



## Teaching and Learning Framework

### Mission and Beliefs

At LIFE Education Trust, our **Mission** is to *“build great learning communities.”*

As with all our work, our **Beliefs** are evident in our approach to teaching and learning. They are:

#### ***Courageous Optimism:***

It takes courage to hope for a better future. We champion a ‘can do’ attitude and encourage our pupils and staff to tackle challenges with resilience and perseverance as they reach for ambitious targets.

#### ***Boundless Creativity:***

Through captivating discoveries in the classroom and eye-opening adventures in the outside world, we give pupils freedom and promote varied learning experiences which stimulate innovation and develop adaptability.

#### ***Heartfelt Compassion:***

We show love and respect to each member of our community as we nurture a powerful collective spirit. In humility we embrace difference and individuality, show forgiveness when necessary and are united by compassion.

### Teaching and Learning Principles:

At LIFE Education Trust we recognise that Teaching and Learning is the core business of our schools and the most important lever to ensure excellent outcomes for all pupils, of all abilities and backgrounds. Effective teaching has a significant impact on all pupils, particularly those who are disadvantaged.

***Our teachers are our most important resource for achieving our curriculum principles which are outlined in our Curriculum Framework.*** In order for us to “build great learning communities” we ensure ***all our teachers are trained*** to fully understand the curriculum they create and teach, as well as the latest research on how pupils learn.

Driven by our mission and beliefs, our Teaching and Learning Framework is built upon **eight** key principles:

- i. Teaching is informed by knowing **how pupils learn**
- ii. Teachers **research** and **collaborate** so their practice is **evidence informed**
- iii. Lessons are **well planned** and **appropriately challenging for the needs of every pupil**
- iv. **Learning is enhanced by pupils seeing excellence**
- v. **Questioning encourages pupils to think in depth** about their learning
- vi. Learning is **engaging and satisfying**
- vii. Learning is **sometimes difficult**
- viii. **Feedback is regular, clear, focused and drives improvement**



Teachers will have their own styles and approaches, but **every lesson** will be planned with the teaching and learning principles in mind and will comprise a creative and varied range of approaches, which will regularly include:

1. a recall/retrieval activity which encourages pupils to revisit prior knowledge
2. modelling by the teacher so that pupils are clear about what is expected
3. well planned paired or group practice to foster collaboration
4. carefully considered individual practice to consolidate learning
5. planned, thoughtful questions which check for understanding and engage pupils
6. formative feedback which helps pupils improve their answers

All of our **teachers** will:

- take part in continuing professional development
- focus their planning primarily on the learning intentions of each lesson, and how that is supported by any activities
- understand the body of research that underpins effective teaching and learning
- consider how often pupils will revisit and build upon what they have learnt
- collaborate with teachers in other LIFE schools
- feedback on disadvantaged and SEN students' work first

All of our **schools** will:

- have a clear rationale for what is taught and when
- monitor and evaluate the quality of teaching and learning
- decide the best way to organise pupil groups within their contexts

### **Curriculum Design (Intent & Implementation)**

The curriculum for each school is outlined in their Curriculum Policy and adheres to the Principles and design seen in our ***Curriculum Framework***.

### **Outcomes (The Impact of our Curriculum, Teaching and Learning and Assessment)**

Every LIFE school sets highly ambitious targets in order to secure progress at above the national average for all pupils, and all groups of pupils. Pupil progress towards these aspirational standards, and the role of the curriculum and teachers in achieving them, are consistently reviewed and evaluated; and, where necessary, appropriate actions taken.

The way in which LIFE schools track pupil progress and provide feedback is outlined in the Trust's ***Assessment Framework***.

***P Claydon Jan 2022***