

Policies and Procedures

Title	Teaching and Learning Policy
Associated Policies & Support materials	SET Performance Management policy, SET Capability Procedures / policy Quality Assurance policy, CAN Quality Assurance policy, CAN Homework policy, CAN Assessment, marking and Feedback policy; CAN Quality of Education Handbook, CAN Literacy policy

REVIEWED: February 2026

NEXT REVIEW: July 2026

- 1. Policy Statement**
 - 1.1 We recognise that effective teaching and learning is arguably the most important aspect of school life that can make a difference to students' lives. We recognise that high-quality teaching narrows the disadvantage gap.
 - 1.2 This policy outlines the Academy's expectations and standards for Teaching and Learning across all subjects and key stages. This enables us to have a shared vision, shared values and shared language that will improve educational provision across the Academy.
- 2. Who does this policy apply to?**
 - 2.1 Senior Leadership Team, Leaders of Department, Progress Leaders, Pastoral Leaders, Teachers and LSAs.
- 3. Who is responsible for carrying out this policy?**
 - 3.1 Senior Leadership Team and Leaders of Department uphold the policy and evaluate staff's adherence to the policy.
 - 3.2 Progress Leaders, Pastoral Leaders, Teachers and LSAs support one another to adhere to the policy by sharing good practice and working collaboratively during CPD and Coaching sessions.
- 4. What are the principles behind this policy?**
 - 4.1 Our academy vision is 'Every Child, Same Chance' – we strive for every child to have the same chance in life. We aim to enable all students to become the very best versions of themselves by providing exceptional education and opportunity in an environment of high expectation and aspiration.
 - 4.2 The CAN Core Framework underpins our approach to and expectations of teaching and learning; it is our shared method for planning and delivering learning.
 - 4.3 CPD (Continuous Professional Development) is recognised as a key aspect of our profession – it is a process by which we reflect on our practice, support the development of others, and collaborate to drive improvement in T&L provision across the Academy. CPD is delivered during Inset days, whole staff meetings, department meetings and within our coaching pods.
- 5. Procedures**
 - 5.1 The CAN Core Framework underpins our expectations and standards - teaching and learning is monitored and evaluated by our application of the Core elements and CAN shared practices / routines.
 - 5.2 Curriculum maps, SOL and assessments are planned by focusing on what pupils need to achieve and then working backwards. Curriculum maps, overviews and intentions, and accompanying SOL are designed according to our context and are responsive to emerging national developments in education.
 - 5.3 Lesson planning is underpinned by the CAN Core Framework: Retrieval practice; Set the Scene; Introduce new knowledge; Guided Practice; Independent Practice; Plenary.

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- 5.4 Principles of the SSAT Embedding Formative Assessment and Rosenshine's Principles of Instruction, inform our approach to teaching and learning, homework, and assessment. Concurrent to the CAN Core Framework, this enables staff to be responsive and dynamic in identifying and responding to students' needs both within lessons and between assessments.
- 5.5 All staff maintain high standards and expectations of all students both academically and in relation to behaviour for learning.
- 5.6 Behaviour for Learning and Attitude to Learning is upheld by building positive relationships between staff and students, and by following the Academy's rewards and sanctions procedures.
- 5.7 **Silent Entry Routine** – to set the expected climate for learning, the Silent Entry Routine is used across the academy for all lessons, form sessions and assemblies.
- 5.8 **Retrieval Routine** – all lessons begin with a low-stakes, accessible retrieval task because we know the importance of spaced retrieval practice in increasing students' ability to know more, remember more and do more.
- 5.9 **Setting the Scene** – in all lessons we explicitly and succinctly share learning objectives and success criteria so that students fully understand the learning journey they are on and what they are working towards; we understand the benefit of this from Dylan Wiliam's Embedding Formative Assessment.
- 5.10 **CAN Call to Attention** – whenever we require students' attention in assembly or lessons, or any other moment of group activity, we use the CAN Call to Attention "Ready to LEARN in 3-2-1, Eyes on Me." We know that when we follow routines, our school is a calmer and safe environment in which learning is protected and sacrosanct.
- 5.11 **Checking Understanding** – at CAN, we recognise the importance of checking understanding in accordance with Rosenshine's principles. We recognise it is important to check students' subject knowledge before they apply it to independent work so that students can demonstrate greater accuracy and confidence. We also know it is important to check students' understanding of a task by getting them to repeat back instructions, especially as we have a high proportion of SEND. Both checking understanding of knowledge and checking understanding of task are routine aspects of our lessons.
- 5.12 **Independent Practice** – we recognise that students being able to remember, know and do on their own is vital to their success. Therefore, all students are provided with the opportunity for purposeful, independent practice for a minimum of 15 minutes per lesson. For subjects where independent work is in writing, it is expected that students are writing in full sentences / paragraphs and that the CAN literacy policy is being followed.
- 5.13 **Silent Exit Routine** – to set the expected climate for learning and ensure appropriate culture in all areas of the school, our exit routine ensures students exit our classrooms in a silent, orderly manner, having left the room in a suitable condition for the next class.
- 5.14 **Provision for the Disadvantaged** – all teachers have class folders containing the CAN 20, tiled seating plans, SSPs and Reflective Teaching sheets so that we can effectively provide for students who are disadvantaged and require adjustments and extra support. The class folder is a teaching tool that allows staff to strategically circulate the room and ensure barriers to learning are reduced or eliminated.
- 5.15 Students have separate exercise books for most subjects and are expected to be PROUD of their work through a process of neat presentation and consciously checking and amending errors.
- 5.16 Students' work is marked in accordance with the Marking and Feedback policy.
- 5.17 Homework is set and collected, with regular feedback, in accordance with the Homework policy.

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- 5.18 Cover lessons for one-off planned absence are set using the CAN Core Cover planning sheet. The work provided is planned under the assumption that it will be delivered by a non-specialist who has no access to IT. For such planned absences, the teacher will provide cover work that consists of the following:
- Up-to-date seating plan attached to the CAN Core Cover planning Template.
 - First task will be a small handout that can be distributed on the door to uphold silent entry.
 - The main task is aligned to the current topic in the curriculum but accessible and broken into chunks. Ideally, it is a worksheet or textbook activity.
 - Students are to complete the cover work in their books, so they still follow our PROUD expectations.

Cover lessons for longer planned absences may make the use of curriculum PowerPoints that have been adapted into small, manageable tasks. Alternatively, if IT is available then use of Oak National lessons, Teams or Seneca are all acceptable options.

For unplanned absences, we recognise it may not be possible to use the cover planning template and that instead a main task as outlined above is sufficient. If the teacher is not able to provide this, then the leader of department is responsible for ensuring students have work to complete.

Departments may ease the impact of planned or unplanned cover by collapsing classes so that students have familiar staff. It is also recommended that departments develop a bank of work that can be set quickly and easily.

- 5.19 The CPD (Continuous Professional Development) programme is followed by all staff and includes instructional support, collaborative practice, sharing of good practice and external provision. Where required, it is tailored to the stage at which individuals are progressing through their career and/or according to subject and departmental needs.
- 5.20 Academy CPD is facilitated and supported by the Senior Leadership Team and Leaders of Department.

6. Code of Conduct

- 6.1 SET and CAN are keen to enable all employees to work effectively and develop their practice. Therefore, it is right and supportive to address issues when they arise.
- 6.2 If an employee is not meeting the CAN expected standards of Teaching and Learning, then this will be addressed via Line Management and/or the appraisal process in the first instance.
- 6.3 If issues or concerns about an employee not meeting the CAN expected standards of Teaching and Learning continues or is not sufficiently addressed via Line Management, then the matter may transfer to the SET Capability procedure. For further information, please refer to the CAN Quality Assurance Process and the SET Capability Procedures / Policy.

7. Policy Review

- 7.1 This policy will be reviewed annually through a process of collaborative evaluation of policy and procedures by the Principle, Deputy Head for Curriculum and Assistant Head for Teaching and Learning in the Summer Term.