachers make key ideas precise, manageable and easy to understand. The aim is to reduce overload while keeping the learning ambitious.
	Practise Together	Practise Together focuses on guided practice before pupils work independently. It helps pupils see, hear and rehearse what successful thinking or work looks like. The teacher models the process and gradually moves pupils towards independence.
	Practise Independently	Practise Independently focuses on protected time for pupils to apply learning. It helps pupils build fluency, confidence and independence through purposeful practice. The teacher monitors closely while keeping support as unobtrusive as possible.
	Check and Secure	Check and Secure focuses on checking what pupils have understood and acting on it. It helps teachers address misconceptions and strengthen key learning before moving on. The aim is to make sure learning is secure, not just completed.
	Quality Questioning	Quality Questioning focuses on using questions and routines to make more pupils think, respond and explain. It helps teachers gather better evidence of understanding. The aim is to move questioning beyond a small number of confident volunteers.
	High Oracy Standards	High Oracy Standards focuses on the quality of pupils' spoken responses. It helps pupils use key vocabulary, speak in fuller answers and develop ideas aloud. The aim is to teach pupils how to speak well about their learning.
	Ongoing Assessment	Ongoing Assessment focuses on checking understanding throughout the lesson, not just at the end. It helps teachers respond while there is still time to adjust teaching. The aim is to avoid assuming understanding from one answer, completed work or quiet compliance.
	Adaptive Teaching	Adaptive Teaching focuses on adapting how pupils access learning without lowering ambition. It helps teachers adjust support, scaffolds and participation so more pupils can succeed. The aim is to change the route, not lower the destination.

Support staff will:

- use the Kings Academy Trust TA Support Approach to prepare, notice, support, fade and feedback effectively
- know pupils well, including relevant learning, communication, sensory, emotional, physical and access needs
- understand the learning focus, key vocabulary, task expectations and intended outcomes before supporting pupils
- support pupils to access learning, participate successfully and develop independence
- keep the thinking with the pupil by prompting, questioning and scaffolding rather than giving answers too quickly
- use the smallest useful support and reduce adult help as pupils become more secure
- encourage pupils to use known strategies, resources and routines before adult support is given
- notice pupils' understanding, misconceptions, barriers to learning and levels of independence
- feedback useful information to teachers so that learning can be checked, secured and built on
- use resources, prompts, scaffolds and technology purposefully to reduce barriers without lowering ambition
- maintain high expectations and celebrate effort, progress, independence and successful learning behaviours
- ask questions when expectations for learning, support or feedback are unclear
- meet the expectations set out in relevant school and trust documentation, including behaviour, SEND, assessment, safeguarding, marking and feedback, quality assurance and teaching and learning guidance



Stage	Symbol	Strand	Explanation
Prepare		Prepare to Support	Prepare to Support focuses on the information, resources and planning needed before learning begins. It supports understanding of pupils, preparation of resources and clarity about how support should be used. The aim is to make support purposeful rather than reactive.
Notice		Ongoing Assessment	Ongoing Assessment focuses on noticing what pupils understand throughout the lesson. It supports the identification of misconceptions, checking of responses and sharing of useful evidence with the teacher. The aim is to avoid assuming understanding from completed work or quiet compliance.
Support		Secure Attention	Secure Attention focuses on helping pupils listen, respond and follow instructions. It supports classroom routines through modelling expectations, use of proximity and low-profile prompts. The aim is to protect attention so learning can happen.
		Build Positive Relationships	Build Positive Relationships focuses on using warmth, consistency and specific praise to help pupils feel known and supported. It supports trust while maintaining clear expectations. The aim is to create relationships that support learning, not dependence.
		Support Learning Behaviours	Support Learning Behaviours focuses on helping pupils stay focused, regulated and ready to learn. It includes calm reminders, non-verbal cues, refocusing statements and positive framing. The aim is to help pupils re-join learning quickly without unnecessary disruption.
		Quality Questioning	Quality Questioning focuses on using questions and prompts to help pupils think, remember and explain. It supports the careful use of prompts so that answers are not given too quickly and pupils are encouraged to draw on what they already know. The aim is to keep the thinking with the pupil.
		High Oracy Standards	High Oracy Standards focuses on supporting pupils to speak clearly about their learning. It supports the use of full sentences, key vocabulary, verbal rehearsal and improved spoken responses. The aim is to help pupils use talk to build understanding.
		Literacy Support	Literacy Support focuses on helping pupils access reading, writing, vocabulary and spelling across the curriculum. It supports talk before writing, key vocabulary and phonics strategies. The aim is to strengthen literacy while keeping pupils responsible for the thinking.
Support		Adaptive Teaching	Adaptive Teaching focuses on adjusting support so pupils can access learning without lowering ambition. It includes the use of scaffolds, models, prompts and gradual fade to support success. The aim is to change the route, not lower the destination.
Fade		Promote Independence	Promote independence focuses on helping pupils do more of the thinking and work for themselves. It supports the use of the least amount of help needed, with support gradually reduced as pupils become more secure. The aim is to support access without creating adult dependency.
Feedback		Check and Secure	Check and Secure focuses on noticing what pupils understand and sharing this with the teacher. It supports the identification of gaps, misconceptions and the approaches that helped pupils succeed. The aim is to make support useful for securing learning and planning next steps.

Subject leaders

Subject and phase leaders at The Kassia Academy will:

- develop and review well-sequenced curriculum plans that build pupils' knowledge, skills and understanding over time
- ensure curriculum planning identifies the key knowledge, vocabulary, concepts and skills pupils need to learn
- support teachers to plan lessons that reflect the Kings Academy Trust Teaching and Learning Approach
- help teachers consider how learning will be taught clearly, practiced, checked and secured
- identify likely barriers, misconceptions and gaps in learning within their subject or phase
- support adaptive teaching so that pupils can access ambitious learning without lowering expectations
- use resources and subject budgets effectively to support high-quality teaching and learning
- monitor the quality of curriculum implementation through a range of evidence, including planning, pupil work, assessment information, learning walks and professional discussion
- use quality assurance findings to identify strengths, priorities and next steps for improvement
- support teachers and teaching assistants to understand effective subject-specific support and scaffolding
- create opportunities for staff to share effective practice, resources and approaches within the subject or phase
- meet the expectations set out in relevant school and trust documentation, including curriculum, assessment, behaviour, SEND, quality assurance and teaching and learning guidance

Senior leaders

Senior leaders at The Kassia Academy will:

- have a clear and ambitious vision for high-quality, inclusive education for all pupils
- ensure the Kings Academy Trust Teaching and Learning Approach is understood, implemented and reviewed across the school
- promote high expectations for pupils and staff, celebrating achievement, progress and effective practice

- use the Trust quality assurance materials to evaluate the quality of teaching, learning, curriculum, assessment and support
- follow the Trust quality assurance calendar so that agreed QA activities take place at the right points in the year and provide a shared evidence base for school and trust improvement
- ensure quality assurance activity is purposeful, proportionate and linked to school improvement priorities
- use a range of evidence, including learning walks, lesson visits, book looks, curriculum planning reviews, assessment reviews, TA learning walks, environment feedback, pupil voice, departmental health checks and professional discussion
- identify strengths, areas for development and patterns across the school, rather than relying on isolated evidence
- provide support, coaching and professional development in response to quality assurance findings
- monitor the impact of CPD, StepLab, coaching and trust guidance on classroom practice and pupil learning
- support subject and phase leaders to use quality assurance evidence to improve curriculum implementation
- manage resources effectively to support high-quality teaching, learning and inclusion
- address underachievement or inconsistency promptly through appropriate support, challenge and follow-up
- meet the expectations set out in relevant school and trust documentation, including curriculum, behaviour, SEND, assessment, safeguarding, quality assurance and teaching and learning guidance

Pupils

Pupils will:

- attend school and lessons regularly, on time and ready to learn
- follow school expectations for behaviour, safety and learning
- respect the right of others to learn without disruption
- take increasing responsibility for their own learning, choices and progress
- engage positively with learning, including when it feels challenging
- listen carefully, think hard, participate and try their best
- use feedback, support and guidance to improve their work
- practice key knowledge, skills and routines so that learning becomes more secure
- ask for help appropriately and use known strategies before giving up
- contribute to a calm, purposeful and respectful learning environment
- celebrate effort, progress and achievement in themselves and others
- complete home learning or independent learning tasks where these are set

Parents and carers

Parents and carers of pupils at The Kassia Academy will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning

- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other Kassia Academy policies promote high-quality teaching, and that these are being implemented

Planning

Planning at The Kassia Academy will be rooted in the intended curriculum and will support pupils to build knowledge, skills, vocabulary and understanding over time.

Curriculum planning should identify the key knowledge, vocabulary, concepts and skills pupils need to learn, as well as the end points pupils are working towards. Planning should show how learning is sequenced so that pupils move from foundational knowledge towards more complex understanding, application and independence.

Schemes of work and lesson planning should break broad curriculum content into smaller, teachable components. This helps teachers know what needs to be explicitly taught, modelled, practiced and checked. Planning should also identify likely misconceptions, gaps or barriers so that teachers and teaching assistants can support pupils effectively.

Lessons will be planned using the Kings Academy Trust Teaching and Learning Approach. This means teachers will consider how they will secure attention, start learning strongly, teach clearly, provide guided practice, protect independent practice, and check that learning is secure. Quality Questioning, High Oracy Standards, Ongoing Assessment and Adaptive Teaching should be considered throughout the lesson.

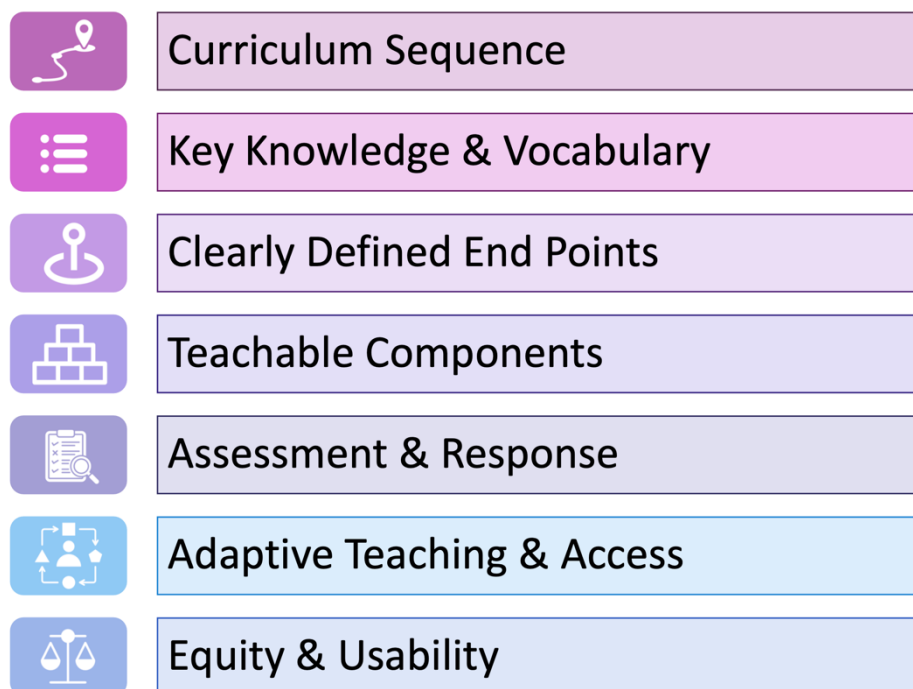
Planning should include opportunities for pupils to revisit important learning over time, practice key knowledge and skills, and receive feedback that helps them improve. Assessment should be planned as part of the learning sequence, not added only at the end. Teachers should use assessment information to identify gaps, errors and misconceptions and to decide whether to continue, re-teach, scaffold further or increase challenge.

Planning should also consider how teaching assistants will be used purposefully. Support should be linked to the intended learning and should help pupils access the curriculum, participate successfully and develop independence. Where adaptations, scaffolds or resources are used, they should reduce barriers without lowering ambition.

Curriculum planning at The Kassia Academy will be reviewed in line with the Trust Quality Assurance Guidance. This includes consideration of curriculum sequence, key knowledge and vocabulary, clearly defined end points, teachable components, assessment and response, adaptive teaching and access, and equity and usability.

The image below shows the key areas considered during curriculum planning reviews. It supports a shared understanding of what strong planning should include, including curriculum sequence, key

knowledge and vocabulary, end points, teachable components, assessment and response, adaptive teaching and access, and equity and usability.



Learning environment

At The Kassia Academy, learning takes place across a range of spaces, including classrooms, specialist teaching areas, intervention spaces, outdoor areas and other shared learning environments. These spaces will be kept safe, organised and ready for pupils to use. Learning environments should support attention, access, participation, regulation and independence. They should help pupils feel safe, settled and ready to learn, while reducing unnecessary barriers or distractions wherever possible. Learning spaces should be arranged to promote learning through:

- clear organisation and routines so pupils know where to go, what to do and how to begin
- seating and room layouts that allow pupils to see, hear, participate and move safely
- accessible resources, equipment, technology and support tools that pupils can use with increasing independence
- purposeful displays that support learning, vocabulary, routines, key knowledge or independence
- calm and uncluttered spaces that reduce unnecessary cognitive or sensory load
- appropriate adaptations for pupils' communication, sensory, physical, emotional, medical or learning needs
- quiet spaces, regulation areas or workstations where these are needed to support access and readiness for learning
- careful management of external distractions, including movement, noise, visitors or activity outside the classroom

The Trust Quality Assurance Guidance will be used to reflect on the effectiveness of the learning environment. This helps leaders and staff consider whether the environment supports pupils to access learning, focus attention, participate successfully and develop independence.

Differentiation or adaptive teaching

Teaching and learning at The Kassia Academy will take account of pupils' backgrounds, needs, abilities and starting points. We are committed to providing ambitious and inclusive learning for all pupils, including pupils with SEND, pupils with English as an additional language, disadvantaged pupils and pupils who are working at greater depth or are ready for additional challenge.

Adaptive teaching means changing the route into learning, not lowering the destination. Teachers and teaching assistants will work together to identify barriers to learning and reduce these wherever possible, while maintaining high expectations for what pupils can achieve.

This may include:

- breaking learning into smaller, manageable steps
- using clear models, worked examples, visuals and demonstrations
- pre-teaching or reinforcing key vocabulary
- using sentence stems, writing frames, word banks or scaffolds where appropriate
- adapting communication, participation or recording methods so pupils can show what they know
- providing additional guided practice before pupils work independently
- using targeted adult support to help pupils access learning without creating dependence
- reducing cognitive load by removing unnecessary information or distractions
- checking understanding regularly and adapting teaching in response
- increasing challenge when pupils are secure and ready to move on
- working with the SENCO, pupils, parents and carers to understand individual needs and appropriate provision

Support and adaptation should help pupils access the intended curriculum, participate successfully and develop independence. Where scaffolds or additional support are used, they should be reviewed and reduced when pupils become more secure.

This section should be read alongside the school's SEND Policy, SEND Information Report, Equality Information and Objectives, and relevant Trust teaching and learning, TA support and quality assurance guidance.

Marking and feedback

The Kassia Academy has a separate Marking and Feedback Policy, which should be read alongside this Teaching and Learning Policy.

In essence, feedback should help pupils understand what they have done well, where there are gaps or misconceptions, and what they need to do next to improve or secure their learning. Feedback should be timely, purposeful and manageable.

Where possible, feedback should be given close to the point of learning, particularly when pupils show misconceptions, errors or uncertainty. Verbal feedback during the lesson is often the most effective form of feedback because it allows adults to correct, clarify, re-teach or prompt pupils while the learning is still active.

Feedback may be verbal, written, whole-class, individual or supported through models, examples, success criteria or guided correction. The form of feedback used should match the learning need and should support pupils to take action, improve their work and develop greater independence.

Assessment, recording and reporting

The Kassia Academy has a separate Assessment Policy, which should be read alongside this Teaching and Learning Policy.

Assessment will be used to understand what pupils know, remember and can do, and to identify what needs to happen next. This will include a combination of formative assessment during lessons and more formal summative assessment at agreed points in the year.

Formative assessment will be used continuously as part of teaching and learning. Teachers will check pupils' understanding through questioning, discussion, written work, practical work, pupil responses, observation and review of work. This information will be used to identify gaps, misconceptions and barriers, and to decide whether pupils need further explanation, additional practice, adapted support or increased challenge.

Summative assessment will be used to review pupils' progress over time and to support planning, reporting and wider school improvement. Assessment information will be considered alongside other evidence, including pupils' work, curriculum coverage, attendance, behaviour, personal development and individual starting points.

Pupils will be supported to understand their progress and next steps in a way that is appropriate to their age, stage and needs. Parents and carers will receive information about their child's progress through the school's agreed reporting systems, including parents' evenings, written reports and other communication where appropriate.

Assessment should support learning. It should help staff respond to pupils' needs, strengthen curriculum planning and ensure that pupils are making progress towards ambitious outcomes.

Monitoring and evaluation

Teaching and learning at The Kassia Academy will be monitored and evaluated to ensure that pupils make strong progress from their starting points and experience ambitious, inclusive and effective learning.

Monitoring and evaluation will follow the Trust Quality Assurance Guidance and the agreed Trust QA calendar. This ensures that quality assurance activity is planned, purposeful and carried out at appropriate points across the year.

Leaders will use a range of evidence to understand the quality of education, including:

- learning walks
- lesson visits
- book looks
- curriculum planning reviews
- assessment reviews
- environment feedback
- TA learning walks
- pupil voice
- professional discussion with staff
- review of assessment information, progress and wider pupil outcomes
- review of behaviour, attendance and engagement where relevant
- departmental health checks

Quality assurance will focus on the impact of teaching, curriculum, assessment, support and the learning environment on pupils' learning. It will consider whether pupils are accessing the intended

curriculum, thinking hard, practicing successfully, receiving appropriate support, developing independence and securing key knowledge over time.

Evidence will be considered across a range of sources. No single quality assurance activity will be used in isolation to make broad judgements about teaching quality. Leaders will look for patterns, strengths, barriers and next steps so that support and improvement actions are well targeted.

Findings from quality assurance will inform school improvement planning, CPD, StepLab priorities, coaching, subject and phase leadership, appraisal and professional development. Where areas for development are identified, leaders will provide appropriate support, challenge and follow-up to improve practice and strengthen outcomes for pupils.

Continuing Professional Development

Professional development linked to teaching and learning is central to how The Kassia Academy secures high-quality classroom practice and improves outcomes for pupils.

CPD will be aligned with the Kings Academy Trust Teaching and Learning Approach, the TA Support Approach, the Trust Quality Assurance Guidance and school improvement priorities. This ensures that professional development is focused on the aspects of practice that will have the greatest impact on pupils' learning, access, participation and independence.

Teaching and learning CPD may include whole-school training, subject or phase development, StepLab sessions, coaching, rehearsal, professional discussion, modelling, peer observation, joint planning and feedback following quality assurance activity.

CPD should help staff understand not only what effective practice looks like, but how to practice, refine and sustain it. Leaders will use evidence from quality assurance, pupil outcomes, curriculum reviews, learning walks, book looks, assessment reviews and professional conversations to identify priorities for professional development.

Teaching assistants will be included in relevant CPD so that support in lessons is purposeful, consistent and aligned with the intended learning. This includes developing practice around preparing for support, noticing barriers and misconceptions, using the smallest useful support, fading adult help and feeding back effectively to teachers.

The impact of CPD will be reviewed through ongoing quality assurance, coaching conversations, staff reflection and evidence of changes in classroom practice and pupil learning.

Review

This policy will be reviewed annually by the Headteacher, in consultation with senior leaders and relevant trust leaders. The review will consider the effectiveness of the policy, alignment with the Kings Academy Trust Teaching and Learning Approach, the TA Support Approach, the Trust Quality Assurance Guidance and any relevant updates to statutory guidance or trust documentation.

At each review, the policy will be shared with the governing body for approval. Any significant changes will be communicated to staff and reflected in school improvement planning, CPD and quality assurance activity where appropriate.

Links with other policies, guidance and documentation

This policy should be read alongside the following school and trust policies, guidance and

documentation:

- Kings Academy Trust Teaching and Learning Approach
- Kings Academy Trust TA Support Approach
- Trust Quality Assurance Guidance
- Trust Quality Assurance Calendar
- Curriculum Policy
- Assessment Policy
- Marking and Feedback Policy
- Behaviour Policy
- SEND Policy and SEND Information Report
- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Attendance Policy
- CPD, Appraisal and Performance Management documentation
- Subject and curriculum planning documentation
- School improvement planning documentation

Together, these documents set out how Kassia Academy and Kings Academy Trust secure high-quality teaching, effective support, ambitious curriculum implementation and continuous improvement.