



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Teaching and Learning Policy

The Consortium Academy Trust (TCAT)
An Exempt Charity Limited by Guarantee
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Equality Impact Statement	Equality Impact Statement: The Trust uses Equality Impact Assessments to consider policies and processes focussing on fairness, access and inclusion and how different groups might be affected. This includes the requirement to make reasonable consideration and adjustments to account for the individual needs of employees. This is part of our duty under the Equality Act (2010).

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1.0 POLICY STATEMENT

1.1 Why the Policy is Needed

This teaching and learning policy ensures consistency and clarity across all settings by establishing shared expectations for staff and learners. It supports effective pedagogy, curriculum delivery, and high-quality education for all learners. Importantly, the policy also promotes the effective management of teacher workload, enabling staff to focus on high-impact teaching and learning. The policy also provides a framework for ongoing monitoring, evaluation and quality assurance, which directly informs continuing professional development and learning (CPDL), helping to uphold the Trust's commitment to excellence and the vision of ***Shaping Positive Futures***.

1.2 What the Policy is About

This policy establishes consistent standards and expectations for teaching and learning across our Trust. It defines key principles, expectations, and practices to ensure quality education, support effective teaching, and guide ongoing development for staff and learners. Its purpose is to uphold ambition, excellence and fairness for all learners.

1.3 What the Policy will Achieve

This teaching and learning policy sets consistent expectations for staff and learners across all Trust schools. This approach will ensure cohesive pedagogy, support teacher development, and deliver high-quality education for all learners. The policy also establishes a framework for ongoing evaluation and improvement, reinforcing the Trust's commitment to fairness, excellence, and learner success.

2.0 Purpose and Vision

At the heart of our Teaching and Learning Policy is our Trust vision of ***Shaping Positive Futures***. Our purpose is to equip every learner with the knowledge, skills and attitudes needed to become independent, resilient and lifelong learners, fully prepared for the next stage of their education and future life.

We are committed to creating high-challenge, high support classrooms and learning spaces where learners feel secure, motivated and able to thrive. Our aspiration is for all teaching to be of the highest quality, delivered by highly skilled practitioners who bring our ambitious curriculum to life and ensure that every learner is appropriately challenged.

Through this approach, we strive to nurture confident, curious and capable young people who meet their potential, contribute positively to their communities and take confident steps towards shaping their own positive futures.

3.0 Legal and Statutory Framework

This policy reflects:

- Education Act 2002: [Education Act 2002](#)
- Equality Act 2010: [Equality Act 2010](#)
- SEND Code of Practice: [SEND code of practice: 0 to 25 years - GOV.UK](#)
- The Teachers' Standards – Department for Education: [Teachers' Standards guidance](#)

4.0 Key Roles and Responsibilities

4.1 Executive Director of Education

- Provides strategic leadership for Teaching and Learning across the Trust.
- Ensures this policy aligns with the Trust vision of Shaping Positive Futures.
- Oversees the implementation and evaluation of the TCAT Teaching and Learning Framework.
- Leads Trust wide professional learning priorities and CPDL events, including Teaching Walkthrus, Instructional Coaching, subject development networks, ResearchEd etc.
- Reports to Trustees on the impact of this policy and quality of teaching and learning.

4.2 Headteachers

- Lead the implementation of the policy within their school.
- Ensure teaching and learning align with Trust expectations and statutory requirements.
- Establish and maintain a culture of ambition, high standards, positive relationships and continuous improvement.
- Quality assure teaching and learning in line with the Quality Assurance Protocol.
- Provide staff with the resources, professional development and support needed to deliver high quality teaching.

4.3 Senior Teaching and Learning Leaders and Middle Leaders

- Model and promote effective, evidence informed practice.
- Model and uphold the highest standards and ambition in their own planning and teaching and set clear expectations for all members of their team.
- Support staff in applying the TCAT Teaching and Learning Framework consistently.
- Lead curriculum development, assessment processes and professional learning.
- Provide coaching, mentoring and high-quality feedback to teachers.
- Analyse pupil outcomes to identify strengths, priorities and next steps.
- Monitor and evaluate the quality and impact of teaching and learning on learner outcomes in accordance with the Quality Assurance Protocol.

4.4 Teachers

- Deliver high-quality teaching aligned with the TCAT Teaching and Learning Framework.
- Create high challenge, high support classrooms and learning spaces where learners feel safe, respected and able to thrive.
- Plan coherent lessons that build on prior knowledge and meet diverse needs. This includes the use of the Trust's aligned curriculum; making adaptations where appropriate to meet the needs of individuals and groups of learners.
- Use adaptive teaching, retrieval, modelling, questioning and feedback effectively to support strong progress.
- Employ effective assessment for learning practises to accurately identify learners' strengths and areas for development, enabling targeted support, informed planning and the promotion of strong progress for all learners.
- Embed *Thrive* principles and maintain high expectations for behaviour and relationships.

- Assign homework according to their own school's policy to support learning, including appropriate use of online platforms.
- Demonstrate commitment to their own professional learning and subject knowledge enhancement, engage with professional development opportunities and reflect on their practice to support continuous improvement.

4.5 Support Staff (Teaching Assistants / Learning Support Assistants)

- Contribute to purposeful, inclusive classrooms and learning spaces.
- Support teachers in the planning and preparation of learning and possess a good knowledge of the needs of individual learners.
- Support different focus on groups of learners at different times, under the direction of the teacher and in some cases, support learners on a one-to-one basis in lessons.
- Play an active role in lessons to support learning that is led by teachers.
- Work collaboratively with teachers to support learners' academic, social and emotional needs.
- Implement agreed strategies and interventions to promote progress and independence.
- Engage in professional learning to enhance their own practice and support the ongoing development of learners.

4.6 Learners

- Engage positively in their learning and follow routines that support success.
- Take responsibility for their effort, behaviour and progress.
- Respond to feedback, practise new learning and strive for personal excellence.
- Demonstrate the Trust values and contribute to a respectful, supportive learning community.

5.0 Core Principles of Effective Teaching and Learning

High-quality teaching across our Trust is underpinned by the following principles:

- Ambition for all learners, regardless of starting point or background
- An inclusive approach that meets diverse needs
- Evidence informed pedagogy
- High quality assessment and feedback
- Clear and consistent routines and expectations
- Positive relationships, supported by *Thrive* principles
- A culture of continuous improvement and an openness to professional learning, research, engagement and instructional coaching

6.0 The TCAT Teaching and Learning Framework

6.1 Overview

All teaching staff are expected to implement the TCAT Teaching and Learning Framework, ensuring alignment with the Trust vision and a consistent, research informed approach.

The TCAT Teaching and Learning Framework sets out a coherent, evidence informed model of excellent classroom practice. Its purpose is to ensure that all schools within the Trust share a consistent language, approach and set of expectations around effective pedagogy,

curriculum delivery and learner experience. The Framework is designed to help teachers plan and deliver high quality learning, support leaders in evaluating teaching and learning, and enable all learners to thrive academically, socially and emotionally.

6.2 Summary of the TCAT Teaching and Learning Framework

Curriculum Planning

At the heart of our Teaching and Learning Framework sits a coherent, knowledge-rich curriculum that builds logically over time, makes core concepts explicit, defines clear endpoints, opportunities for assessment, and provides appropriate challenge for all learners. Teachers will plan for progress, with appropriate adaptations for learners. Planning will ensure clarity about what is taught, why it is taught and how it connects to prior and future learning.

Behaviour and Relationships

Our Trust Behaviour Policy outlines expected behaviour and relationships in classrooms and learning spaces. Calm, safe, and orderly environments, supported by relational practice and reasonable adjustments, promote effective learning. Positive relationships, clear routines, and high expectations ensure learners feel safe and can succeed. Consistency and the Thrive approach help learners feel included, valued and ready to learn.

Practice and Retrieval

Retrieval practices strengthen long term memory, fluency and confidence. Teachers will activate prior knowledge, provide guided practice, and help learners build secure understanding that can be recalled and applied in new contexts.

Explaining and Modelling

Clear explanations and high-quality modelling help learners understand new ideas, processes and success criteria. Teachers will show what strong work looks like and guide learners toward independent application of knowledge and skills.

Questioning and Feedback

Thoughtful questioning deepens understanding and reveals misconceptions. Feedback will be clear, specific and actionable, helping learners improve their work and strengthen their thinking over time.

TCAT Effective Literacy

Reading, vocabulary and oracy will be prioritised so that all learners can access the curriculum. Teachers will explicitly teach vocabulary, promote reading, and develop confident communication across subjects.

Mode B Teaching

Learner-centred, active approaches promote curiosity, independence and resilience. Through discussion, problem solving and structured choice, learners develop engagement, critical thinking and the ability to work collaboratively or independently.

7.0 Core Expectations and Professional Agency

Within our commitment to high-quality teaching and our Trust vision of Shaping Positive Futures, certain elements of practice are **core expectations** across all schools.

All teachers are required to fully implement the TCAT Teaching and Learning Framework, ensuring a consistent, research-informed approach to effective pedagogy. In addition, the Thrive principles will underpin classroom practice; these principles focus on supporting the social, emotional and mental wellbeing of pupils by creating safe, connected, predictable environments where relationships enable learners to regulate, engage and progress.

In all our classrooms and learning spaces, learners can expect to experience a consistency in approach towards lesson structure. This includes:

- a retrieval activity to activate prior knowledge
- explicit sharing of purpose and success criteria
- clear modelling, for example through the use of visualisers, interactive screens, or verbal exposition.
- purposeful practice with responsive circulation
- targeted questioning
- timely, actionable feedback
- calm routines and positive language
- explicit vocabulary and reading support
- appropriate scaffolds with planned removal

Alongside these expectations, teachers retain professional agency in key aspects of their practice. Teachers can make informed decisions within Mode B of the Teaching and Learning Framework, tailoring their approach to meet the needs of their learners. They also have autonomy in the intentional use of technology to enhance learning, and in the design and deployment of homework to consolidate, extend or enrich classroom learning. This balance of consistent standards and professional freedom ensures both coherence across the Trust and the space for teachers to exercise professional judgement to maximise impact for their learners.

Teachers are expected to follow the relevant scheme of learning, derived from the subject curriculum. This includes fidelity to the Trust's aligned curriculum, where this exists. While the Trust does not prescribe a specific pedagogical approach, implementation of schemes of learning in should adhere to the research-informed TCAT Teaching and Learning Framework. Whilst it is expected that teachers will adapt teaching resources to meet the diverse needs of learners, they are not required or expected to make superficial changes to resources, such as copying PowerPoint slides from one format to another.

8.0 What it Looks and Feels Like for Learners

Across all our schools, learners are entitled to experience a consistently high quality and ambitious offer that enables them to thrive. This includes learning in classrooms and other learning spaces that are tidy, well organised, purposeful, inclusive, and engaging, with every learner able to be actively involved in their learning.

Our classrooms and learning spaces will provide an inspiring and purposeful learning environment, including thought provoking, stimulating and well-maintained displays. Classroom displays will feature 'working walls' displaying outcomes, modelled examples and learning steps, providing learners with a visual exemplar of success and how their learning towards this is developed. The learning environment will facilitate independent learning through access to a variety of relevant resources. Teachers are not required to

create or maintain classroom displays, but those who choose to do will be supported. Classroom displays should enhance learning and avoid unnecessary workload.

Lessons will be structured so that all learners have full access to the curriculum, regardless of their starting points or individual needs. They will see their teachers skilfully adapt teaching in real time—whether for the whole class, small groups, or individuals—responding to what learners know, understand, and can do at that moment. Learners can expect to feel challenged, supported, and valued; they will experience teaching that is responsive and dynamic, ensuring that they remain engaged and able to make strong progress. The learning environment will be calm but vibrant, with clear and consistent routines, positive relationships, and be places where learners can feel confident to contribute, take risks, and succeed.

9.0 Literacy, Vocabulary and Oracy

Reading, vocabulary, oracy, writing, and fluency will be prioritised to ensure that all learners can access the curriculum, deepen their understanding, and develop lifelong communication skills.

Across our Trust, we recognise that secure literacy, including competent writing, underpins academic achievement and personal development. Therefore, every classroom and subject area will be committed to providing explicit teaching and regular opportunities for learners to broaden their vocabulary, practise spoken language, develop reading fluency, and enhance their writing skills.

Teachers will model high-quality language and writing and be expected to ensure that all learners are provided, where appropriate, with opportunities to write at length. Teachers are expected to ensure that learners complete their written work, write coherently, and present their work neatly.

Learners will be encouraged to articulate their ideas confidently and clearly, supporting them to become fluent readers, effective communicators, and proficient writers.

Targeted support and carefully planned interventions will address gaps in fluency, vocabulary, and writing, ensuring that all learners—including those who may find literacy more challenging—can participate fully and make strong progress.

Our approach is designed to foster a culture where speaking, listening, reading, and writing are valued and celebrated, empowering learners to thrive both within and beyond the classroom.

10.0 Adaptive Teaching and Inclusion

Teachers are expected to plan for diverse needs and apply adaptive teaching strategies. Specifically, they are required to use assessment information to identify starting points and design appropriate scaffolds such as models, prompts, success criteria and guided steps, fading them when appropriate. Teachers should also offer alternative modalities for input and output and pre-teach key vocabulary where helpful.

Adaptive teaching ensures that all learners can access and achieve success within the curriculum. Teachers will apply their knowledge of learners' prior learning, interests, and potential barriers to inform ongoing, responsive adjustments to teaching and support. Such adaptations may involve differentiated scaffolding or providing alternative methods for

learners to demonstrate understanding. Where individual Learning Support Plans (LSPs) exist, teachers will take these into account during lesson planning and implement any specific reasonable adjustments outlined in the plans. School leaders are responsible for systematically monitoring the effective application of LSPs, ensuring equitable curriculum access for every learner wherever appropriate. Recognising the spectrum of specific needs in different contexts across our Trust, specialist pathways are used judiciously for SEMH and ERP contexts.

Effective adaptive teaching maintains high expectations for every learner. It involves collaboration with support professionals and draws on regular assessment and reflection to ensure adjustments remain relevant and impactful. The aim is to foster inclusion, equity, and academic success by recognising and addressing diverse needs within the classroom or learning space

11.0 Assessment, Feedback and Progress

Assessment plays a vital role in identifying learning gaps, shaping teaching and learning strategies and delivering meaningful feedback that drives learner progress. High quality feedback is central to this process, as they empower learners to reflect upon, refine and consolidate their understanding. By ensuring that feedback is clear, targeted and actionable, teachers enable pupils to make immediate improvements, fostering a culture of continuous learning and personal excellence.

Formal summative assessments are explicitly linked to defined endpoints within the year. These are conducted twice per year, and progress and attainment data are collected in line with the Trust's assessment calendar.

Formative assessment and low-stakes summative assessments are embedded within schemes of learning and learners are provided with regular opportunities to respond to feedback. Whilst each school's assessment and feedback policy details a school's own approach, live marking and whole class feedback are key tools because they enable teachers to efficiently manage their workload while providing learners with timely, actionable feedback that supports immediate reflection and improvement.

12.0 Continuing Professional Development and Learning (CPDL)

Our Trust places a high value on the professional learning of its staff and invests in sustained, research informed professional development through instructional coaching, Teaching Walkthrus, subject networks, collaboration and other professional learning events.

13.0 Monitoring, Evaluation and Quality Assurance

Monitoring, evaluation and quality assurance are fundamental to ensuring that both learners and staff continually strive for excellence. For learners, these processes guarantee that teaching remains effective, responsive and tailored to individual needs, fostering a supportive environment where every pupil can thrive. For staff, quality assurance provides valuable insights and feedback, guiding professional growth and informing meaningful development opportunities. By embedding these practices in everyday school life, we create a culture of reflection, development and shared accountability, underpinning the ongoing success of our schools and our Trust.

All schools our schools undertake monitoring and evaluation and quality assurance in accordance with our Trust Quality Assurance Protocol and use the Learning Insights platform to record monitoring and evaluation activities.

Quality assurance processes include book looks, learner walks, lesson visits, subject reviews, data analysis and learner voice. Findings inform professional learning priorities and school improvement actions.

14.0 Implementation and Review

This policy is published across all TCAT schools, reviewed annually by the Executive Director of Education and approved by Trustees.

Appendix A: TCAT Teaching and Learning Framework



Trust Teaching and Learning Framework





Trust Teaching and Learning Framework

The purpose of the framework is to:

- Support learners to achieve what they are capable of and develop their capacity for metacognitive thinking
- Provide a common language that facilitates conversation about teaching and learning across the Trust
- Provide opportunities for teaching staff to share and learn from great practice, including having access to high quality professional development
- Provide the expertise and tools, for leaders, to lead constructive conversations on the effectiveness of teaching and learning

Core Areas	We do it because:	Our teachers will:	Our learners will:
Curriculum Planning	we want to get the brain to learn and gain more knowledge • effective planning provides aspirational challenge • a successful curriculum is coherent, rich in knowledge and experience • it informs what we teach and how we teach it • it informs the experience we should provide and the questions we should ask	• explain the purpose and aim of the lesson/sequence • share learning intentions/objectives • teach to the top, providing appropriate scaffolding where needed • have ambitious expectations • be explicit about core curriculum concepts • provide precise knowledge/practical skills • share the learning journey on a curriculum map • continue to develop their subject knowledge to ensure effective planning	• feel positively challenged • follow embedded curriculum routines • articulate curriculum concepts • link their tier 2 and 3 vocabulary • show evidence, through their work, of a sequenced curriculum that demonstrates progression over time
Behaviour and Relationships	we want to get the brain to self-monitor behaviours • learners will feel they belong in an environment that is safe and respectful • established and appropriate learning focused relationships help learners to make progress • established routines and clear expectations support learners to focus on their learning and development • all learners can achieve in an environment conducive to learning	• have high expectations of learners, instilling in them a 'can do' attitude • use language that is positive and encouraging • provide an enabling environment to allow learners to thrive • rehearse routines with learners to support sustained positive behaviours • utilise school reward systems to motivate, celebrate and encourage learners	• consistently follow classroom rules and routines • fully engage in their learning • demonstrate respect for their environment, staff and peers • articulate their learning and behaviour through the school's values • take pride in their work, with books of the highest standard
Practice and Retrieval	we want to get the brain to categorise and retrieve information • learners will improve confidence and fluency with a range of knowledge and skills • it provides opportunities for closely supervised guided practice before moving on to practice more independently • learners will store and retrieve information from their long-term memory, supporting good progress	• recap and review learning • activate prior learning • help learners to consolidate their knowledge • make links throughout lesson/sequence that are actively explored • apply retrieval points that are appropriately spaced • develop learners' independent practice building on from instruction	• recall prior knowledge and make appropriate links to different topics/learning • practice/apply their learning, independently, when instructed • use tier 2 and 3 vocabulary accurately, consistently and confidently
Explaining and Modelling	we want to get the brain to gather and organise information • learners will develop and consolidate their knowledge and understanding • learners' understanding of concepts and processes help them to apply and transfer their knowledge • modelling is a vital strategy to produce sophisticated pieces of work to a high standard	• ensure learners will develop and consolidate their knowledge and understanding • have an understanding of concepts and processes to help them to apply and transfer their knowledge • use modelling to help our learners produce sophisticated pieces of work to a high standard	• clearly articulate their learning • access support models including working walls/teacher modelled examples • apply their learning independently
Questioning and Feedback	we want to get the brain to associate, make analogies and compare • we want to check how well learners are learning • it helps to secure learners' deeper learning and critical thinking skills • it helps learners to move forward, deepen their understanding and gain fluency • feedback leads to learning over time	• ask probing and open questions to challenge learners' understanding • address misconceptions • develop whole class understanding • provide feedback that is clear, manageable, specific and targeted • use formative assessment to identify gaps in learning and apply effective intervention	• expand answers, demonstrating deep learning • improve their work, independently, following feedback • participate in assessment for learning strategies used in the class • describe process success criteria
TCAT Effective Literacy	we want to get the brain to see reading as a transferable skill • a whole Trust/school culture and approach supports learners' success • it supports learners to successfully access the curriculum • it helps learners to build confidence to support their learning and progress	• focus on developing reading fluency • foster a love of reading through the promotion of texts • focus on improving and developing vocabulary • provide challenging texts and deliver consistent reading strategies • focus on approaches that emphasise the importance of spoken language and verbal interaction (oracy)	• recall and use relevant tier 2 and tier 3 vocabulary in their written and oral work • understand the phonics, relevant morphology, and etymology • fluently read texts at age related expectation • successfully access the curriculum
Mode B Teaching	we want to get the brain to focus on the goal • active and learner centred learning fosters curiosity and a love of learning • learners become self-directed and motivated to continue learning outside the classroom	• utilise a range of engaging strategies that may include: - o group work - o debates and presentations - o flipped learning - o guided study - o problem solving - o hands on learning • provide more 'choice' for learners to develop their learning	• be enthused and engaged • be able to work well individually, in pairs or as a team • be inspired and challenged by the teacher • demonstrate resilience and independence when required • be fully engaged

