



# Limehurst Academy Policy Document

## Subject: Teaching & Learning Policy

Date Approved by Governors: Spring 2026

Review Date: Spring 2028

Headteacher's signature:

Chair of Governors' signature:

## **Teaching and Learning**

Limehurst Academy is committed to providing excellent teaching and learning within our inclusive classrooms. *Adaptive teaching* techniques are used so that all students are supported to learn well, make sustained progress and have high levels of achievement. Ofsted identified that “Teachers demand the very best. They are determined that all pupils can access the same opportunities. Pupils live up to these expectations. They achieve well and thrive at the school” (Ofsted 2022).

Quality assurance of teaching and learning is through the department review process. Department reviews are conducted twice yearly by department heads and SLT line managers. In addition, EMET subjects directors and appropriate members of the governing body may also be part of the department review process. The reviews consist of curriculum conversations with department heads and teaching staff, learning walks, work scrutinies and student voice panels.

The teaching and learning policy links to the annual teacher’s appraisal process. The first performance management objective for teaching staff is that: *“students make good progress as a result of consistent, high-quality teaching which provides challenge and aspiration”*.

## **The Quality of Teaching**

Teachers should ensure that during lessons:

- Teachers have a thorough knowledge of their students by using detailed seating plans and implementing actions on student profiles.
- Learning objectives and tasks set high expectations to enable all students to access all elements of the curriculum, including SEND, disadvantaged and vulnerable students (including White British students) and EAL students.
- Student interest, enjoyment and engagement promote good learning and progress.
- Consistent high-quality teaching provides challenge and aspiration.
- Planned adaptive teaching techniques support all students to learn and achieve. For example through effective modelling and scaffolding.
- Teaching is responsive to information about learning and adapted to better match pupil need e.g. effective use of questioning.
- Behaviour is focused on learning.
- Common misconceptions and any gaps in knowledge are identified and addressed in a timely way.
- Opportunities are taken to promote oracy through structured, student talk.
- Teaching enables students to transfer key knowledge to long-term memory e.g. by revisiting and building on learning.
- High quality materials and resources are used.

Student work should show:

- Marking that enables students to act on feedback to improve subsequent work, in line with department marking policies.
- Evidence that assessments are used to check understanding and inform teaching.
- Pride and care over time.

## **Continuing Professional Development**

Striving for sustained improvement in teaching and learning is underpinned by the continuing professional development of classroom teaching and support staff.

Staff training is based on meeting the needs of safeguarding priorities, the SEF and school development plan, development points arising from department reviews and training needs arising from the annual appraisal and objective setting cycle.

In-house CPD training sessions are provided for all classroom-based staff to support the promotion and improvement of the quality of teaching and learning. All staff are invited to these sessions if they wish to attend, including those who are not classroom-based. Department reviews are evaluated to identify areas for development and also staff who can share excellent practice. The areas for development direct the training needs to be addressed for the school as a whole and, when required, for individuals. In-house training takes place in workshop-style sessions where excellent practice and research is shared and then break-out discussions take place either in department or cross-curricular groups.

In addition to in-house training programmes, staff attend appropriate subject networks and training courses within EMET and also training with other trusted providers, including exam boards. Departments welcome visits from EMET subject directors to share excellent practice and collaborate on the development of high-quality teaching and learning resources.

9 members of staff have completed Ambition Institute NPQs (provided by EMET) and a further eleven staff are currently at different stages of undertaking NPQ programmes. These programmes include NPQH, NPQSL, NPQ SEND, NPQLT, NPQLTD, NPQLBC, and NPQLL.

ECTs and their mentors take part in the full, Ambition Institute ECF programme and are also supported by an in-house ECT training programme. The in-house programme includes regular progress and wellbeing checks from the Limehurst ECT Coordinator.