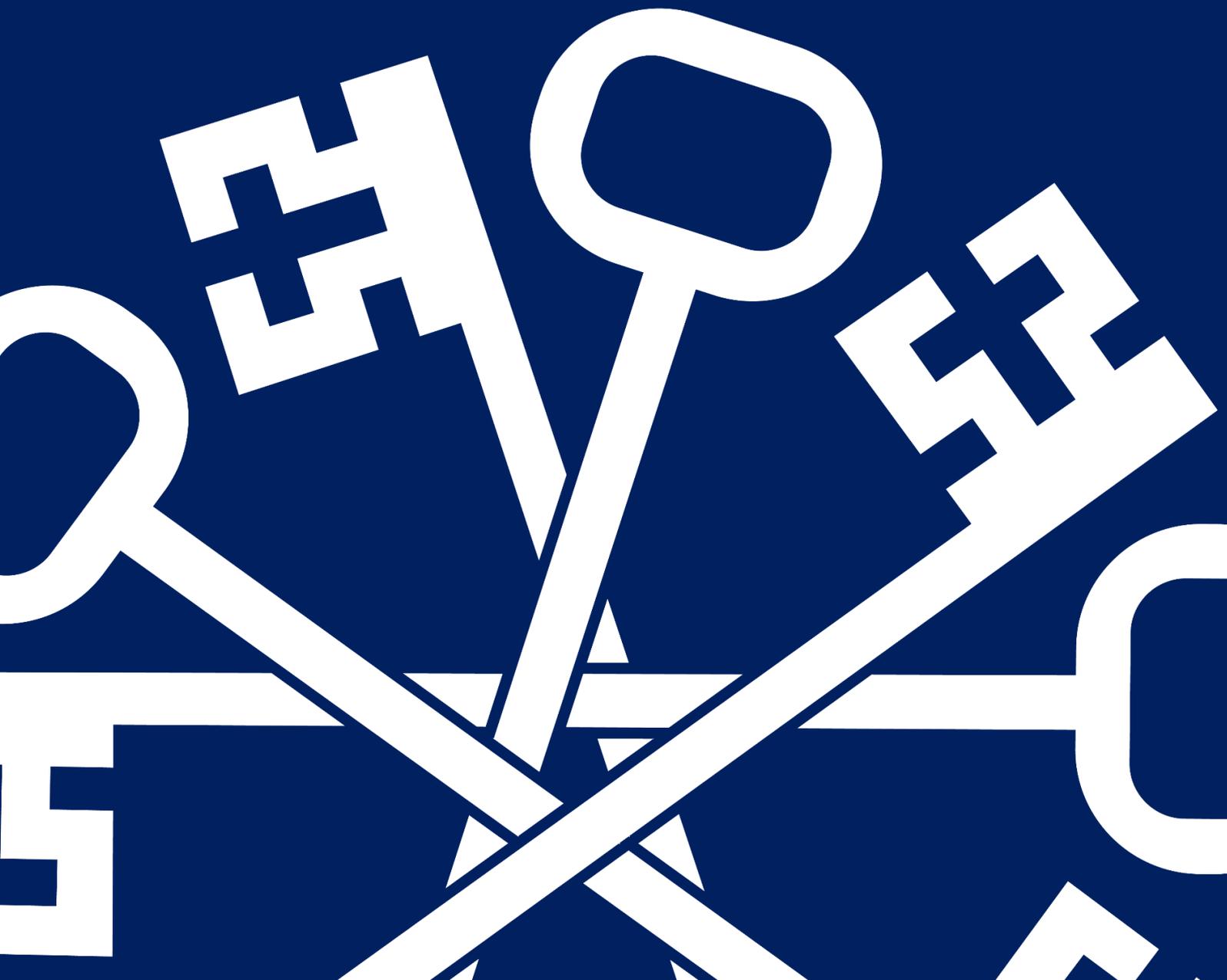




KEYS
ACADEMIES
TRUST

Teaching and Learning Policy Version 1.1



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1. Policy Statement

- 1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.
- 1.2. We want our schools to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.
- 1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

- 2.1. No significant change since first policy iteration.

3. Aims

- 3.1. It is the aim of Keys Academies Trust (“the Trust”) that all of its schools will:
 - a) Have high expectations for every learner in every school in the Trust.
 - b) Expect all learners to work hard and try their best at all times.
 - c) Plan lessons that are effective and adaptive to enable excellent learning to happen.
 - d) Create excitement around learning, with all learners wanting to learn, transforming from novice to expert learners as they journey through their school years.
 - e) Develop creativity and curiosity in learners; inspiring them to be the best versions of themselves.
 - f) Prepare learners to unlock their full potential; giving students key learning tools to achieve the best outcome possible for their future lives.

4. Our Approach

- 4.1. We have informed our approach to Teaching and Learning based on current research and evidence, including cognitive science.
- 4.2. We present material in small steps, model and use guided practice to support learners’ written work.

- 4.3. We make use of frequent, high-quality and responsive formative assessment throughout every lesson; asking questions, checking for understanding and responding to misconceptions.
- 4.4. We expect all teachers across the Trust to plan and deliver lessons that include:
- a) Embedded routines and clear high expectations for behavior
 - b) Regular opportunities for review and retrieval practice
 - c) Adapting teaching; creating reasonable adjustments to the curriculum for those that need it without losing high expectations for all;
 - d) Scaffolding to enable all learners to reach the high expectations of the learning
 - e) High quality explanations focusing on one stimuli at a time to avoid cognitive overload
 - f) Modelling of excellence by the teacher including live modelling of work
 - g) Effective checking for understanding
 - h) Guided practice, with the teacher giving instant feedback
- 4.5. Learning environments support Teaching and Learning ...

5. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created with Executive and Leadership groups	Jon Hebblethwaite and Martin Fry	23/01/2023
1.1	Referencing to Trust name amended. Review in line with policy schedule	Executive Team	12/01/2026