Staffordshire University Academy		Academy Policy Document			
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Policy Title	Teaching and Learning				
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Audience:	Staff ☑ Students ☑	LAC ☑	Parents ☑	General Public ☑	

Principles

SUA is an evidence-informed academy.

Staff here at SUA want to change lives. They can do this be being the most effective, reflective and innovative practitioners that they possibly can be. Teaching isn't easy; it takes great people to deliver great outcomes. We want all of our staff here to be great.

The SUA approach to teaching and learning centres around, 'Mastery Teaching'. This approach is underpinned by excellent knowledge acquisition creating a culture where our learners thrive and achieve. Typicality is key. SUA's approach to mastery teaching is defined later in this document and is supported by six pillars which clearly support the approach. Our curriculum is knowledge-engaged and has an emphasis on teaching to the top. This is supported by our approach of scaffolding learning for all learners, regardless of background or barrier, as opposed to differentiation.

The purpose of this policy is to set out SUA's expectations and the responsibilities of different staff in contributing to a 'great' learning environment for our students.

Our Vision

At SUA we offer our students great teaching and learning. Lessons are planned to be thought-provoking and to generate curiosity and inspiration.

Culturally rich experiences are deliberate and intentional, not tokenistic. Students are taught to achieve the highest level of knowledge and skills and are encouraged to demonstrate this to a sophisticated level. Our curriculum planning, which is carefully sequenced over a seven year journey, has five key priorities that focus on the learning, enjoyment and success of all students.

At Key Stage 3 lessons will focus on teaching through the pillars of mastery and will be challenging for all students. Learners should leave mentally exhausted through the passion that has been bestowed upon them from our teaching. Lessons will always have a focus on thinking hard, metacognition tasks and memory retrieval strategies will help encourage deeper learning of content.

At Key Stage 4 and Key Stage 5 students enter the qualifications phase of their learning. Throughout this time they are given opportunities to deepen their thinking with a series of application tasks and challenging activities to match the rigour required of them for their exams. At SUA we are relentlessly focused on making our students lifelong learners.

To ensure that this vision is implemented, our staff are developmentally supported and have a range of artefacts to help support them.

Mastery Teaching

We have a clear approach to the features of mastery and what the principles should be.

Explanation	Deliberate practice	Modelling	Questioning	High quality feedback	High expectations
Explanation is a key feature of each lesson; drawn directly from the schemes of work. Staff use careful language to ensure that content is explained carefully and precisely. It will be clear what is being asked of the key information and it will be delivered with complete clarity. This builds on spiral learning, which is utilsed to help students remember key knowledge and concepts.	Students need to practise to improve. Deliberate practice refers to a special type of practice that is **purposeful and systematic**. While regular practise might include mindless repetitions, deliberate practice requires focused attention and is conducted with the specific goal of improving performance. This will be repeated tasks that are given at set times and are not negotiable. Students will repeat deliberately to improve.	Modelling is demonstrating, with piercing accuracy and skill, the exact outcome that you want from a class or student with set tasks. As an expert in the field, staff will share their subject knowledge to ensure that this is a clear representation of what is expected from the students. Staff will make this process 'real' for students. They will talk students through, scribe the answers, sketch the results, show errors and how these can be overcome.	Questioning is used to consolidate, stretch and challenge learning. Staff will always know the answer they need. There are many 'tried and tested' methods for effective questioning, but we always consider the purpose of why we are asking a question. We make sure it is probing, challenging and purposeful for the skill or content that is being explored. Students should never be given the chance to opt-out of a question. Every question is vital.	The use of 'live marking' gives students the corrections and motivation to improve their work. Teachers will be clear in their feedback ensuring that it **makes the right** impact for the learners – this could be written or verbal. The use of 'Precise Praise' will ensure that students are acutely aware of **what** quality exists in the work they have completed. Feedback can take the form of peer, self or teacher *assessment.*	**High expectations of skill and application** Every lesson should be pitched to the top learner with scaffolding techniques applied to help others reach this high level of learning. Metacognition will be a regular feature in lessons. **High expectations of learner attitude** It is a minimum expectation that staff rigorously apply the RESPECT code without exception.

These pillars are visible to see in planning and implementation of teaching which will ultimately have a clear impact on the life chances of our young people.

Artefacts to support learners

Knowledge Organisers: Developed by our expert staff to ensure that our students do not have a knowledge gap in comparison to any other peers. These are used as a self-study tool for students.

RESPECT code: A RESPECT code which informs all conversations around learning behaviours. Students are rewarded and sanctioned using our RESPECT code. More information can be found in our behaviour policy.

Artefacts to support our staff

Typicality chequebooks: Lessons are not graded. Staff receive regular, instant and developmental feedback via our unique chequebook system. Staff are judged on the quality of typicality in their lessons and as such do not require formal observations. Chequebooks are used for Teaching and Learning; Tutor Time and for our Student Support Officers.

Teaching file: Each member of staff has a teaching file in which they keep a range of essential documents. These include individualised class data sheets, with targeted interventions, a CPD reflective log, evidence of the cheques and class seating plans.

Curriculum documents: These include Curriculum Intent and Implementation documents, Curriculum Maps and Assessment Templates that are all collaboratively created, with the emphasis on scaffold not differentiation, the mantra being 'teaching to the top'.

Evidence Informed Research Project: All staff (teaching and support) complete their own research project annually in an area of interest. This is then showcased in the summer term. These projects are able to inform policy change and are rooted in contemporary educational and/or other industry research.

Reflective Learning Journal: To encourage all staff to become reflective practitioners, staff are issued with a Reflective Learning Journal. This enables staff to reflect on initiatives, ideas and research which then impacts their pedagogy. All staff in the academy have a journal to use and this is brought along to any CPD that is offered.