



Teaching and Learning Policy

Date policy last reviewed: September 2026

Date of next full review: September 2027

Signed by:

A Martin

Principal

Date: September 2026

M O'Connell

Chair of Governors

Date: September 2026

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values...

All our work will be underpinned and driven by the following core values:

- **Determination**

- Have the courage to work hard and keep going with a relentless drive to achieve excellence.

“Run in such a way that you may win” 1 Corin 9 v 24

- **Integrity**

- Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

**“ We are taking pains to do what is right not only in the eyes of the Lord
but also in the eyes of man” 2 Corin 8 v21**

- **Ambition**

- Have the belief and drive to succeed, placing no limits on what can be achieved

“ I can do all things through Christ who strengthens me” Phillips 4 v 13

- **Humility**

- Recognise and respect the value of everyone and celebrate success together.

“Be completely humble and gentle; be patient, bearing with one another in love”

Ephesians 4v2

- **Compassion**

- Comfort and support all those in need and offer grace to all in our community.

**“Be like minded, be sympathetic, love one another, be compassionate
and humble” 1 Peter 3 v 8**

Policy:	Teaching and Learning Policy
Approved by:	Magnus Academy Board of Governors
Date:	September 2026
Review cycle:	Annual (with 3-year comprehensive audit)

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
1	September 2026	SLH	New policy

Rationale

At Magnus Church of England Academy, we believe that high-quality teaching is the most important factor in improving student outcomes. This is particularly critical for disadvantaged students, who may face additional barriers including limited access to resources, lower prior attainment, and reduced cultural capital.

The Sutton Trust has long emphasized the transformative power of effective teaching for disadvantaged pupils. According to their research:

Teacher quality is the single most important school-based factor in improving pupil outcomes. The difference between a very effective teacher and a poorly performing one can equate to a whole year's learning for disadvantaged students.

Our approach to teaching and learning is rooted in evidence-informed practice. We are committed to ensuring that every student benefits from consistently high expectations, effective instruction, and a supportive learning environment that enables them to thrive academically, socially, and spiritually.

Key Principles

High expectations for all: Every student can succeed with the right support and challenge.

Consistency matters: Clear routines and shared practices maximise learning time and reduce cognitive load.

Relationships drive learning: Strong, respectful relationships enable students to feel safe, valued, and motivated.

Knowledge is foundational: Secure understanding and mastery of knowledge are essential for progress.

Responsive teaching: Teaching must adapt in real time to meet students' needs.

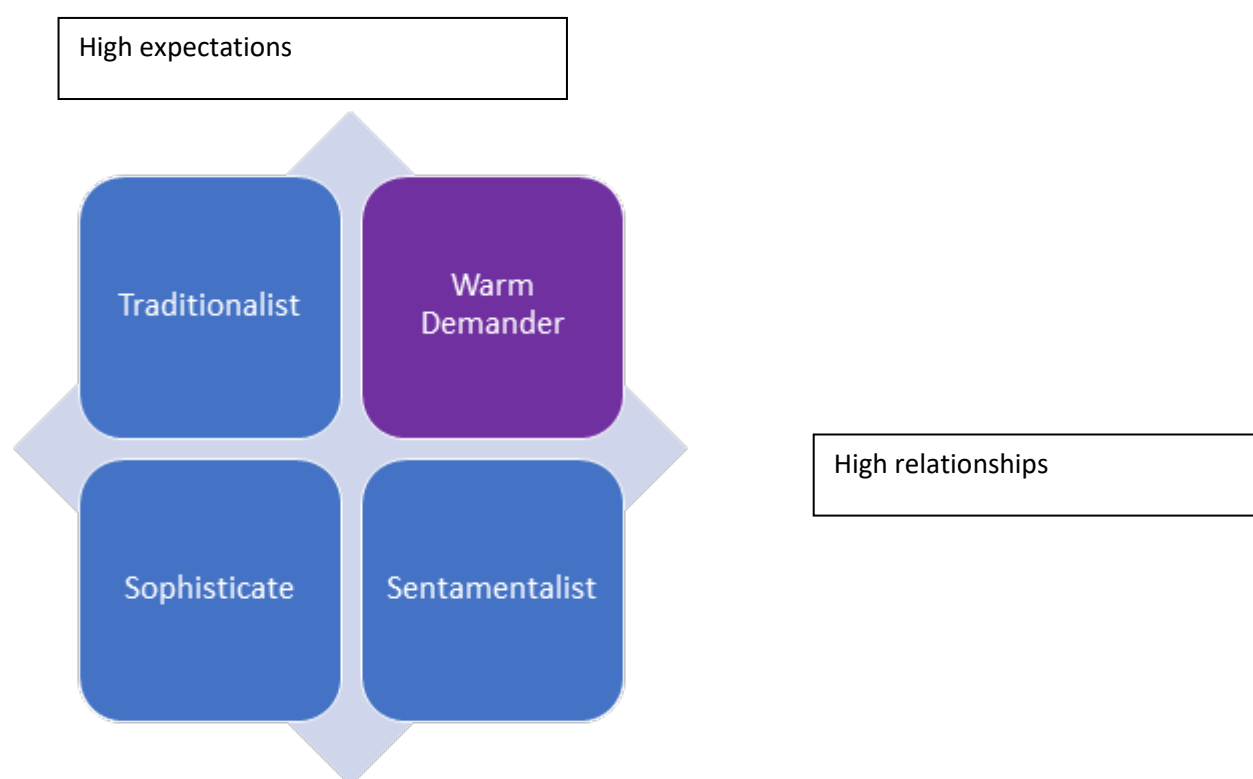
Academy Routines

Consistent routines are essential to creating a calm, purposeful learning environment. According to Cognitive Load Theory (CLT), developed by John Sweller, the human brain has a limited capacity for processing new information in working memory. When this capacity is exceeded, learning becomes inefficient or even impossible. All staff are expected to apply these routines consistently.

Routine	Description
6 to start	Staff meet and greet at door. 'Do Now' activity distributed – to be completed in silence. 3 minutes to arrive to lessons without late mark. Equipment out in silence: pen, pencil, ruler. Complete register Review 'Do Now.
STAR learners	Sit up and Listen, Track the teacher, Ask Questions, Respond Like a Scholar Teachers use this language throughout the lesson to draw attention to positive learning behaviours expected.
PRIDE	Pencil when drawing Ruler to underline or draw straight lines Ink blue or black for writing

	Date copied at the start Errors crossed out with one line Teachers use 'PRIDE' within their lesson to draw attention to positive learning behaviours within their exercise books.
3,2,1	Between transitions in lessons, teachers use '3,2,1' to draw students' attention back to them
5 to finish	We work to the bell then in silence (with a countdown from 10): Books closed. Equipment stacked. Books in neat piles. Equipment in bag. Stand to be dismissed.

Warm Demander Approach



The term 'warm demander' (Kleinfield, 1972) refers to a person who combines high expectations with genuine warmth and support for their students.

Essentially warm demanders show their students that they care deeply about them whilst also pushing them to achieve. Staff adopt a 'warm demander' approach combining high expectations with strong relationships. Teachers show care and respect while insisting on excellent behaviour and effort from all students.

In practice:

Strategy	Description
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Positive recognition	Teachers aim to ensure that all students experience positive recognition within the lesson. This may be in the form of a positive recognition board - an area of the whiteboard where the teacher records the names of any student that has made a positive contribution to the lesson.
Being MAGnificent tickets	Each teacher awards 3 Being MAGnificent tickets per half-term to students that have demonstrated excellence. This is accompanied by positive phone calls to parents.
Warm and welcoming greeting	Teachers greet and welcome students into their class.
Use of the phrase 'over and above'.	Teachers utilise the phrase 'over and above' to highlight when students are putting in a high amount of effort.
Record sanctions in private.	This is to avoid 'faming' those who misbehave. Sanctions issued inline with our behaviour system and recorded in private.
30 second intervention	A 30 second conversation that reminds the students of a time when they have demonstrated excellent behaviour and allows them time to consider how they respond.

Intellectual Preparation

Great teaching happens before the lesson begins. Peps Mccrea's work on 'backwards planning' (Mccrea, 2017) highlights clarifying the end point and sequencing learning backways improves teacher precision and reduces wasted lesson time. Likewise, work on adaptive expertise highlights that teachers who anticipate misconceptions and plan flexible responses are more effective at meeting diverse learner needs (Hatano and Inagaki, 1986; OECD 2019). Intellectual preparation reduces teacher cognitive load in the moment and maximises their attention on noticing, questioning and adapting to students.

Effective teaching begins before the lesson. Teachers engage in deliberate intellectual preparation to ensure clarity and precision in delivery.

This includes clarifying endpoints to help create learning intentions, anticipating potential barriers and misconceptions, rehearsing explanations, and adapting resources.

Learning Intentions

Learning intentions are clear statements of what students are expected to learn (knowledge, understanding or skills) during a lesson or sequence of lessons. 'Clear learning intentions are essential to setting high expectations, designing formative assessment, evaluating pupil learning, and providing feedback.' (Pearce, 2026)

Students learn more effectively when teachers are clear about the learning goals and what success looks like. (Hattie, 2012) Teachers should make learning intentions explicit via the learning journey identified in topic overviews.

The Magnus Learning Cycle

The learning cycle of Retrieve–Instruct–Practice–Secure is grounded in evidence from cognitive science. Retrieval practice strengthens long-term retention (Roediger & Karpicke, 2006; Karpicke & Roediger, 2008), explicit instruction supports the acquisition of new knowledge (Rosenshine, 2012), guided and independent practice develop fluency and understanding (Rosenshine & Stevens, 1986), and review and consolidation activities help secure learning in long-term memory through spacing and retrieval (EEF, 2021; Howard-Jones, 2019).

Whilst it is not expected that this is a set lesson cycle, teachers recognise that these four elements are essential for learning to take place.



Retrieve – activate prior knowledge and strengthen memory through recall	-Do Now -Review now -Hinge point – is there a gap in the core knowledge needed for the lesson?
Instruct – introduce and explain new knowledge clearly and explicitly	- Direct instruction – explicit teaching of new concept/knowledge - Pre teaching of vocabulary - I do – teacher models new skills/concepts - Hinge point
Practice -rehearse new learning until it becomes more fluent and accurate	- We do - Various modelling strategies – live modelling, partially worked examples, backwards fading - are used to support students - Scaffolds are provided - Hinge point
Secure – consolidate learning so that it can be retained and used in the future	- You do – students working independently - Scaffolds reduced - Hinge point - where do you need to start next lesson?
Hinge point	Check understanding of the whole class before you move on.

	Variety of strategies – mini whiteboards, blind voting, finger voting. Respond determine if you need to revisit or if the class are ready to move on.
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Adaptive teaching

The Education Endowment Foundation (EEF) describes adaptive teaching as being responsive to information about learning and then adjusting teaching to better match pupil need. Rather than creating entirely different lessons for different groups, adaptive teaching focuses on modifying instruction so that all pupils can access the same learning goals.

At Magnus, we believe that adaptive teaching has three key strands:

- learning intentions
- formative assessment
- responsive teaching

These three strands support each other and used effectively ensure that teachers are regularly checking students' understanding, identifying knowledge gaps as they occur and closing these gaps.

Our universal adaptive teaching offer ensures that we take a 'quality first' teaching approach so that we remain focused on meeting the learning needs of all students through effective classroom practice.

Formative assessment: Checking for understanding

'The most effective teachers continually check for student understanding.' (Rosenshine, 2012)

It is essential for regular checks for understanding to take place to determine whether students are learning what we intend them to and respond accordingly when they aren't. Teachers can use these checks to make informed decisions as to whether they need to go back and reteach, challenge or move on.

Teachers must check for understanding in a way that requires all students to respond. It happens throughout the lesson (and as identified in the learning cycle) with the starting point always in the review now.

When completing whole class understanding checks, one of the following strategies will be used:

- Mini whiteboards
- Finger voting
- Multiple choice cards
- Blind voting

Teachers must use clear and consistent routines to ensure the participation rates in a whole class understanding check remain high: '3,2,1: show me'

Responsive Teaching

Responsive teaching is an instructional approach in which teachers continuously attend to students' thinking, understanding, questions, and needs, and then adapt instruction accordingly. Rather than strictly following a pre-planned lesson, the teacher uses evidence from students' responses to shape what happens next.

'Formative assessment involves getting the best possible evidence about that students have learned and then using the information to decide what to do next.' (Wiliam, 2011)

When secure understanding is shown after a hinge point teachers move learning forward.

When partial understanding is shown teachers must respond accordingly. This may include:

- Follow up questions to identify the misconceptions
- Reteaching the gap
- Providing an additional model