

Staffordshire University Academy		Academy Policy Document			
Approved by:	LAC	Issue date:	January 2025	Review date:	January 2026
Policy Title	Teaching and Learning				
Policy owner:	Assistant Principal				
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	LAC <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>

## Principles

SUA is an evidence-informed academy.

Staff here at SUA want to change lives. They can do this by 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 the SUA Lesson. This approach is underpinned by evidence informed strategies to create consistency across the academy for students and staff. This enables an environment where our learners thrive and achieve and enables our students endless opportunities for excellent knowledge acquisition.

Our curriculum is knowledge-engaged and enables all learners, no matter their starting point, the opportunity to be stretched and supported. Teachers adapt their teaching where necessary to support students until they gain proficiency.

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.

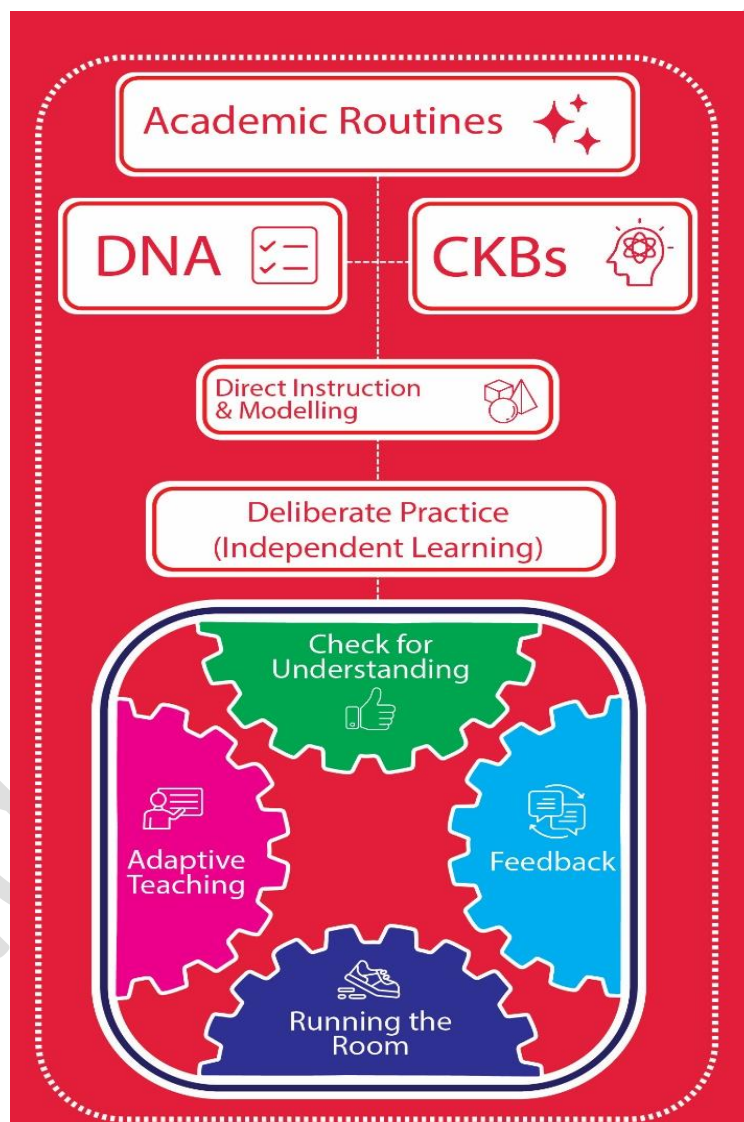
Culturally rich experiences are deliberate and intentional, not tokenistic. Students are taught to achieve the highest level of knowledge and skills and are encouraged to demonstrate this to a sophisticated level. Our curriculum planning is carefully sequenced over a seven-year journey.

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## SUA Lesson

We have a clear approach to the SUA Lesson. Evidence, through research, suggests that the reduction in cognitive load for students and staff allows more time for the focus on student learning and expert teaching.

The SUA Lesson is broken down into two parts. The first part is the consistent approach from teachers.



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Under construction

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Academic Routines	DNA	CKBs (Core Knowledge Builders)	Direct Instruction & Modelling	Deliberate Practice (Independent Learning)
<p>Our SMART routines are high expectations of our students to enable our environment to be safe and calm whilst maximising every moment of learning time. They consist of Entry and Exit routines.</p> <p>It is a minimum expectation that staff rigorously apply the RESPECT code without exception.</p> <p>Our SMART routines and RESPECT code can be found on our behaviour policy.</p>	<p>The DNA (Do Now Activity) is a retrieval of prior knowledge that directly links to the Core Knowledge Builders. They take place at the start of every lesson.</p> <p>Students complete their DNA either in their books, practically or on mini whiteboards. A short review takes place to review the learning and address any misconceptions.</p>	<p>The CKBs outline the core knowledge that students need to know for a sequence of learning. They are placed in books at the start of a new sequence and are also presented in lessons.</p> <p>The aim of the CKBs are to show the students their learning journey and to explicitly make the connection between the prior and the new learning content.</p> <p>This supports our students in recalling their previous learning and confidently explain how it is connected to the bigger picture.</p>	<p>Direct instruction is a key feature of each lesson.</p> <p>The explanations and instructions are concise and explicit. Explanations are broken down into small, manageable steps to secure students' understanding.</p> <p>Our students are exposed to a range of modelling strategies such as worked examples, which include teacher demonstrations and step-by-step explanations and/or guided practice, where students actively engage with new material through sufficient rehearsal transferring information to their long-term memory.</p>	<p>Students need to practise to improve.</p> <p>Deliberate practice requires focused attention. Our students must engage in independent practice by applying knowledge from their new learning in a set task. This could be independent or with their peers.</p>

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The second part of the SUA lesson is the teacher tool kit.

### Teacher tool kit

The tool kit is a range of researched strategies to best support our students. We know that one strategy does not suit all needs therefore we train our staff in numerous strategies to support student learning and develop their independence. The tool kit is not static, we are aware that new researched strategies will come to light and we are flexible in our approach to training our staff on any additional areas of the tool kit. An example of some of the tool kit are:

*Cold call questioning*

*Retrieval strategies*

*Break it down*

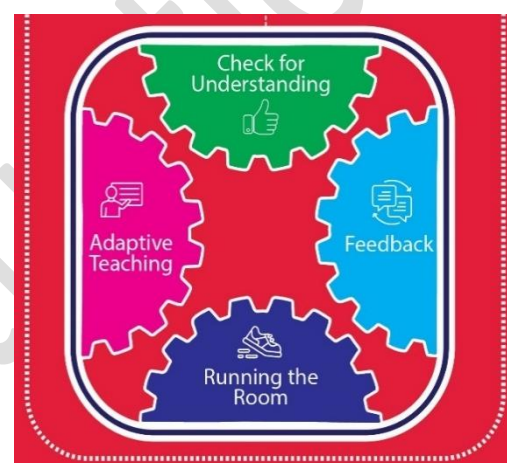
*Mini whiteboards*

*Stem statements*

*Live feedback*

*Positive framing*

*Active observation*



### How we support our students

**SMART routines (Entry, Classroom and Exit)** – SMART routines are in place to ensure all students understand and follow our high expectations before and when exiting the classroom. The emphasis is focused upon building student independence where students action the routines with automaticity.

**CKBs** – At the start of each unit the Core Knowledge Builder outlines the key knowledge and skills students will develop throughout the learning sequence. This is paired with the final feedback task, guiding students towards the desired outcome for the unit. All summative feedback tasks are carefully designed to assess the relevant core knowledge and skills. Additionally, the Core Knowledge Builder highlights important Tier 2 interdisciplinary vocabulary, revisited concepts and cross-curricular connections across students' subjects.

**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.

### How we develop and empower our staff

**Coaching 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.

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**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.

**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 all CPD that is offered.

**Regular CPD:** All of our staff engage in regular CPD whether it be data, SEND training, training for the SUA lesson tool kit strategies or in response to typicality data. Staff receive high quality training in various forms from whole academy training to personalised training in relation to their role or in response to typicality data. This personalised training supports staff development and those staff that require further support are coached on a more regular basis by our Lead Practitioners and/or staff who have expertise in the area of need for development.