Thinking Schools Academy Trust
"Transforming Life Chances"

The Victory Academy

Teaching and Learning Policy

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The Victory Academy Teaching and Learning Policy

The curriculum is designed to enable all students to **belong and achieve**. It also reflects the context of both the Academy (above average PP, above average SEN, ethnically diverse) and the global society in which students live:

The central intent of our curriculum is to:
- Provide high academic challenge
- Increase cultural capital
- Recognise diversity

In all subject areas, the curriculum is designed to allow students to sequentially know more, remember more and do more.

Curriculum Implementation

Teaching and learning strategies at The Victory Academy support four key aims:
1. Knowledge Acquisition
2. Literacy and Oracy
3. Student Independence
4. Stretch and Challenge for All

Owing to the diversity of the student community, adaptive teaching is a central principle for teachers and support staff. Adaptive teaching is defined as selecting appropriate teaching and learning strategies to meet the specific needs of the students, and to remove or reduce barriers to learning. Metacognitive strategies are interwoven to support students to self-regulate for learning.

Reasons for adaptations may include:
- Reading Age
- SEND Need identified on Learning Plan
- Low/alternative cultural capital
- Previous educational experience
- Family situation (temporary or permanent)
- Illness/injury
- Low attendance
- Prior attainment/target grades

Core teaching and learning strategies are based on the 7 Principles (Rosenshine). Teachers and support staff have a core 'toolkit' of evidence-based practical strategies from which to select to meet the needs of each student/class (Figure A).

The Academy follows the Graduated Approach:
- The Graduated Approach follows an **assess, plan, do, review** structure.
- It begins by identifying need.
- Staff trial different strategies to find out what works for each student.
- Student and parent voice are central.
- Reflective processes measure impact to aid future decision-making.

Figure A

Knowledge	2. Literacy/Oracy
• Make explicitly clear what and how students should <u>REMEMBER</u> • What is your end aim? What should the students know/be able to do? Clear links to three curriculum intents. • Sequencing – what we are doing and why we are doing it. Throughout. • Retrieval. **CHECK what students can/can't remember.** • Questioning; mini-whiteboards. • Use of knowledge banks	• Think, pair, share. • Literacy – use this word in a sentence. • Explain how a word is constructed. • Opportunities for students to speak/read. • Line numbers • 'Say it again better' • Choral response • Structured reading opportunities
3. Student Independence	**4. Stretch and Challenge**
• Think, pair, share. • Thinking Tools – Frame of Reference! • Model – I do, we do, you do. Show what the highest looks like. • Scaffold up to enable all students to engage. • Opportunities for students to write, rather than just listen. Mini-whiteboards can help. • Check understanding – then let them practise.	• Questioning – use the Q Matrix for higher-order questions – 'Why might?' • Think, pair, share. • Thinking Tools – Frame of Reference! • Model – I do, we do, you do. Show what the highest looks like.

Adaptive strategies aim to meet a wide range of student needs, in order that they can belong and achieve. Students at The Victory Academy are considered to be individuals, not diagnoses. Effective adaptive teaching leads to a high support, high challenge environment.

Possible Adaptations:
- Clear verbal instruction, including positive re-direction and literal language
- Seating plan adjustments
- Short breaks/natural movement breaks
- Visual support e.g. pictures/clear presentation of information
- Timers
- Task boards/chunking
- Self-regulation strategies e.g. traffic lights
- Praise both effort and outcome
- Planning for vocabulary, and pre-teaching
- Directed questioning, including cold calling, using the Q Matrix
- Thinking time
- Mini-whiteboards
- Think, Pair, Share and Turn and Talk
- Modelling – I do, we do, you do
- Scaffolding
- Thinking Maps to structure tasks/information

Assessment

The curriculum is designed with end points in mind. There is a separate policy setting out the approach to assessment at The Victory Academy.

Measuring the Impact of Curriculum Implementation

As part of the Graduated Approach, staff and leaders reflect on the impact of both curriculum design and implementation. These reflection points are both formal and recorded, or informal and developmental. Data used to reflect on the impact of implementation includes:
- Assessment data
- Student voice
- Staff voice
- Parent voice
- Formal QA
- Informal/Formal learning walks

Professional Development and Support for Staff

All classroom-based staff engage with specific teaching and learning Professional Development. This includes teachers, Learning Support Assistants, and Cover Supervisors.

Professional Development at The Victory Academy is based on the principle of professional dialogue. Staff voice is central to any strategy to support the development of teaching and learning.

Professional Development is delivered through a mixture of whole-school and individualised sessions. The aim is maintain a clear focus on our shared culture, ethos and priorities, whilst also enabling staff to develop further from their current points.

Mechanisms for Support:

Informal support is available through the following:
- DH Curriculum Implementation
- AH KS3/KS4
- The Teaching and Learning Drive Team
- Line Management
- External Training Providers
- Structured Management Support

Formal Support is available through the following:
- ITT Training Providers
- ECT Training Providers