



RUSHEY MEAD
ACADEMY

Teaching and Learning Policy

Approved by:	Victoria Barwell	Date: October 2025	
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Revision History:			
Version:	Date:	Author:	Summary of Changes:
2.0	April 2026	Molly Baldwin	Added information about the Rushey CEMT Model of Great Teaching, subject grids and feedback and assessment.

Rationale:

We believe that all children are capable of remarkable things, and we serve our community to ensure that we support our children to achieve the very best they can. We promote resilience, perseverance and determination as qualities to be admired and rewarded at school, as they will be in life. We expect our students to respond to feedback, improve, and to never give up. Our students learn that success needs hard work and effort.

We believe in an academic curriculum for all students, underpinned by our values: Be Kind, Work Hard, Develop your Whole Self. We take pride in our challenging and well-designed curriculum. At the core of our curriculum is our belief that all our students are entitled to access the best which has been thought, said, written and created in every field of human endeavour. This ensures that our young people receive a broad, rich and deep education.

Our approach to teaching is encapsulated in the Rushey Principles of Instruction. All staff are trained in enacting this powerful, research informed framework and regular professional learning opportunities ensure the same high standard of practice across all subjects.

Subject grids codify best teaching and learning practice in each subject to protect subject specificity and are united by the common threads of the Rushey Principals of Instruction and literacy.

Our Aims:

- To provide quality first teaching based on Rushey Principles of Instruction across every subject while protecting subject nuance, with regular opportunities for professional development.
- To provide exposure to world-class curricula which is ambitious and inclusive.
- To ensure all students make progress and can read, write and speak proficiently as a result of a multi-faceted literacy vision that incorporates a reading and writing culture, explicit vocabulary instruction, opportunities to speak, and literacy interventions for all who need them.
- To enable staff to assess learning and inform adaptive teaching so that all students make progress.

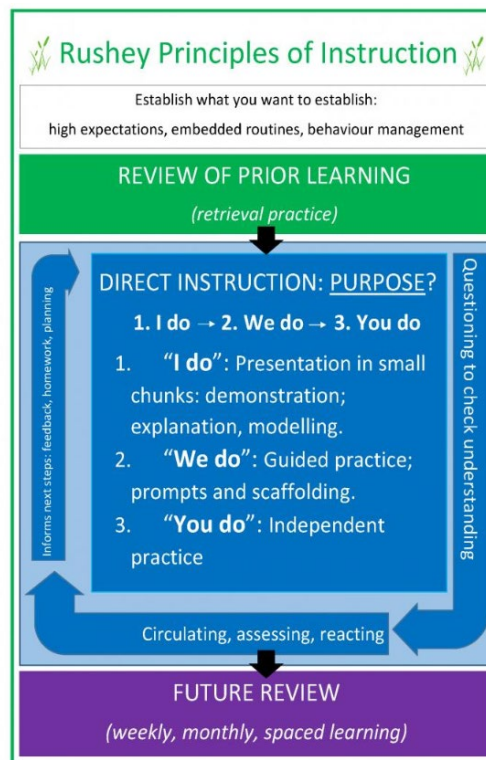
Guiding Principles:

At Rushey Mead Academy, we are guided by our values: Be Kind, Work Hard, Develop your Whole Self. We believe that students learn best when:

- They feel secure, safe and valued
- They feel a sense of belonging to the group
- They are equipped with literacy skills appropriate to their age
- Their teachers follow the Rushey Principles of Instruction
- Their teachers begin lessons with a short review of previous learning
- Their teachers adapt lessons according to their prior knowledge and skill
- Their teachers present small amounts of new material at any time
- Their teachers model success and prepare for independence through 'I do, We do, You do'
- Given the opportunity to answer a large number of questions
- They connect new learning to prior learning
- Their grasp of new knowledge and ability to recall prior learning is assessed
- Their teachers withdraw scaffolds and support expertly to lead them towards secure independence
- Given the opportunity for extensive practice to become fluent and automatic in applying and manipulating knowledge.

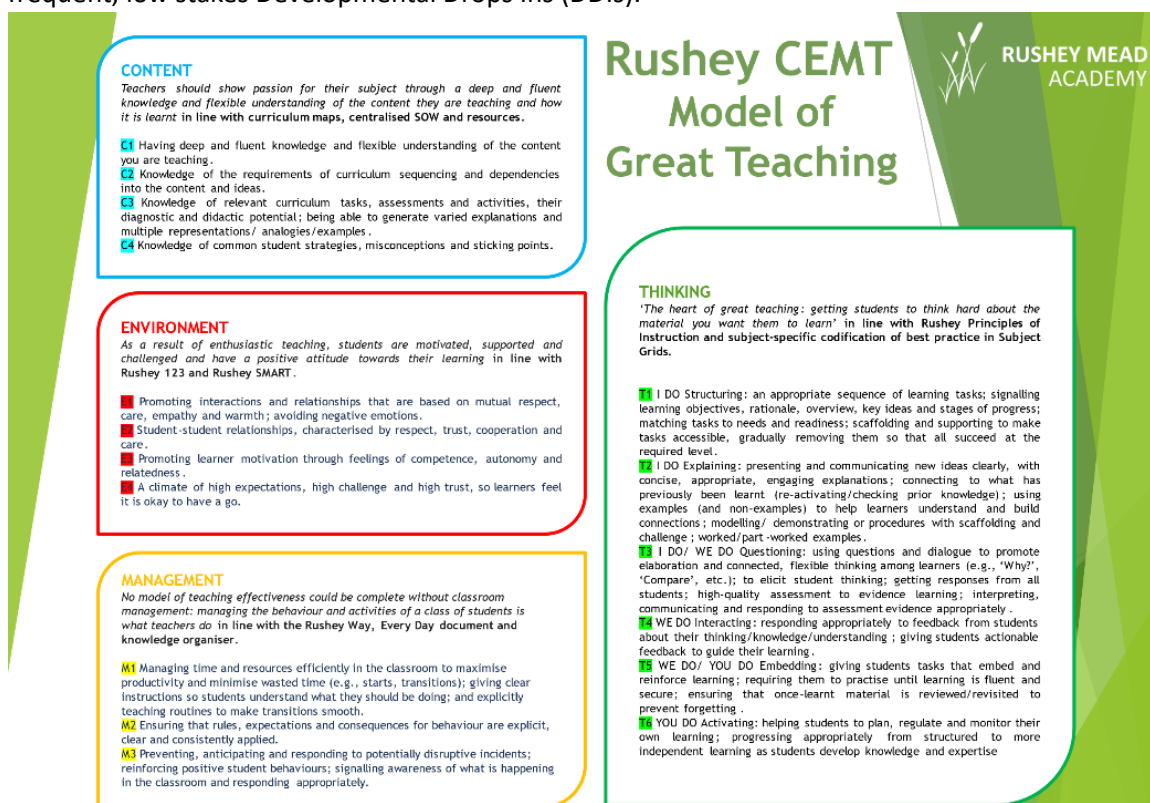
Rushey Principles of Instruction

Teachers follow the Rushey Principles of Instruction, which are based on research of the most effective teaching and learning methodology, influenced by Barak Rosenshine's research. Rosenshine's Principles were selected because they are sensible, evidence-informed and provide the shared foundation sought rather than a rigid checklist to be applied to every lesson.



Rushey CEMT Model of Great Teaching

The Rushey CEMT Model of Great Teaching provides shared language and expectations and depicts the interrelated nature of all aspects of good teaching. This model underpins the quality assurance of Teaching and Learning through frequent, low stakes Developmental Drops Ins (DDIs).



Subject Grids

Subject Grids are in place for all subjects to ensure a unified understanding of best practice in each subject area, protecting the integrity of subjects and not diluting their power with genericism. An overview of each subject can be found [here](#).

Each curriculum area has a document capturing expectations in the following areas:

- What should we see in _____ lessons as best practice?
- What does effective questioning and scaffolding look like in _____?
- What does great modelling and exposition look like in _____?
- What does retrieval practice look like in _____?
- What will you see in student workbooks?
- What formative assessment and feedback will you see in _____?
- How is literacy taught in your subject?
- How is writing taught in your subject?
- How is Oracy taught in your subject?
- What does meeting the needs of SEND, NTE, emerging readers and PP students look like?
- What questions are useful to ask the children about their learning to elicit understanding?
- How do teachers in _____ engage with the subject community?

Subjects Grids are regularly reviewed in line with professional learning and emerging research.

Feedback and Assessment

Our approach to feedback is rooted in the principles of responsive and adaptive teaching, ensuring that feedback is meaningful, timely, and closely aligned with the needs of the students in each classroom. Teachers use ongoing evidence of learning to make informed decisions that support progress for all students.

Teaching is deliberately flexible, allowing staff to adjust their practice in the moment so that learning is maximised. Composite formative assessment, gathered through a range of low-stakes methods, provides continual insight into what students know, what they can do, and where misconceptions persist. This constant flow of information ensures that all learners make sustained progress over time.

Our feedback practice is therefore embedded in daily teaching through the following approaches:

- **Whole-class feedback:** Teachers address common strengths and misconceptions collectively, enabling students to understand next steps without unnecessary workload.
- **Circulation and adaptive teaching:** As teachers move around the classroom, they check for understanding, offer immediate guidance, and adjust instruction to meet emerging needs.
- **Regular use of mini whiteboards:** These provide quick, reliable snapshots of understanding, allowing teachers to intervene early and effectively.
- **Adapting the lesson live:** Lessons are continually shaped in response to what students demonstrate in real time, ensuring that teaching remains relevant and challenging.
- **Live marking and modelling:** Teachers model high-quality responses and annotate work during the lesson, enabling students to see improvement processes unfold.
- **Marked summative assessments:** While formative approaches guide day-to-day learning, summative assessments provide periodic evidence of progress and help track longer-term development.

Together, these practices ensure that feedback is not confined to written comments but is embedded meaningfully within teaching itself. This approach prioritises student learning, promotes teacher agility, and ensures that all students receive the responsive support they need to succeed.

Literacy

Every teacher at Rushey Mead Academy is a literacy teacher. Literacy underpins the learning of all students in all subjects at all times. Staff recognise that low levels of literacy further wider social inequality and seek to reduce these inequalities.

Reading

At Rushey Mead Academy, we divide our approach to reading: Learning to Read, Reading to Learn and Reading for Pleasure.

- **Learning to Read**
Students are routinely assessed for reading age ability, and this data informs a tiered model of intervention which is based on essential features of effective literacy skill development. To ensure relevant data is collected, further benchmarking takes place to inform appropriate interventions.
Reading age data is shared with all staff, and adaptations are expected to support reading development in classrooms. These are supported by Reading Support mentors.
Staff are trained on the mechanisms of readings, using research such as Scarborough's 'Reading Rope' and The Simple View of Reading.
- **Reading for Pleasure**
A promotion of Reading for Pleasure is threaded through all facets of school. The library is the heart of the school and maintains the position of 'the most important classroom in the school'. Students are given equitable access to borrowing from a diverse and expertly maintained catalogue available throughout the school day. Students complete reading for pleasure in tutor times and in lesson times. Students are encouraged to partake in wider reading and to engage with reading lists.
- **Reading to Learn**
Staff are trained to use the High Five Reading Routine, which codifies a uniform approach to disciplinary reading.

Oracy

- Oracy is essential to the progression of our students, in and out of the classroom. Staff have high expectations of our articulate students, using classroom strategies such as 'think, pair, share', 'turn and talk', verbal scaffolds and prompts such as 'Say It Again, Better' to allow students to rehearse ideas for written communication.

Writing

- While disciplinary writing looks different in different subjects, staff have high expectations of writing. Staff model the process of writing: the thinking, the planning, the drafting and the editing. Staff promote technical accuracy, develop appropriate grammatical structures and embed the teaching of subject specific tier 2 and tier 2 vocabulary in their writing instruction.

Roles and Responsibilities

Teaching and learning at Rushey Mead Academy is a shared responsibility, and everyone in our school community has an important role to play.

Teachers

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Have high expectations of all students, and follow policies and procedures consistently
- Follow the Rushey Principles of Instruction
- Adapt centralised resources to suit the needs of all students
- Provide opportunities for students to produced extended writing as appropriate

- Provide opportunities for students for oracy development as appropriate
- Provide opportunities for students to practice the application of knowledge to become fluent
- Use a variety of techniques including Cold Calling, whole class feedback and MWB assessment for learning to check for understanding, adapting the teaching as necessary
- Be responsive to feedback and seek to develop their practice through professional learning opportunities

Curriculum leaders

In addition, Curriculum Leaders will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges through Developmental Drop Ins (DDIs) and responsive Professional Learning (PL)
- Manage resources to support high-quality teaching and learning
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Have high expectations of all students, and follow policies and procedures consistently

Senior Leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone through on-going QA
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Input and monitor the impact of professional learning opportunities to improve staff's practice and subject knowledge
- Address underachievement and intervene promptly

Students

Students will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Be responsive to feedback and how to improve
- Put maximum effort and focus into their work

Families

Being firmly rooted in our community, we benefit from the trust of our families. Our families support the academy to provide their children with the best possible education knowing that their children will be supported, challenged and cherished.

Families will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Monitoring and Evaluation

The aims and objectives outlined in this policy are evident in the day to day working of the school.

We will monitor teaching and learning at Rushey Mead Academy to make sure that all our pupils make the best possible progress from their starting points by:

- Conducting DDIs in accordance with the Rushey CEMT Model of Great Teaching
- Monitoring the progress of the School Improvement Plan
- External Inspection
- Quality Assurance activities
- Analysing progress data