



Teaching and Learning Policy

Trinity aims to be a progressive and innovative learning environment which promotes intellectual curiosity, creativity, and independent thought. We encourage students' knowledge and ownership of the learning process, destigmatising failure whilst promoting appropriate risk taking. Our teaching aims to empower students to focus on the method as well as the result.

We support learners in their development of:

- Independence of thought, whilst appreciating and interacting with the thoughts of others.
- Intellectual curiosity in working with, and learning from, the world around us.
- Academic rigour and precision in performing a task.
- Resilience and determination in solving problems
- Creativity and imagination in applying abstract knowledge to complex scenarios
- Confidence in taking informed risks and reflecting upon any failure.
- Humility in learning from mistakes and from regular self-evaluation

We appreciate that our teachers are instrumental in stoking enthusiasm and enabling students to develop the qualities listed above as part of an intellectually vibrant, imaginative, and supportive community. There is no specific teaching or learning strategy preferred or championed. However, we believe that all strategies should have intellectual depth as well as clear and coherent direction. Any strategy used by our teachers must not directly, or indirectly, encourage passivity in our learners. In providing only answers, we believe that the process of learning is bypassed, and long-term intellectual gain is not achieved.

As reflective practitioners, we aim to:

- Challenge pupils both personally and intellectually with demanding challenges.
- Develop pupils' understanding of, and engagement with, higher order thinking skills, through a range of classroom activities and homework.
- Provide opportunities for students to reflect upon and refine their own learning, understanding how to adopt the most appropriate strategies to further their progress.
- Involve pupils in discussions about what is being learned and how to apply their knowledge to challenging scenarios.
- Differentiate our teaching in response to the needs of individual students. To be aware of any specific SEND or EAL needs and to employ strategies (*as per any IEP*) to readily engage each student.
- Grasp any appropriate opportunity to explore the socio-political context and implications of any material covered (*supplementing the School's delivery of SMSC*) as well as actively engaging with Fundamental British Values, never undermining, but promoting them through reasoned discussion and scrutiny.

As teachers at Trinity, we strive to become the models of academic enquiry and intellectual endeavour we envisage our students becoming. Through our language and behaviour, we aim to promote a passion for learning in its broadest sense (rather than just experts in one or two discrete subject areas).

As teachers, we acknowledge the importance of our own professional development as well as the importance of creativity and innovation in developing our craft. Providing opportunities to reflect on effective pedagogy and formulate a *'Trinity response'* to developments in pedagogy we regard as essential to achieving our stated objectives.

Such collaboration is supported through the following initiatives:

Teacher Development Posts: As of September 2016, there are two Teacher Development Posts looking at Harkness within teaching at Trinity and promoting collaboration amongst mathematics teachers in the local community.

Teachers' Forum: This event includes short *'TeachMeet'* style presentations and broader discussion on an area of pedagogy. This body will digest and respond to any Lesson Studies or Action Research Projects undertaken by teaching staff.

CPD Book Club: Participants are encouraged to read a recent publication in preparation for the meeting and discuss any ideas they can implement in their own pedagogy.

Heads of Department: Teaching & Learning Forum: This forum includes the sharing of good teaching and leadership practice as well as strategic planning across departments.

Learning Council: As of March 2017, a student body comprised of all year groups will meet to discuss teaching and learning initiatives within Trinity, suggest new ways to approach the learning process and trial new strategies as action research groups.

This is in addition, and supported by, the annual Continuing Professional Development (CPD) programme and the individual Professional Development programme for every member of teaching staff.

Every member of the community is encouraged to approach the Head of Staff Development or the Director of Teaching and Learning to discuss any additional training opportunities.

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