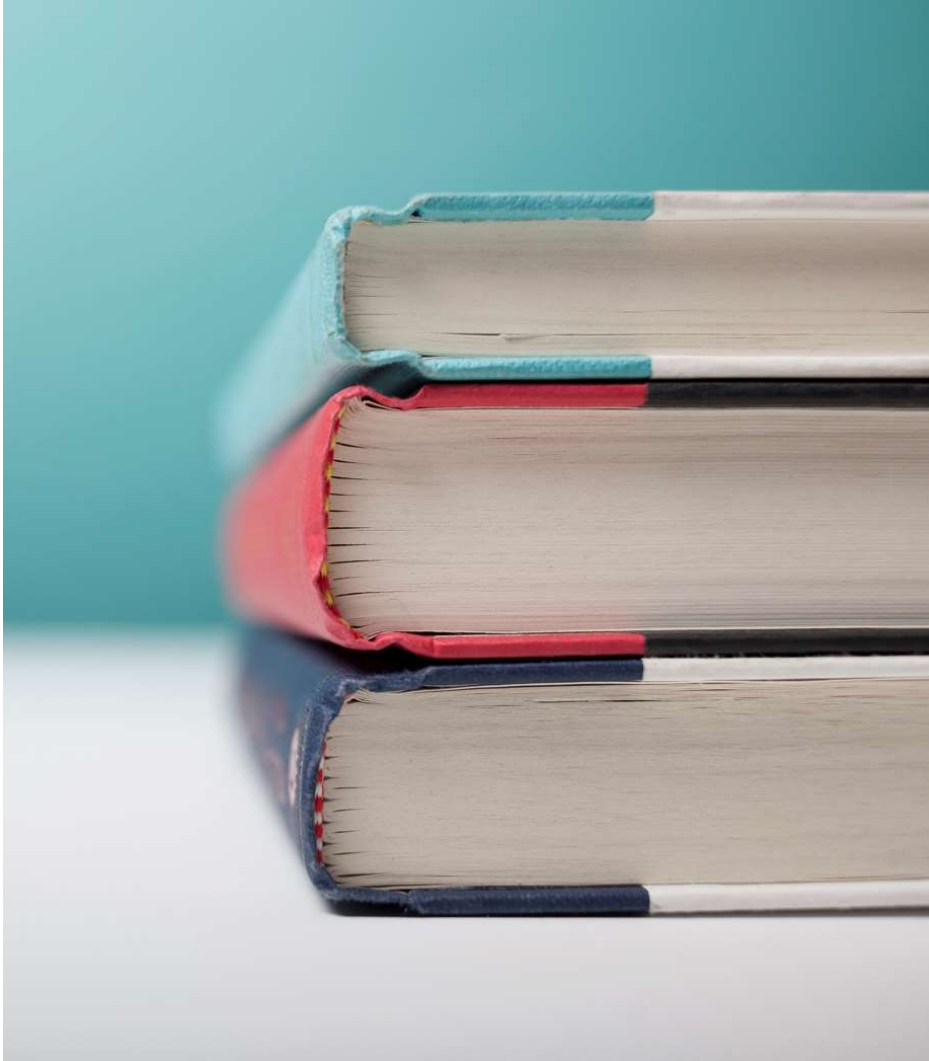




Vision Multi-Academy Trust
Teaching and Learning Policy
October 2025

Date of Review:	October 2025
Approved by:	Trust Board
Next Review Date:	October 2026



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Section 1: Statement of Intent - Curriculum Principles

All schools within Vision Multi-Academy Trust believe quality-first learning begins with quality-first teachers. All teachers are aspirational; hold the highest expectations of themselves and the children they teach; have strong subject knowledge and consistently utilise effective pedagogic practices based on high-quality continual professional development training informed by evidenced-based research.

Section 2: Evidence Informed

“No research without action, no action without research”

Our teaching and learning practices are informed by evidence-based research with a proven-track record of *making a difference*. We believe our continued professional development, underpinned by this research, is the key to the quality of education we offer all children. This policy is underpinned by both Rosenshine’s ‘*Principles in Action*’ and the Education Endowment Foundation *Teaching and Learning Toolkit*.

- <https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/>
- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Section 3: Teacher Expectation

“Nobody rises to low expectations.”

High expectation is key to effective teaching and learning. We want and expect the very best for every single child. All employees of Vision Multi-Academy Trust place high expectations upon themselves and others in a professional and supportive manner. Our teachers are aspirational of all children. Teachers expect and ask for the very best of each child, whilst having a fundamental understanding that all individuals have individual expectations. Teachers display a high threshold for professional standards:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Section 4: Classroom environment

“The work of education is divided between the teacher and the environment.”

All classroom environments are conducive to high-quality learning by:

INCLUSIVITY	STRUCTURE AND ORGANISATION	EFFECTIVE RESOURCING
All children feel valued and accepted. For children with SEND, learning is adapted and carefully tailored to meet their needs, ensuring they make progress.	Consistency in systems and structures in line with school policies	Clear scaffolds to support learning and access to other, relevant resources, including 1-1 devices for all.

Section 5: Behaviour for Learning

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”

All schools within Vision Multi-Academy Trust believe quality-first learning begins with quality-first teachers. All teachers are aspirational; hold the highest expectations of themselves and the children they teach; have strong subject knowledge and consistently utilise effective pedagogic practices based on high-quality continual professional development training informed by evidenced-based research.

Section 6: Tenets of Teaching

“Education is not the filling of a pail, but the lighting of a fire.”

All schools within Vision Multi-Academy Trust believe quality-first learning begins with quality-first teachers.

Sequencing Concepts and Modelling	Stages of Practice	Teacher Questioning	Reviewing Material
2. Present new material using small steps 4. Provide models 8. Provide scaffolds for difficult tasks	5. Guide student practice 7. Obtain a high success rate 9. Independent practice	3. Ask questions 6. Check for student understanding	1. Daily review 10. Weekly and monthly review

Tenets of Teaching	Practical Example(s)
1. Daily Review	<ul style="list-style-type: none"> - ‘Morning Maths Challenge’ reviewing previous learning. - ‘Random Recap’ in core subjects provide opportunities for children to revisit previous learning, make links to new learning and allow teachers to ensure misconceptions and gaps in learning are secured.

	<ul style="list-style-type: none"> - <i>'Rapid Retrieval'</i> in the wider-curriculum reviews previous learning and retrieves the knowledge previously taught. - Reviews systematically built-in to lesson structures – <i>'Check-in'</i> in the wider-curriculum and <i>'Pitstops'</i> in writing. - Challenge children to explain what they have learnt – including oracy skills. - Children's responses assessed and fed into Assessment for Learning cycles.
<p>2. Present New Material Using Small Steps</p>	<ul style="list-style-type: none"> - Teacher as expert: Teachers plan learning using school policies (e.g. Calculation policy) and subject long-term plans to ensure they have the correct knowledge, skills and strategies. - Reverse planning techniques used prior to delivery to ensure effective sequencing of bite-sized steps. - Learning is sequenced appropriately to build on what has already been taught. - Teacher input to explicitly teach new learning. Teacher's 'flip' presentations are used to structure the lessons into 'chunks'. - Pupil rehearsal: <i>"I do, we do, you do"</i>.
<p>3. Ask Questions</p>	<ul style="list-style-type: none"> - Giving children thinking time. - Cold-calling is used to increase children's engagement in lessons. - High-challenge, low threat: <i>'Think, pair, share'</i> allows all children to prepare an answer with the support of a peer, - Teacher asks both a range of closed and open questions using the <i>'Recall'</i>, <i>'Reason'</i> and <i>'Rethink'</i> question types and dual-coding symbols. - Teachers probe understanding of children throughout the lesson. - Targeted questioning for targeted pupils. - Sentence stems and <i>'Talk Tactics'</i> are used to scaffold children's responses. - Strategies to take pupil feedback are used: <i>'paraphrasing'</i>, <i>'word wave'</i> and <i>'choral response'</i>.
<p>4. Provide Models</p>	<ul style="list-style-type: none"> - High-quality examples easily accessed. - Range of teaching techniques to suit a range of learning styles (such as CPA in Mathematics). - Teacher 'thinks aloud' and discretely models steps. - Models given via teacher feedback to scaffold next steps for children. - Working Walls and Learning Lines are used to display models. - Staff model oracy using <i>'Talk Tactics'</i> and scripted responses.
<p>5. Guide Student Practice</p>	<ul style="list-style-type: none"> - Teacher as expert - Teachers are sufficiently prepared to teach learning inline with school policies and subject/ year group content. - <i>'We do'</i> allows teachers to guide children through their learning to prepare them for independent practice. - Teacher highlights potential errors and misconceptions for children. - <i>'Top tips'</i> are available on 'flips' to guide children with independent learning.

<p>6. Check for Student Understanding</p>	<p>Assessment and feedback:</p> <ul style="list-style-type: none"> - Is prevalent throughout the timeline of the lesson (e.g. ‘Check Ins’ and ‘Pitstops’) - Leads to adaptive teaching and steers children’s learning opportunities in real time - Is systematic, follows the school’s policy and is clear on both pupil error and misconception.
<p>7. Obtain a High Success Rate</p>	<ul style="list-style-type: none"> - Provide a high-level of pupil participation: <i>best practice leads to best practice</i> - Uses Assessment for Learning effectively: children move to independent practice when ready. Adults are aware of which children need further support. - ‘Baseline’ in Maths guides pupils to the learning, pitched at an appropriate level.
<p>8. Provide Scaffolds for Difficult Tasks</p>	<ul style="list-style-type: none"> - Use of effective practice via classroom environment, such as working walls, use of integrated technology learning materials, deployment of support staff or teacher targeted groups of children. - Teachers utilise pre-teach opportunities. - Strategies to support SEND learners – teachers adapt learning to ensure all children make progress. - Teachers provide opportunities for all children to be challenged with their learning
<p>9. Independent Practice</p>	<ul style="list-style-type: none"> - Children begin when ready: ‘Every Second Counts’ mantra - Independent practice is monitored to address any errors or misconceptions in their infancy - Children have a clear purpose/intention for practice - Teachers intervene when independent practice is not successful – further models, same-day intervention, making adaptations, addressing misconceptions, split-provision teaching etc.
<p>10. Weekly and Monthly Reviews</p>	<ul style="list-style-type: none"> - Systematic reviews that build on children’s learning, such as the use of LbQ, Century Learning, Socratic Quizzes etc. - Review content/focuses are influenced by teacher assessment. - PiXL QLAs inform future planning and interventions. - Pupil Progress meetings inform ‘Spotlight children’ to ensure they make accelerated progress. Teachers ensure actions are implemented.

Section 7: Assessment and Feedback

“A well-educated mind will always have more questions than answers.”

Effective assessment and feedback are key to effective planning and teaching cycles. Vision Trust believes all assessment is formative. All feedback is timely and systematic, with a clear focus on pupil mistake and misconception. Children are given the necessary time to assimilate and act on feedback.

Section 8: Planning and Teaching Cycles

“Education is what survives when what has been learned has not been forgotten.”

Our curriculum is sequenced, adaptive and builds on children’s prior learning. Planning and subsequent teaching cycles are informed through systematic teacher assessment from both day-to-day and formal assessment points throughout the academic year in line with statutory National Curriculum coverage.