



St Chad's
Academies Trust

Teaching, Learning and Quality Assurance Policy

This policy is grounded in the belief that every child deserves an exceptional education tailored to their individual needs, promoting equity, well-being, and life chances.

Children first; in the footsteps of St. Chad

As we follow Christ in the footsteps of St. Chad, we seek to be servant leaders who have a desire to see all those, within our Trust family, truly flourish both spiritually and academically.

Document title	St Chad’s Teaching, Learning and Quality Assurance Policy		
Owner	School Improvement Team		
Version	1.0	Status	Draft
Approved on		Effective from	
Last updated		Last updated by	SSIP (SB)
Review date			
Purpose	This framework sets out the strategic principles that underpin teaching, learning and quality assurance at St. Chad's. It establishes a shared vision for high-quality education, ensuring that every child receives an ambitious, inclusive and inspiring education that enables them to flourish academically, socially, emotionally and spiritually. The framework provides clear expectations for leaders, governors and staff, supporting a culture of continual improvement through evidence-informed practice, professional collaboration and rigorous self-evaluation. It aligns with: • The Teachers' Standards • The National Curriculum • The SEND Code of Practice • Keeping Children Safe in Education (KCSIE) • SIAMS Framework • Ofsted's evolving inspection framework and expectations		
Related Documents	• SEND and Inclusion Policy		
References			

If you would like this information in another language or format, please speak to the Trust.

Telephone: 01543 622 433

Contents

Table of substantive changes from previous versions	4
Introduction	5
1. Purpose	6
2. Our Christian Vision	6
3. High Quality Inclusive Education	7
4. Curriculum.....	7
5. Inclusion, Belonging and Achievement.....	8
6. Assessment Feedback and Quality Assurance	8
7. Leadership, Professional Development and Governance	
8. Monitoring, Review and Continuous Improvement	

Table of substantive changes from previous versions

This table explains where we have made substantive changes, for your ease of reference and assurance.

Date	Section Amended

Introduction

St Chad's Academies Trust ('the Trust') is committed to ensuring that it provides a strong infrastructure to enable our academies to flourish and improve. The Trust recognises that its leaders and colleagues are central to this success and greatly values their commitment and contribution.

The core values of the Trust form the basis of all discussions with colleagues. We expect all colleagues of The Trust to respect and model these values.



This policy applies to all permanent, fixed term and temporary academy-based colleagues, central team colleagues, trustees, members, local academy committee members, contractors, external consultants, or agency staff casual workers and volunteers. It covers all workplaces, including virtual or online environments, and extends to activities such as offsite meetings, training sessions, work-related social events and interactions with pupils and parents.

At St Chad's Academies Trust, we expect colleagues to treat everyone with fairness and respect. The Trust will not tolerate bullying, harassment, discrimination, or any other treatment towards colleagues or groups which is less favourable or has a negative impact on the way they feel at work. This is a key part of our values and culture, and a legal requirement.

This policy aims to help colleagues and line managers understand what this really means; theirs and your responsibilities, and where to get support if they/you feel you have been affected by any of the issues described in this policy.

All colleagues are actively encouraged to contact their professional association/trade union representative at the earliest opportunity to obtain advice and support at any point during this policy.

This policy does not form part of any contract of employment, and may be amended at any time, all colleagues will be made aware of this policy and will be expected to comply with it.

1. Purpose

This framework sets out the strategic principles that underpin teaching, learning and quality assurance at St. Chad's Church of England Primary Academy. It establishes a shared vision for high-quality education, ensuring that every child receives an ambitious, inclusive and inspiring education that enables them to flourish academically, socially, emotionally and spiritually.

The framework provides clear expectations for leaders, governors and staff, supporting a culture of continual improvement through evidence-informed practice, professional collaboration and rigorous self-evaluation.

It aligns with:

The Teachers' Standards
The National Curriculum
The SEND Code of Practice
Keeping Children Safe in Education (KCSIE)
SIAMS Framework
Ofsted's evolving inspection framework and expectations

2. Our Christian Vision

At St. Chad's, our Christian vision shapes every aspect of academy life. We believe that every child is uniquely created in the image of God, with gifts, talents and limitless potential.

Inspired by the example of Jesus Christ, we nurture a culture where every member of our community is known, valued and encouraged to flourish. Our curriculum, relationships and leadership are rooted in dignity, compassion, hope and service.

Our strategic principles are simple:

Every child can succeed.
High expectations create high achievement.
Everyone belongs.
Inclusion removes barriers, not ambition.
Learning is built through knowledge, curiosity and resilience.
Evidence-informed practice strengthens teaching.
Professional collaboration drives continual improvement.
Our Christian values guide every decision we make.

These principles provide the golden thread that connects our vision with curriculum, teaching, leadership and school improvement.

3. High-Quality Inclusive Education

High-quality education is achieved when every aspect of academy life works together to enable pupils to flourish.

Curriculum

Our curriculum is ambitious, broad and carefully sequenced, ensuring pupils develop secure knowledge, strong subject understanding and the confidence to apply their learning. It prepares children for the next stage of education and for life beyond the classroom.

Teaching

Teaching is evidence-informed, inclusive and characterised by high expectations. Teachers use expert subject knowledge, effective questioning and adaptive practice to ensure every child experience's success.

Learning

Children are encouraged to think deeply, communicate confidently and become resilient, independent learners. Mistakes are recognised as valuable opportunities for learning.

Behaviour

Positive behaviour is built upon respect, responsibility and strong relationships. Calm, purposeful classrooms enable every pupil to learn successfully.

Personal Development

We develop the whole child through collective worship, enrichment, leadership opportunities and a curriculum that promotes character, wellbeing and responsible citizenship.

Attendance

Excellent attendance is promoted through strong partnerships with families and a culture where every child feels safe, welcomed and valued.

Safeguarding

Safeguarding is everyone's responsibility and underpins every aspect of academy life. We maintain a vigilant culture where children feel safe, supported and listened to.

4 Curriculum

Our curriculum is brought to life through consistently high-quality teaching.

Learning at St. Chad's follows a shared evidence-informed approach that balances consistency with professional autonomy.

Teachers:

- establish purposeful learning
- build upon prior knowledge
- explicitly teach and model new concepts
- develop oracy and vocabulary
- provide guided and independent practice
- assess understanding continuously
- adapt teaching responsively
- encourage reflection and resilience

This approach is informed by cognitive science, adaptive teaching and educational research while remaining responsive to the needs of our pupils.

5 Inclusion, Belonging and Achievement

Inclusion is central to our Christian vision.

We believe that every child deserves access to an ambitious education regardless of background, starting point or additional need.

We achieve this by:

- maintaining high expectations for every learner
- adapting teaching rather than lowering expectations
- removing barriers to learning
- promoting positive attendance and wellbeing
- working in partnership with families
- valuing diversity and celebrating individuality

Every pupil should feel that they belong, are respected and have every opportunity to achieve their potential.

6 Assessment Feedback and Quality Assurance

Assessment exists to improve learning.

Teachers use ongoing formative assessment alongside summative assessment to understand pupils' learning and inform future teaching.

Feedback is:

- timely
- purposeful
- evidence-informed
- focused on improvement

Quality assurance provides leaders with assurance that pupils are receiving an exceptional education.

Monitoring includes:

- curriculum reviews
- lesson visits
- learning walks
- work scrutiny
- pupil voice
- assessment analysis
- behaviour, attendance and safeguarding reviews

Evidence is triangulated to evaluate impact, inform professional development and drive continual improvement.

7. Leadership, Professional Development and Governance

Leadership at St. Chad's is founded upon service, integrity and continual improvement.

Leaders create the conditions in which staff and pupils flourish through:

- strategic leadership
- evidence-informed decision making
- coaching and mentoring
- professional collaboration
- curriculum development
- continual evaluation

Governors provide strategic challenge and support by monitoring:

- quality of education
- pupil outcomes
- safeguarding
- curriculum effectiveness
- financial sustainability
- delivery of the academy's Christian vision

Together, leaders and governors ensure that decisions remain focused on improving outcomes for every child.

8. Monitoring, Review and Continuous Improvement

This framework is reviewed annually and informs the academy's self-evaluation and improvement planning.

Its impact is evaluated through:

- pupil achievement
- curriculum quality
- attendance
- behaviour
- personal development
- safeguarding
- stakeholder feedback
- governor monitoring

Findings inform professional development, curriculum refinement and future priorities.

Continuous improvement is embedded within the culture of the academy, ensuring that every decision contributes to improved outcomes for pupils.

All Academies use the St. Chad's Monitoring Cycle (Appendix 1) and Monitoring Feedback Proforma (Appendix 2) that is shared with staff after each monitoring activity.

Strategic Commitment

At St. Chad's, we are committed to providing an ambitious, inclusive and high-quality education where every child is known, valued and encouraged to flourish.

Through our Christian vision, evidence-informed practice and unwavering commitment to excellence, we will continue to develop confident learners, compassionate citizens and aspirational young people who are equipped to thrive in an ever-changing world.

Together, as pupils, families, staff, governors and the wider Trust, we will ensure that every child is empowered to fulfil their God-given potential.

Appendices

- Appendix 1 – St. Chad's Monitoring Cycle
- Appendix 2 – St. Chad's Monitoring Feedback Proforma
- Appendix 3 – Academy Teaching and Learning Strategies