



Teaching and Learning Policy

Trinity aims to provide an intellectually vibrant and supportive learning environment which promotes intellectual curiosity, creativity, and independent thought. We encourage students to understand and take increasing ownership of their learning, to take informed intellectual risks, and to learn from mistakes. Our teaching enables students to value the methods through which they develop understanding as well as the outcomes they achieve. We aim for every student to be academically challenged, to foster their intellectual independence and ambition, and to instil in them a lifelong love of learning.

This policy applies to teaching and learning throughout the Senior School, including the Sixth Form, and should be read alongside the School's Assessment, Feedback and Reporting Policy, and SEND and Accessibility Policy.

We support students in developing:

- Intellectual independence and confidence in forming well-founded judgements;
- Empathy and mutual respect during academic conversation;
- Intellectual curiosity about the world around them;
- Academic rigour and precision;
- Resilience and determination in solving problems;
- Creativity and imagination in applying knowledge to unfamiliar and complex situations;
- Confidence in taking informed intellectual risks;
- Humility and willingness to learn from mistakes, feedback, and self-evaluation;
- The ability and desire to question existing theories and approaches;
- Responsibility for their learning, becoming increasingly autonomous and self-regulating within and beyond the classroom.

Teachers are instrumental in generating enthusiasm and enabling students to develop these qualities. We expect teachers to maintain and develop their subject expertise, stay informed about developments in their field, and teach beyond the confines of examination specifications.

Teachers select teaching approaches using subject expertise, relevant evidence and their knowledge of students' prior learning and needs. Effective teaching challenges students to think and to act on their thinking. We promote sustained intellectual engagement, through which students develop, explain, apply and refine their understanding.

We teach students to embrace purposeful intellectual struggle and persevere with appropriately demanding work. Teachers provide the knowledge, guidance and scaffolding students need, reducing support as their understanding and competence develop.

To put these principles into practice, teachers are expected to:

- Build secure subject knowledge and understanding through carefully sequenced teaching, checking prior learning and providing opportunities to practise, revisit and apply what has been learned;
- Use explanation, modelling, guided practice, questioning, discussion and coaching as appropriate to the subject, task and students' needs, developing increasing independence;
- Establish a respectful classroom environment in which students can concentrate, contribute, ask questions and make mistakes without embarrassment;
- Develop students' analysis, evaluation and creativity through increasingly demanding applications of secure subject knowledge;
- Teach students how to plan, monitor and evaluate their learning, modelling appropriate strategies within their subject and providing opportunities for students to use and refine them;
- Use questioning and discussion to check understanding, identify misconceptions and encourage students to explain their reasoning and apply their knowledge;
- Maintain high expectations for all students, adapting teaching, tasks and support in response to their understanding and needs so that each student receives appropriate stretch and challenge;
- Understand and respond to students' individual learning needs, including special educational needs and disabilities (SEND) and English as an additional language (EAL), implementing agreed support strategies and reasonable adjustments, working with the Learning Support Department where appropriate, and checking that support enables learning and progress;
- Use assessment and feedback to inform teaching and help students improve, in accordance with the School's Assessment, Feedback and Reporting Policy;
- Explore relevant spiritual, moral, social and cultural questions arising from the subject, actively promote Fundamental British Values, and support informed, respectful discussion. Where political issues arise, teachers must avoid promoting partisan political views and provide a balanced presentation of opposing views;
- Encourage constructive feedback from students and consider it alongside other evidence when evaluating and developing their teaching.

Teachers at Trinity strive to model academic enquiry and intellectual endeavour. Through our language and behaviour, we promote a passion for learning in its broadest sense and convey a love of our own subject.

Professional development enables teachers to evaluate relevant research, refine their subject-specific practice and assess the effect of changes on students' learning. We value creativity and innovation, considering new approaches critically and developing a thoughtful Trinity response to developments in pedagogy.

Professional collaboration is supported through the Teaching & Learning Team, the

Learning Support Department, the Academic Steering Group and departmental development plans. Students contribute to the development of teaching and learning through the Learning Council, which meets regularly throughout the academic year.

This work is supported by the School's Continuing Professional Development (CPD) programme.

Heads of Department lead implementation within their departments. Heads of Faculty review implementation through existing departmental review arrangements, reporting to the Deputy Head (Academic) and the Assistant Head – Teaching and Learning. Findings inform departmental priorities and professional development.

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