Rawlins

Teaching and Learning policy

Rawlins, as a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom and endurance for both individuals and as a school community.

Reviewed/Approved	September 2025
Next Review	September 2026
Approval By	Local Governing Committee
Review Frequency	Annually

Teaching and Learning Policy

1.Aims

At Rawlins, our aim is to "Act wisely and make the most of every opportunity" by providing a high-quality, inclusive education that empowers our students to achieve their full potential. Our teaching and learning practices are informed by evidence-based pedagogy, ensuring that we meet the diverse needs of our student community. We aim to prepare our students not only for academic success but also for meaningful and responsible participation in society.

2. Our Guiding Principles

Our teaching and learning approach is grounded in the following principles, which reflect our school values and are informed by evidence-based practices, including direct instruction and Rosenshine's principles of instruction:

- **Developing Trust**: We create a safe and supportive learning environment where students and staff can build positive, trusting relationships that enhance educational outcomes. By following structured, clear instruction through the 'I do - We do - You do' model, we ensure students feel confident in their learning process.
- **Inspiring Hope**: We aim to motivate and encourage our students to make the most of every opportunity, fostering resilience and a positive attitude towards learning. Using Rosenshine's principles, such as providing models and scaffolds for difficult tasks, we inspire students to believe in their ability to succeed.
- **Building Success:** We are committed to helping every student achieve success by providing high-quality teaching, personalised support, and opportunities for growth. Our use of direct instruction, with clear explanations, guided practice and immediate feedback, ensures that students can fully understand the material and build on their successes.
- **Shaping the Future**: We prepare our students to be future-ready, equipping them with the knowledge, skills, and cultural capital needed to thrive in a rapidly evolving world. By regularly reviewing prior learning and breaking down complex information, we ensure our students are well-prepared for future challenges.

Our pedagogy is evidence-informed, reflecting best practices in teaching and learning. It is carefully designed to meet the varied needs of our diverse student body, ensuring that all students have the opportunity to flourish in alignment with our school values.

3. Roles and Responsibilities

At Rawlins, we believe that the success of our teaching and learning approach is a shared responsibility:

- **Senior Leadership Team:** Ensures that the teaching and learning policy is implemented effectively, providing strategic direction and support. They oversee the development, implementation and quality assurance of school-wide initiatives that align with our values of trust, hope, success, and future-readiness.
- **Middle Leaders:** Are responsible for quality assuring the teaching and learning provision within their departments. They ensure that an appropriate, evidence-informed curriculum is in place, which meets the diverse needs of students and reflects our school values. Middle leaders are tasked with monitoring the effectiveness of teaching strategies, supporting staff development, and ensuring consistency in practice across their teams.

- **Teachers:** Plan and deliver high-quality lessons that are engaging and tailored to the needs of all students. They are responsible for creating a positive learning environment, providing timely and constructive feedback, and adapting their teaching to meet the needs of every learner. Teachers are expected to actively engage in professional development to continuously improve their practice.
- **Support Staff:** Assist in the delivery of lessons, support individual student needs, and contribute to the overall learning environment. They work closely with teachers to ensure that all students can access the curriculum and achieve their full potential.
- **Students**: Engage actively in their learning, strive to "make the most of every opportunity," and take responsibility for their progress. Students are encouraged to reflect on feedback, set goals, and work towards continuous improvement.
- **Parents/Carers**: Support their child's learning at home and maintain open communication with the school. They play a crucial role in reinforcing the values of trust, hope, success, and future-readiness at home.
- **The Trust:** The Trust is responsible for creating opportunities to support the ongoing development of teaching and learning across the school. This includes providing resources, professional development opportunities, and strategic guidance to ensure that our educational practices remain evidence-informed and aligned with our core values. The Trust also works closely with the school leadership to ensure that the curriculum is appropriate, ambitious, and capable of preparing students for future success.

4. Planning

Effective planning is essential to deliver high-quality teaching and learning. Teachers at Rawlins are expected to:

- Plan lessons that are aligned with the curriculum and reflect our school values of trust, hope, success, and preparation for the future. Lessons should follow Rosenshine's Principles, structuring learning in small, manageable steps to build student confidence and mastery over time.
- Identify and address the learning needs of individual students through targeted support and challenge.
- Use a range of strategies, informed by evidence, to adapt teaching and ensure all students can engage with the curriculum and make the most of every opportunity.
- Incorporate the 'I do - we do - you do' model of direct instruction, which involves clear teacher modelling, guided practice with the class, and independent work by students to reinforce learning. This approach is grounded in evidence and helps ensure that all students develop a deep understanding of the material.
- Use a variety of teaching methods and resources to engage students and promote engagement in learning, ensuring that lessons are both challenging and accessible.
- Planning reflects the "Every lesson, Every learner" criteria (see Appendix 1 for an overview)
- Adapt their teaching in response to student progress and feedback.

5. Learning Environment

The learning environment at Rawlins should:

- Be inclusive, welcoming, and conducive to learning.
- Reflect the school's ethos of trust, hope, success, and future-readiness.
- Be well-organised, with resources readily available to support independent and collaborative learning.
- Promote positive behaviour and mutual respect among students and staff.

6. Adaptive Teaching

To "make the most of every opportunity," we recognise the importance of adaptive teaching. In line with Rosenshine's Principles, teachers are expected to:

- Identify and address the individual learning needs of students through targeted support and challenge, using scaffolds and models to support students as they progress toward independence

- Use a range of strategies, informed by evidence, to adapt instruction and ensure all students can engage with the curriculum.
- Provide timely feedback to students and gather feedback from them to continuously adapt teaching.

7. Home Learning

Home learning at Rawlins is designed to:

- Reinforce and extend learning that takes place in the classroom.
- Encourage students to take responsibility for their learning and develop good study habits.
- Provide opportunities for parents/carers to engage in their child's education.
- Be meaningful, manageable, and accessible to all students.

8. Feedback

We prioritise live feedback during lessons, addressing errors and misconceptions immediately to prevent them from becoming embedded in students' practice. Feedback is integral to the learning process at Rawlins. We believe in providing:

- Constructive, timely, and evidence-informed feedback that serves three main purposes: correction, consolidation, and challenge. Feedback corrects errors and misconceptions, consolidates learning by reinforcing key concepts, and challenges students to push their understanding further.
- Opportunities for students to reflect on and respond to feedback during the lesson, enabling them to make real-time adjustments to their work and deepen their understanding.
- Feedback practices across the school that align with our values and teaching principles, ensuring that feedback is effective, meaningful, and supports continuous improvement in student learning.

9. Assessment, Recording and Reporting

Assessment at Rawlins is designed to:

- Be comprehensive, ongoing, and aligned with our evidence-informed pedagogy, ensuring that all assessments reflect our commitment to the values of trust, hope, success, and shaping the future.
- Inform teaching, enabling teachers to adapt their methods to meet the diverse needs of students, fostering an environment where every student can succeed.
- Provide students, parents, and carers with clear, accurate information about progress and achievement, building trust through transparent communication and shared understanding of each student's journey.
- Support students in setting goals and taking responsibility for their learning, encouraging them to make the most of every opportunity, build success, and prepare for their future with confidence.

10. Monitoring and Evaluation

To ensure the effectiveness of our teaching and learning policy, we will:

- Regularly monitor and evaluate teaching practices and student outcomes, ensuring a robust quality assurance process that involves middle leaders, senior leaders, trust representatives and external agencies to maintain high standards across the school.
- Use evidence-based tools and methods to assess the impact of our teaching strategies. Quality assurance processes will involve triangulation of lesson visits, student outcomes, and feedback from various stakeholders to ensure accurate evaluation.
- Encourage a culture of continuous improvement, where feedback is valued, and best practices are shared.

11. Review

This policy will be reviewed annually to ensure that it remains relevant and effective in meeting the needs of our students and upholding our school values. Feedback from staff, students, and parents will be considered in the review process.

12. Links with Other Policies

This policy should be read in conjunction with other school policies, including:

- Curriculum Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Assessment Policy

These policies work together to support our commitment to providing an inclusive, high-quality education that embodies the principles of trust, wisdom, success, and hope for future.

Appendix 1 – Every Lesson, Every Learner

Every Lesson, Every Learner

Consistent, Accessible Presentation

Why: Improves access for students with dyslexia, ADHD, sensory needs, or visual stress.

How: Apply a consistent, accessible format to all slides and handouts.

What: Use buff/pastel backgrounds, clear sans-serif fonts, dark text, no underlining or italics, clear visuals and minimal animation.

Pre-Teaching and Reinforcing Key Vocabulary

Why: Supports students with limited vocabulary, language needs, or poor working memory.

How: Display key words with images, definitions or examples. Revisit them throughout the lesson.

What: Identify 3–5 key words and explicitly teach them at the start of the lesson ("Say It, Spell It, Use It")

Clear, Chunked Instructions

Why: Reduces cognitive load and allows students to keep up at their own pace.

How: Give instructions in small chunks (no more than 2 at a time).

What: Break down tasks and explanations into smaller steps with regular pauses.

Checking for Understanding

Why: Ensures all students, particularly those with processing or attention difficulties, have understood what to do before starting.

How: Use "Tell your partner what you need to do" or cold-call a student to repeat instructions before starting.

What: Ask students to repeat or summarise instructions.

Use of Timers to Support Pacing and Focus

Why: Helps students manage time, reduces anxiety, and increases task focus—especially for those with ADHD or executive function difficulties.

How: Use visual timers on screen or verbally signal how long is left.

What: Clearly display how long each activity will take and show a countdown timer.