



**South East Cornwall Multi Academy Regional
Trust**

**Teaching and Learning Policy
Looe Community Academy**

Date	Changes
Jan 23	Reviewed by Kate Jackman, Deputy Headteacher
Sept 24	Reviewed by Scott Yalden, Headteacher
Sept 25	Reviewed by Kate Jackman and Paul Boyes

Next date for review: September 2026 by Headteacher

Looe Community Academy

Teaching & Learning Policy

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Review Cycle: Annual

Owner: Deputy Headteacher Quality of Education

*In Every Classroom there is a Great Teacher, hooking curiosity through a
Ambitious Curriculum that encapsulates students to "Lock into Learning".*

1. Purpose

The purpose of this policy is to secure consistently high-quality teaching and learning across the Academy so that all students achieve their potential. It sets out the shared principles, non-negotiables, and expectations that underpin classroom practice, providing clarity for teachers, leaders, students, parents, and inspectors.

This policy reflects:

- The Academy's vision of "*locked into learning*" through strong routines, purposeful teaching, and adaptive practice.
- The SMART Trust SEND Policy and Wider Universal Offer
- Research-informed strategies drawn from the Education Endowment Foundation (EEF), cognitive science, and national guidance.
- Ofsted's Education Inspection Framework (EIF), with its focus on quality of education, behaviour and attitudes, personal development, and leadership and management.

2. Principles of Effective Teaching and Learning

We believe that effective teaching and learning is underpinned by:

- **Relationships and routines** that create a calm, purposeful learning climate.
- **High expectations** for all students, regardless of starting point.
- **Curriculum clarity**, so that students know *what* they are learning, *why* they are learning it, and *how* it connects to prior and future learning.
- **Explicit instruction** with modelling, scaffolding, and gradual release to independence.
- **Deliberate practice and retrieval** to strengthen long-term memory and fluency.
- **Adaptive teaching** so that misconceptions are addressed and all learners are supported and stretched.
- **Literacy and oracy** as gateways to academic success and life chances.
- **Assessment for learning**, checking for understanding in real time and over time.
- **Calm consolidation and reflection**, ensuring students leave every lesson having connected and secured their learning.

3. The Looe Learning Loop

The Academy's research-informed lesson model provides a consistent framework for learning. Every lesson should reflect the following cycle:

1. **Threshold – Connect Before Correct**

- Greet at the door. Silent, focused entry. Students are locked into learning from the start.
- 2. **Do Now – 5 in 5 Retrieval**
 - 5 questions in 5 minutes. Interleaved knowledge to consolidate prior learning and build fluency.
- 3. **The Why – Purpose with Power**
 - Lesson objectives shared and linked explicitly to curriculum intent, Gatsby Benchmarks, and students' long-term journey.
- 4. **Language Shapes Thinking – Wise Words**
 - 1–3 key disciplinary literacy words introduced through Freyer Model / “I say–You say.” Vocabulary embedded into learning.
- 5. **Teacher Instruction – I Do, We Do, You Do**
 - Modelling, scaffolding, and clear Steps to Success guide students towards independence.
- 6. **Check for Understanding (Live)**
 - Cold call, turn & talk, mini whiteboards, quick quizzes. Teachers adapt in real time.
- 7. **Deliberate Practice – Think, Apply, Reflect**
 - Purposeful practice using metacognitive prompts: *What do I know? What am I doing? What next?*
- 8. **Check for Understanding (Mastery)**
 - Secure & stretch learning. Identify gaps and inform next steps.
- 9. **Consolidation – Make it Stick**
 - Summarise key knowledge. Connect ideas. Feed forward to the next lesson.
- 10. **Threshold – Exit with Excellence**
 - Silent, focused exit. Students dismissed row by row. Lesson ends with presence and purpose.

4. Non-Negotiables for Classroom Practice

- **Silent entry and exit** for all classroom lessons (with adaptations for practical subjects).
- **Do Now retrieval task** at the start of every lesson.
- **Objectives, vocabulary, and curriculum journey** are shared and revisited within every lesson.

- **EEF 5-a-Day SMART Adaptive Teaching Toolkit** is evidenced in teacher planning and seating plans.
 - **Consistent use of visuals and routines** to reduce cognitive load.
 - **Steps to Success (3–5)** are made explicit during independent practice.
 - **Check for understanding** is embedded at multiple points in every lesson.
 - **Literacy and vocabulary teaching** are foundational, including disciplinary literacy and oracy.
 - **Curriculum fidelity** is maintained: all departments plan and deliver in line with their agreed schemes of learning.
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5. Adaptive Teaching and Inclusion

- Teachers plan for and enact adaptive teaching, ensuring all learners (including SEND, disadvantaged, and high prior attainers) are supported and challenged.
 - Seating plans and teacher folders outline how the SMART Adaptive Toolkit is being enacted.
 - Interventions are integral to core curricula and not “bolt-ons.” Flexible grouping and specialist input accelerate learning for targeted students.
 - The SMART Trust SEND Policy is integral to the Teaching and Learning Policy
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6. Literacy and Oracy

- Literacy is everyone's responsibility. Vocabulary teaching is embedded through Freyer models, SAL strategies, and tiered language instruction.
 - Oracy is deliberately developed across the curriculum through structured talk, debate, and presentation.
 - Tutor reading routines are reinforced within lessons and across subjects.
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7. Assessment and Feedback

- Formative assessment (checks for understanding, retrieval, questioning) is integral to every lesson.
 - Summative assessment is scheduled within each curriculum area to track progress and inform teaching.
 - Feedback is purposeful, timely, and enables students to improve.
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8. Roles and Responsibilities

- **Teachers:** Deliver the Looe Learning Loop consistently, adapt teaching to meet needs, and contribute to curriculum planning.
 - **Heads of Department:** Ensure curriculum sequencing, monitor teaching, support professional development, and embed consistency.
 - **Senior Leaders:** Model high expectations, provide training and coaching, and evaluate teaching quality.
 - **Students:** Engage positively, uphold routines, and take ownership of their learning journey.
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9. Monitoring and Evaluation

- Lesson visits, learning walks, book looks, student voice, and data reviews will be used to evaluate teaching and learning.
 - Feedback will be developmental and linked to coaching and professional growth.
 - Governors will hold leaders accountable for the quality of education.
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10. Review

This policy will be reviewed annually by the Senior Leadership Team, in consultation with staff and governors, to ensure it remains aligned with research, curriculum development, and inspection priorities.

The Looe Learning Loop – Lock into Learning (V1)

A research-informed lesson model curated to get students locked in and loving learning



What	Lesson Structure	Strategies	The 'WHY'
Relationships & Retrieval	1. <i>Threshold</i> 	Connect Before Correct → Greet at the door. Silent, focused entry. Students are locked into learning from the start.	Routines matter — relationships accelerate engagement
	2. <i>Do Now</i> & <i>Consolidate</i> 	5 in 5: Retrieval for Recall → 5 minutes. 5 questions. Interleaved knowledge and understanding. Builds memory and confidence.	Activates, brain to review to build fluency fast. Identify and close misconception gaps.
Purpose & Clarity	3. <i>The Why</i> 	Purpose with Power → Share lesson objectives linked to Gatsby Benchmarks, curriculum design. Explicitly narrate the learning journey.	Create relevance and motivation. "Why this? Why now?"
	4. <i>Language Shapes Thinking</i> 	Wise Words → 1-3 key disciplinary literacy words - use of the Freya model or 'I say – You say' Embed vocabulary to deepen understanding.	Vocabulary improves life chances, make words 'land' so concepts are understood.
Teacher Instruction	5. <i>Model. Scaffold. Release.</i> 	I Do, We Do, You Do → <i>Explicit instruction with clear Steps to Success.</i> <i>Gradual release to independence.</i>	Scaffold with questioning and shared examples.
	6. <i>Check for Understanding #1</i> 	See the Learning Live → Cold call, turn & talk, mini whiteboards, true/false, show me — to probe and guide.	Adjust teaching in real time based on what students know and misunderstand.
Independent learning	7. <i>Deliberate Practice</i> 	Students Think. Apply. Reflect. → Students practice with purpose using metacognitive prompts: Students practice with increasing independence.	-What do I know? -What am I doing? -What's my next step? -What will I do next time?
	8. <i>Check for Understanding #2</i> 	Secure & Stretch → Final check for mastery. Identify gaps, prepare for future learning.	Strengthen retention through connection and meaning making.
Contain	9. <i>Consolidation</i> 	Make it Stick → Summarize key knowledge. Reflect and connect ideas to embed learning.	Feed forward to next lesson.
Calm	10. <i>Threshold</i> 	Connect Before Correct → Silent, focused exit. Students are dismissed one row at a time.	Every lesson ends as it began — with presence, silence, and purpose.

Learning Modes & Adaptions EEF 5-a-day Wise Words Freya



What is great teaching?

We believe great teaching happens when teachers can consistently:

1. **Create culture** – establish routines, environment, and behaviour for learning
2. **Secure attention** – gain and maintain students' focus
3. **Optimise communication** – present ideas clearly and manageably
4. **Drive thought** – challenge students to think hard
5. **Gather and give feedback** – assess learning and respond appropriately
6. **Ensure consolidation** – support retention of learning

These six *universal teaching problems* affect every teacher in every subject, setting or phase. Tackling them effectively improves learning.

This framework is grounded in the research about how learning happens and illustrated in the Simple Model of Teaching (from Steplab founder Josh's book [Responsive Coaching](#)).

