



Teaching and Learning Strategy

2025

This document applies to all academies and operations of Cambrian Learning Trust.

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Vision Statement

‘Nurturing growth and inspiring minds’, we serve to build firm foundations for excellence, empowering all to shine, whilst instilling the values of integrity and kindness. United in our ambitious vision, we are committed to inspiring learners who achieve highly and are equipped to contribute positively to society. By nurturing strong relationships, we create an inclusive community in which every individual is valued, supported, and encouraged to grow in mind, body, soul and spirit.

To do this, we strive to deliver the highest quality teaching in every school, in every subject, in every classroom, in every lesson. We acknowledge and understand that every student enters our classroom with their own unique starting point, and we will support and challenge each student so that they thrive within our schools and within our classrooms, leaving their time with us having achieved to the best of their ability, whilst nurturing their individual creativity and passions.

Our strategy, through an aligned autonomous approach, enables our leaders to capitalise on the strength of their teaching teams in their unique contexts, whilst allowing us to build upon the depth and breadth of our strength between schools.

Teaching and Learning Principles

We believe that quality first teaching is essential to the progress and learning of students and that this can best be achieved when students’ behaviour routines are combined with solid learning routines leading to developed learning behaviours.

At the core of our everyday teaching and learning are research-led principles that drive the standards and quality of education.

These principles, based on Rosenshine’s research, provide staff across the Trust with a shared vision and vocabulary to discuss teaching and learning and to strive towards excellence.

Behaviour Routines

We strive to celebrate students in our classroom by giving first attention to best conduct and maintaining unconditional positive regard. We have clear behaviour expectations and clear routines, whilst ensuring our classrooms are warm, welcoming and inclusive.

Daily Review

Through high frequency but low-stakes testing of key knowledge, spanning current and previous phases of the curriculum, students develop and activate their long-term memory, leading to automaticity and learning taking place.

New material in small steps

New material is carefully sequenced through our curriculum intent and then, when delivering, we seek to avoid cognitive overload, prioritising essential knowledge and atomising content. Our passion for our subject enables us to deliver knowledge enthusiastically, helping to further generate engagement.

Questioning

Questioning allows students to deepen their thinking. By utilising techniques that require everyone to think, accompanied by built in time to think, questioning is effective in both building support for students and for providing challenge in a structured way. Some techniques you may see in our classrooms include (but are not limited to): cold calling, think/pair/share, turn and talk, targeted questioning, use of mini-whiteboards and pause-pounce-bounce.

Modelling

We utilise an 'I do', 'We do', 'You do' framework, starting with 'I do', during which students may be provided either prepared or live models, which fit within students' contextual knowledge of their learning. We know that it is important to model not only 'what a good one looks like' but the process by which a 'good one' is created, therefore we, as experts, narrate our process.

Guided student practice

In the 'we do' phase of learning, activities involve the teacher and student exploring new knowledge and understanding together. Practically, this might look like using models, structure strips, walking-talking-mocks, oral rehearsal, "messy thinking" boards, or reflection and review tasks.

Checking for understanding, including assessment

We understand that feedback and review of learning builds a strong foundation and culture of assessment, and that checking for understanding is essential before moving on to further learning. Effective formative assessment is essential in the classroom: Do they get it? How do you know? When will you know what they know within the sequence of

learning? Some strategies we may use to do this include: mini-whiteboards, turn and talk/discussion tasks, heads down voting, and adaptive teaching. Ultimately, if a teacher identifies that students do not have the prerequisite knowledge required before introducing new content, a lesson may be edited or wholly changed to address and correct the misconception or gap in learning based upon professional judgement.

Obtaining high success rate

We appreciate the adage that “success breeds success” and all learners should experience 80%+ success. To support and model success we narrate what success will look like (in terms of effort), clarify what students should do if they get stuck, ensure activities have the right level of challenge, adapting and scaffolding where necessary.

Scaffolding difficult tasks, including adaptive teaching

Scaffolding allows us to ensure all pupils can access the learning, creating a high ceiling open to all by teaching to the top and scaffolding the way for all learners. To do this, explanations and student learning are planned in such a way that students can access new knowledge, utilising classroom techniques such as word banks, broken down steps to follow, cloze tasks, partially completed workings, as well as adapting the style, structure or scale of the task.

Independent practice

In the “you do” stage of learning, activities are designed for students to complete independent learning, showing new knowledge and skills. For ‘you do’ tasks to be successful, students should be prepared and have clear parameters will be set such as having a success criteria, providing clarity about what will be assessed. We also acknowledge that, in many instances, to be working independently, students may be working in silence. Where appropriate, students should be provided with an opportunity to improve their knowledge and understanding following a task (not simply improving a task through redrafting).

Weekly and monthly recall

Alongside daily review, curriculum and learning intents should afford students the opportunity to revisit prior learning, recalling key knowledge from last week, last month and even last year.

Literacy, Numeracy and Oracy

Students should be afforded learning opportunities that develop literacy, oracy and numeracy as cross-curricular skills. Our schools will seek to create a culture of reading,

utilising reading strategies that align with the DfE's guidance on reading for pleasure, as well as instructional disciplinary literacy strategies guided by frameworks, such as those published by the EEF on raising literacy so that all students are able to access the curriculum. As part of these, we will prioritise subject-specific literacy skills, explicitly teach tier two and tier three vocabulary, develop students' ability to read and access sophisticated texts, break down complex writing tasks, provide opportunities for structured talk and, where necessary, provide high-quality tiered literacy interventions. In our classrooms, when reading, we will provide regular opportunities for guided reading, utilise the teacher as the expert reader, and provide students with scaffolded resources, utilising teachers professional judgement. Additionally, we will promote structured oracy and talk in our classrooms, developing oracy policies alongside literacy approaches.