Teaching & Learning Policy

Signed:	
Position:	Michael Jeffrey Head teacher
Date Agreed:	September 2024
Next Review:	September 2025

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Contents

1. Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Centre Academy London (CAL).

2. Purpose of the Policy

Teaching and Learning is considered to be the purpose of our school. It is the method through which we offer a curriculum which is geared towards the individual needs of our students.

At CAL we are committed to high quality teaching and learning, to raise standards of achievement for all children. Teachers and Governance have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with Teaching and Learning Remote Learning.

This policy aims to:

- Explain how we'll create an environment at our school 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 our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

3. CAL Aims

- to provide a consistency of teaching and learning across every group and age
- to enable teachers and support staff to teach as effectively as possible
- to foster a love of learning
- to manage transitions, either within or outside the school, with care, for students and in collaboration with parents

- to give students the skills and knowledge and promote the understanding they require to become confident, disciplined, and effective life- long learners
- to develop a responsible and independent attitude towards work and towards their roles in society
- to be tolerant and understanding with respect for the rights, views, and property of others
- achieve their potential in terms of academic achievement, aesthetic appreciation, and spiritual awareness
- to value and respect all cultures
- to provide a happy and safe learning environment
- to raise levels of achievement in all pupils, enabling them to achieve their personal best
- to learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning where good practice is shared.

4. Principles of Teaching and Learning

At CAL, pupils are supported and guided by a dedicated, highly skilled multi-disciplinary team, all united in their commitment to providing a rich, forward-thinking, and stimulating educational experience. We share a collective focus on excellence, ensuring the highest quality of provision for every pupil, within a caring and supportive community atmosphere.

We place strong emphasis on addressing individual needs through a dynamic, engaging, and challenging curriculum. This curriculum is purposefully designed to help every student develop and reach their full potential, within a well-resourced and positive learning environment.

We believe that learning is a continuous and lifelong process. Our approach equips pupils with the skills, knowledge, and confidence they need to thrive, not only during their time at CAL, but throughout their future educational and life journeys.

Pupils at our school learn best when their basic physical needs are met and they feel safe, valued, and a sense of belonging. They thrive when engaged, motivated, and able to see the relevance of their tasks, with clear outcomes and connections to prior experiences. Effective learning occurs when students have the space, tools, and materials they need, are free from distractions, and can work individually or collaboratively. They benefit from appropriate guidance, opportunities to practice, and the ability to apply their learning in different contexts. Pupils also learn best when they can persevere through challenges, manage their emotions, and recognise that mistakes are valuable learning opportunities.

This is why teaching at our school is based on the following five principles:
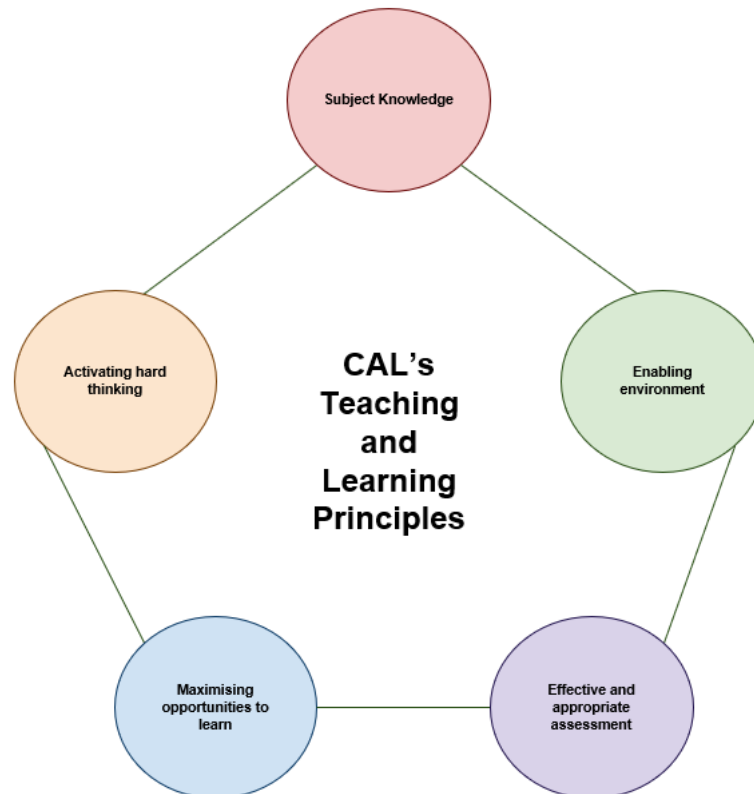
4.1 Subject Knowledge

Our teachers have a deep understanding of the content they are teaching and how it is learned. They should possess a deep and fluent knowledge of the subject matter, along with a flexible understanding of the content. This includes an awareness of curriculum sequencing and the inherent dependencies between different concepts and ideas. Additionally, teachers should be familiar with relevant curriculum tasks, assessments, and activities, recognising their diagnostic and instructional potential. They must be able to generate varied explanations, analogies, examples, and multiple representations to effectively convey these ideas. Furthermore, great teachers understand common student strategies, misconceptions, and sticking points, allowing them to address these challenges effectively in their teaching.

4.2 Enabling Environment

Our teachers create a supportive environment for learning, characterized by relationships of trust and respect between students and teachers, as well as among students. In such an environment, students are motivated, supported, and challenged, fostering a positive attitude toward their learning. Teachers promote interactions based on mutual respect, care, empathy, and warmth, avoiding negative emotions and being sensitive to the individual needs, emotions, cultures, and beliefs

of their students. They cultivate positive student-student relationships, built on trust, cooperation, and respect. By fostering a climate of motivation through promoting feelings of competence, autonomy, and relatedness, teachers help students engage more deeply with their learning. Additionally, they create a culture of high expectations, balancing challenge with trust, encouraging students to take risks in their learning and attribute their successes or failures to factors within their control.

4.3 Effective and appropriate assessment

Effective and appropriate assessments are crucial for supporting the learning of students with Special Educational Needs (SEN). These assessments must be tailored to meet the diverse abilities and needs of each student, ensuring that they provide an accurate reflection of understanding and progress. Teachers should use a range of assessment methods, including formative and diagnostic approaches, to gather insights into the strengths and challenges faced by SEN students. By adapting assessments to be accessible and relevant, such as providing alternative formats, additional time, or assistive technologies, teachers can ensure that SEN students are given fair opportunities to demonstrate their learning. Furthermore, assessments should be used not just to measure achievement, but to inform teaching strategies, helping educators modify instruction to meet individual learning needs. The ultimate goal is to create a supportive environment where every child can succeed through personalised, meaningful evaluation.

4.4 Maximising opportunities to learn

Great teachers manage the classroom to maximise learning opportunities. Classroom management, which involves managing both behaviour and activities, is a fundamental aspect of teaching effectiveness. However, it can be approached differently depending on the teacher's style, values, and priorities. Effective teachers manage time and resources efficiently to maximise productivity and minimise wasted time, such as during lesson starts or transitions. They give clear instructions so students understand what they need to do and use well-taught routines to ensure smooth transitions. Teachers also ensure that rules, expectations, and consequences for behaviour are explicit, clear, and consistently applied. They prevent, anticipate, and respond to potentially disruptive incidents while reinforcing positive behaviours. Maintaining awareness of classroom dynamics and responding appropriately is key to creating a focused and productive learning environment.

4.5 Activating hard thinking

Our teachers present content, activities, and interactions that activate their students' thinking. At the core of great teaching is getting students to think deeply about the material they need to learn, a challenging task due to the invisible, slow, and non-linear nature of student learning. Effective teachers structure learning by providing an appropriate sequence of tasks, clearly signalling learning objectives, key ideas, and stages of progress. They match tasks to students' needs and readiness, scaffolding and supporting students to ensure accessibility, while gradually removing supports to encourage independent success.

Teachers explain new ideas clearly and engagingly, connecting them to prior knowledge and using appropriate examples and non-examples. They model new skills and procedures, using scaffolding and challenge, and incorporate worked or

part-worked examples. Through questioning, teachers promote deeper thinking, encourage elaboration, and foster flexible understanding. They ensure responses from all students, using high-quality assessments to gauge learning and adjusting based on the evidence.

Effective interactions include responding to students' feedback about their understanding and providing actionable feedback to guide further learning. Teachers give tasks that embed and reinforce learning, encouraging practice until fluency is achieved and revisiting material to prevent forgetting. Lastly, they help students plan, regulate, and monitor their own learning, gradually transitioning from structured to independent learning as students develop expertise.

5. Roles and responsibilities:

Teaching and learning in our school are a shared responsibility, and everyone in our school community has an important role to play. (Please refer to the CAL Home-school agreement)

5.1 All members of the school community
Teaching and non-teaching staff, parents, and students will work towards the school's aims by:
- Esteeming children as individuals and respecting their rights, values, and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising, and positively reinforcing good relationships, behaviours, and work
- Working as a team, supporting, and encouraging one another

5.2 Governance
Governance at CAL 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 Senior Management Team to account for its implementation
- Ensure that other school policies promote high-quality teaching, and that these are being implemented

5.3 Senior Leadership Team (SLT)

Senior Leadership Team will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels.
- Address underachievement and intervene promptly
- Meet the expectations set out in CAL Curriculum policy, Behaviour policy, and Marking and Feedback policy.

5.4 Teachers

Teachers will work towards the school's aims by:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning (e.g. via CAL weekly letters, telephone or written communications, website contributions, parent meetings)
- Update parents/carers on pupils' progress [on a termly basis], and produce a written report on their child's progress
- Meet the expectations set out in CAL Curriculum policy, Student Behaviour policy, and Marking and Feedback policy
- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Ensuring that learning is progressive and continuous
- Ensuring that planning, is well thought out and that marking is effective for each individual student
- Being good role models – punctual, well prepared, and organised
- Maintaining an up-to-date knowledge of the Centre Academy School Curriculum
- Having a positive attitude to change and the development of their own expertise
- Help CAL to establishing links with the local community to prepare students for the opportunities, responsibilities, and experiences of adult life
- Working collaboratively with a shared philosophy and commonality of practice

- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
- Achieve breadth and depth
- Fully understand the topic
- Demonstrate excellence
- Moderate progress across their subject/phase
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources, and good practice
- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- Assess and keep appropriate records
- Monitor progress in their subject and advise the Head of School of this progress
- Take responsibility for the purchase and organisation of central resources for their subject
- Are expected to keep up to date through reading and attending relevant CPD courses.
- To share learning objectives and to display in lessons
- All lessons to be well planned and prepared with all required materials and resources to hand. Visual aids should be clearly displayed
- Setting of individual subject targets
- Feedback and effective marking are embedded in everyday practice and is used to inform teaching and learning
- Assessment of success by students who carry out peer and self- assessment
- Use of effective questioning to challenge students. Asking how they arrived at their answer
- Creating an appropriate and stimulating working environment • Linking the lesson to prior learning, both recent and further in the past
- To have positive and productive interactions with students.

5.5 Support staff
Support Staff are used sparingly but predominate in the junior classes where further support and nurture is considered necessary.

- Support staff at our school will:
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning

- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the Curriculum policy and Behaviour policy.

5.6 Students

Students work towards the school's aims by:
- Attending school in good health maintained by adequate diet, exercise, and sleep
- Attending school regularly, eschewing term time holidays
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit and pencil cases, returning reading books regularly (organisational difficulties of ADHD/Dyslexic students will be taken into account).
- Conducting themselves in an orderly manner in line with the expected code of conduct. (See Student Handbook).
- Taking growing responsibility for their own learning and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Be curious, ambitious, engaged, and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

5.7 Parents and carers

Parents and carers of pupils at our school 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
- Provide resources as required to support learning
- Ensuring that children attend school in good health, regularly and punctually
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress, and behaviour
- Giving due importance to homework in the holidays and at weekends – hearing reading and ensuring completion of written tasks as set
- Allowing their children to take increasing responsibility as they progress through the school.

6. Procedures

6.1 Strategies for Teaching and Learning
Our Curriculum is organised on a subject basis.

The predominant mode of working is individual work and class teaching with co-operative group work. Within this structure:

- Instruction is supplied in small groups based on approximately similar age levels
- In Mathematics and English skills students can be streamed according to ability in KS4 onwards

Homework is provided on a regular basis and, like all other aspects of our approach to teaching and learning, is differentiated according to individual child, age, level and learning challenge. Supervised prep periods assist the students as they prepare their homework assignments. Further reading or written work may be given during school holidays. (See Homework and Prep Policy).

6.2 Differentiation
Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupil's special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand, and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- extension
- autonomy
- outcome
- teacher/adult support provided.

Learning objectives will be specified and references will be made in Schemes of Work to individual Provision Plans.

Extra support is given in the classroom where necessary from the SENDCo or Head of School. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent Work
- Whole class work
- Use of ICT and computing skills
- Fieldwork and visits to places of educational interest
- Creative activities
- Film clips and responding to musical or recorded material
- Debates, role play and oral presentations
- Participation in physical activities
- Self-reflection on what has been learnt

Teachers set individual targets each term per student primarily in English and Mathematics and many other subjects. This is in addition to the formative assessment targets the teachers communicate to the children on a regular basis where appropriate. These can be shared with the child and parents to encourage partnerships in learning.

6.3 Organisation
The learning environment will be managed in such a way as to facilitate different styles of learning.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies are used, as well as planned plenaries at the end of lessons to review the key learning objectives and to assess the level of understanding.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria (i.e., ability, mixed ability, friendship, etc)
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning.

6.4 Classrooms

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. Students will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays, both of resource material and the student's own work.

Classroom resources are the responsibility of subject teachers and class form teachers. However normally we anticipate that teachers should ensure that:

- There is a range of appropriate, accessible, and labelled resources available from which students can select materials suitable to the task in hand
- All Students know where resources are kept and the rules about their access and use
- All Students know what they must not touch for reasons of safety and privacy
- Students are encouraged to act independently in choosing, collecting, and returning resources where appropriate
- Students and teachers act together to establish an attractive, welcoming, and well organised environment engendering respect, care, and value for all resources

Health and Safety issues are the responsibility of all who work in the school although the Health and Safety officer has overall charge.

7. Strategies for Ensuring Progress and Continuity

7.1 Assessment, Recording and Reporting

A baseline assessment is carried out on all pupils as they start/when settled at CAL to inform starting points and expectations, with a focus on reading age as a basis for learning**.**

Regular formative assessments are made of students work to establish the level of attainment and to inform future planning and to guide the progress of individual pupils. It involves identifying each pupil/young person's progress in each area of the curriculum, determining what they have learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is normally carried out at the end of each academic year. (See Assessment and Recording Policy) While formative assessment, internally set, is carried out by the teaching staff.

Suitable tasks for assessment include:
- group discussions
- short tests in which pupils write answers
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:
- helps students understand how to improve and comments aim to be positive and constructive and to provide the next step for improvement
- can be done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a pupil/young person can assimilate a limited number of corrections at one time. This will vary according to the age, ability, and task.

All results from assessments are analysed and used to inform future planning. (See Assessment and
Recording Policy) References are made within class and feedback to students current working levels using the whole school assessment framework, GCSE, and American Diploma level descriptors.

Excellence is celebrated in display and performance wherein:
- Each student is given an opportunity to have work of a high standard displayed
- Sustained effort including drafting and reworking is encouraged to enhance standards
- School events such as concerts and drama are seen as opportunities for all students (not just the most gifted) to demonstrate their own best performance
- Students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement
- Certificates and House Points are awarded for notable pieces of work when the whole school meets in the Church on a weekly basis, to share achievements and to celebrate successes through the presentation of certificates
- Individual presentations from the students are encouraged during classes.

7.2 Reporting to parents
This is done on a termly basis through a written report from the student's tutor. There are also Parent Conferences throughout the year in addition to annual reviews either face to face or available through a Zoom Meeting.

Through both the reporting and tutor systems, parents are made aware that:
- Parent conferences are held either during or after school hours during the Autumn, Spring and Summer terms
- Parents may meet their child's teacher by appointment at any other time, to discuss concerns

7.3 Planning: Long term, Medium term, and Short term planning

At CAL, each department uses the curriculum as a foundation to create dynamic themes, topics, lessons, and learning experiences that foster growth and development in our pupils. Planning is regularly reviewed and adjusted as necessary to ensure that content remains current and is tailored to the diverse needs of individual classes and students. All planning documents are stored on Teams, enabling access for stakeholders at home.

Long Term Plans

Long-term planning within departments ensures that the curriculum is broad, balanced, and builds on prior knowledge. These plans outline key topics and themes to provide students with exposure to a wide range of subjects throughout their educational journey. In certain departments, staff have the flexibility to choose themes that best suit their students, while in others, a more formal approach is taken to mapping the curriculum. Across all departments, flexibility remains a core principle, allowing for modifications to meet the specific needs of different cohorts. Curriculum overviews offer a comprehensive view of subject content across the year and key stages (3-5).

Medium Term Plans

Medium-term plans are developed either for a half term or a full term, depending on the subject matter and curriculum requirements. These plans are aligned with curriculum expectations and may vary in format across departments and subjects. Each plan outlines the intent, implementation, and impact of the teaching, along with specific learning objectives or aims. They also include links to literacy and numeracy skills. In some departments, medium-term planning incorporates cross-curricular links, covering areas such as communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, and expressive arts and design.

Short Term Plans

In certain departments, additional weekly planning is employed to allow teachers to respond dynamically to students' learning needs. This enables the integration of curriculum enhancements, such as continuous provision, enrichment days, individualised timetables, and pathway-specific learning. Short-term plans specify lesson content and daily routines, including key activities such as registration, pastoral management, continuous provision, lessons, and transitions.

This approach ensures that all pupils have access to engaging, well-structured learning opportunities that are flexible and responsive to their individual needs and progress.

7.4 Information Communication Technology
This is a resource which can be used across the whole curriculum. Classes may visit the Computer Room when it is free, or a teacher may arrange with the ICT teacher for work to be completed in his/her lessons. Each student is assigned a laptop and they are taught how to use assistive technology. The ICT Code of Conduct must be always adhered to and the school has invested in a rigorous filtering and monitoring software to support the teachers in keeping students on task and safeguarding their learning.

Students are taught how to use Artificial Intelligence (AI) to support their learning, but not in place of their own work. As a school, we are cognisant that it is a new technology and it could be a useful tool in the future but above all we prioritise student's safety and security. This includes ensuring that our students are not accessing or creating harmful or inappropriate content online through generative AI, and their data and intellectual property is protected. The use of AI in our curriculum will be carefully monitored by the IT teacher, SLT and Head of School.

7.5 Monitoring and evaluation
We will monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points.

The Senior Leadership Team will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Drop-ins
- Reviewing marking and feedback
- For selected pupils, termly pupil progress meetings
- Planning scrutinies following CPD or staff
- Book scrutinies

8. Links with other policies

This policy should be read in conjunction with:

- Student Behaviour Policy and Statement of Behaviour Principles
- Curriculum policy
- SEN Policy
- SEN/SEND Information report

- Assessment and Recording Policy