



# MARITIME ACADEMY

## TEACHING AND LEARNING POLICY

2024-2026

**Maritime Academy**

Part of the Thinking Schools Academy Trust

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STRENGTH - PRIDE - UNITY

MAKING EXCELLENCE A HABIT



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## Aims

This policy aims to:

- Provide a curriculum framework which reflects the Trust Vision of “Transforming Life Chances”.
- Provide a curriculum framework for learning which breeds consistency, high academic challenge, independence but allows for creativity and thinking.
- Provide a curriculum that promotes the values of strength, pride and unity, which are at the heart of everything we do. We want our students to leave us prepared for adulthood with these values instilled within them.
- Making Excellence a Habit - students will strive for excellence in academic performance and work hard to be the best member of our school community that they can be.
- Embed our metacognitive tools within our curriculum design.
- Our curriculum and lessons use our ‘7 Principles’ and ‘Thinking School’ approach, students are encouraged to think for themselves, through the development of a thorough understanding of purposeful thinking tools that they can use to aid and monitor their own progress.

Maritime Academy wishes to work in partnership with parents and pupils, to ensure pupils can learn in a calm, safe, supportive and purposeful environment.

## TSAT Teaching and Learning Policy

The policy will reflect the Trust Vision of “Transforming Life Chances”. We aspire to enhance the learning of the pupils in a manner that will equip them for life outside of school. Teachers are among the most powerful influences in learning and will ultimately impact the pupil’s relationship to their learning in all areas of life, influencing how they engage with new ideas and attitudes.

**Children first:** To provide a stimulating learning environment for all where learners feel safe to explore knowledge and understanding. We believe that children learn best when they are motivated, clear about expectations in their work and behaviour, feel valued, secure and confident, are challenged and receive constructive feedback about their performance.

**Aspire:** To be the best they can be. We believe that all staff and pupils can aspire for personal and professional prowess.

**Challenge:** To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny. We believe that pupils require an accurate reflection of what they are good at and need to develop personal insight and manage uncertainty confidently. Developing skilled, independent, reflective learners is part of our Vision.

**Achieve:** For all stakeholders to demonstrate the highest levels of thinking and habits. We want our pupils to be questioning in nature, achieving the highest levels of independent and interdependent prowess.

Our ‘Thinking School’ approach is consistent with the aims below and helps to ensure that:

- a) Pupils in TSAT are supported to think for themselves, through the development of a thorough understanding of purposeful thinking tools that they can use to aid and monitor their own progress.
- b) Staff in TSAT are encouraged to think accurately and reflectively about their practice and understand a range of thinking tools that can be used to support student motivation and progress.

All new teaching staff undertake a bespoke programme on joining the Trust and this ensures their understanding of the ethos and expertise in integrating the tools to best effect. Further documentation relating to the successful implementation of our tools in each specific learning context is available from each school.



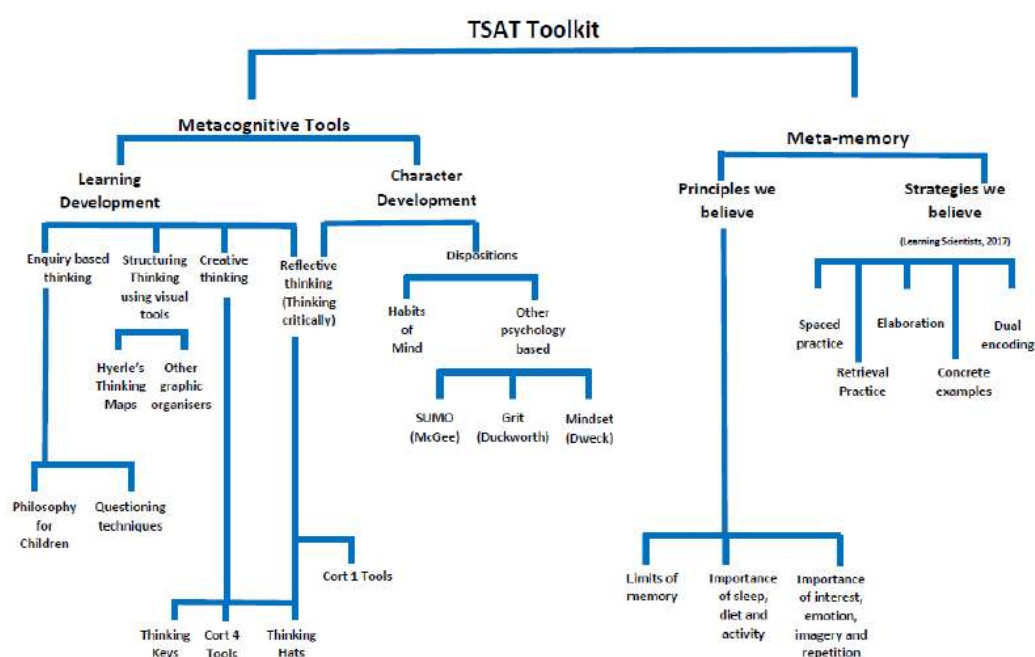
It is an expectation that all staff members ensure their understanding of the Thinking philosophy and their fluency in using the Thinking School approaches, therefore enabling them to implement appropriately and purposefully in all aspects of their practice to support maximum student progress.

Central to our Teaching and Learning policy are the Core principles that underpin great teaching and learning in our Trust. These should form the basis of our lesson planning.

The 7 principles of highly effective teaching and learning: the fundamental facets of what we do whilst also providing a way to keep the self-improvement of teachers manageable and sustainable at all levels.

- Subject knowledge - what do they need to know at that age group.
- Explanations - connecting to what they know, telling the story, providing metaphors and analogies, providing examples, being aware of cognitive load, doing it themselves.
- Questioning and responding - sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all students.
- Feedback to feed forward - accurate identification of current status and steps forward.
- Modelling - content, mindset and dispositions.
- Metacognition - tools and self-regulatory methods.
- Memory - encoding and retrieval practice.

We use metacognitive tools and meta-memory to support and meet these principles so the principles sit above the rest of the Tree Map





## The Maritime Academy Aims

Our aim is to have a common framework for learning which breeds consistency but allows for creativity and thinking. The outcome of which is enthusiasm, engagement and excitement with the content and skills required to succeed, in every classroom.

### To make learning 'visible' in lessons:

- To ensure standards of teaching are high through internal and external judgements.
- Pupils will be fully aware of the purpose of their learning.
- Pupils will be active and resilient participants in their learning.
- Pupils will look for the 'big picture' and seek patterns in the information presented to them.
- Pupils will make links across the curriculum and beyond the classroom.
- Pupils will apply their learning in unfamiliar situations with confidence.
- Pupils will use ICT positively, knowledgeably and proportionately.
- Staff have strong subject knowledge and use this to engage, enthuse and excite their students. Their lessons will include a balance between surface and deep level learning.
- Staff ensure that all pupils make excellent progress and achieve above age related expectations.

### To make thinking 'visible' in lessons:

- Pupils will be encouraged to develop the necessary interpersonal skills to communicate effectively with others.
- Pupils will be able to find and process information independently using a variety of appropriate and purposefully selected Thinking Tools.
- Pupils will be able to exercise criticality when exploring different sources of information.
- Pupils will develop high-order thinking skills which will allow them evaluate and create effectively.
- Pupils will develop successful dispositions to ensure knowledge and understanding is accurately, consistently and purposefully applied - The Habits of Mind are valued by teachers as a way to cultivate an environment where students develop dispositions which will support them inside the classroom and beyond.
- Staff will teach students to think about their thinking to provide them with the skills required for the new curriculum and for life-long learning.
- Staff will promote students' persistence and resilience in overcoming challenges.



To make progress 'visible' in lessons:

- Pupils will be able to work effectively as individuals or part of a team to solve important problems.
- Pupils will develop self-confidence, self-motivation and self-regulation towards their learning.
- Clear learning objectives and success criteria are used to ensure all students know how they can make progress.
- Staff will tailor provision to meet the needs of every pupil so that all can access our shared aims. They have high expectations and a belief that all pupils can achieve their potential.
- Staff will continually seek to research, innovate and improve the learning experience of all pupils.
- Staff feedback regularly to students to recognise and celebrate achievements, whilst challenging them in a constructive manner to strive for improvement and learn from their mistakes.
- Teachers use questioning to evaluate student understanding and progression.
- Staff regularly reflect on learning and students' depth of knowledge and understanding.
- Staff within departments use a consistent approach to assessment to ensure accuracy of data and intervention.

# Making Excellence a Habit – The Maritime Way

## Curriculum Intent

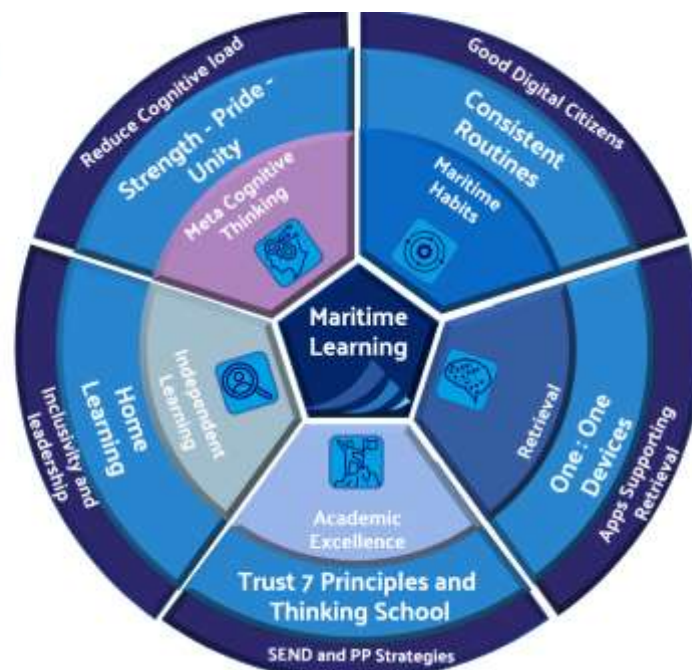


## Implementation

Teaching staff are responsible for:

- All teaching staff are expected to implement the Establishing Excellence in lesson ‘Maritime 5 Waves of learning’ as shown below.

The Maritime 5 ‘Waves’ of Learning



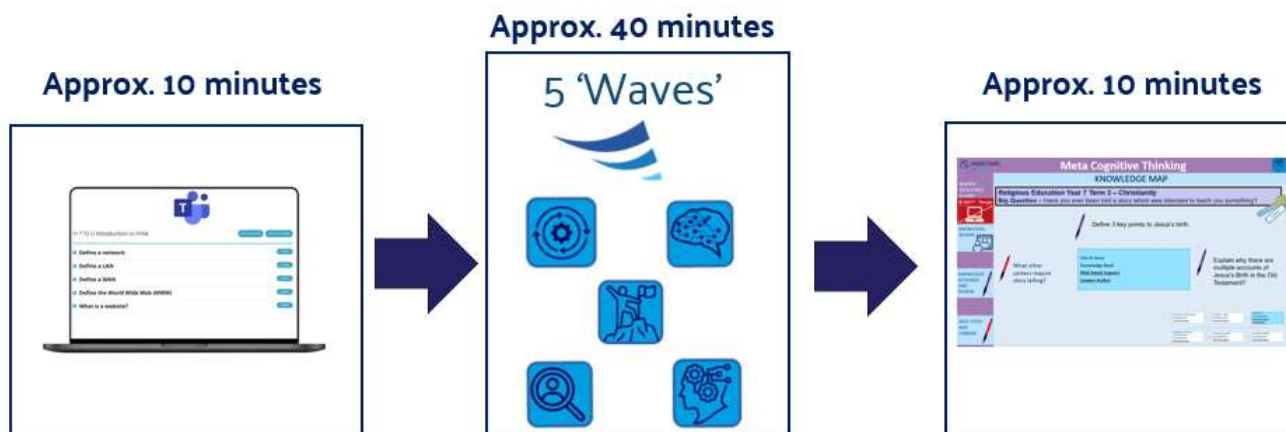
5 Digital ‘Sails’ to success







- In every lesson, teachers consistently apply our '7 Principles' and 'Thinking School' approach as modelled in our 5 'Waves' of learning so pupils are supported to think for themselves, through the development of a thorough understanding of purposeful thinking tools that they can use to aid and monitor their own progress.



- Teachers are responsible for the effective planning (short, mid, long term planning), delivery of lessons that are relevant, challenging and engaging to the cohorts they teach.
- Teaching staff are responsible for taking a proactive role in the development of their own teaching practice through actively identifying training needs and seeking appropriate avenues of training.
- Utilising Class Data and adaptive teaching to ensure that lessons are well planned, challenging and supportive students including those with SEND to make progress.
- Actively engaging in CPD and actively identifying training needs and acting on them effectively.
- Ensuring SOW are relevant and in line with specification guidelines/ requirements.
- Ensuring work is assessed in line with the Marking and Home Learning Policy and exam regulations.
- Monitoring and recording attitudes to learning e.g. Student progress, Maritime Merits and Home Learning.

## Digital Literacy

As a school, we have invested in One:One device so that within each lesson, students have access to the latest technology to support their learning, in preparation for the next steps in their lives after education and promote our ethos of academic excellence.

Subject teams have also been focusing on how they can incorporate the use of One:One device within lessons to enhance learning and academic excellence.

Research from the education endowment fund (EEF) has shown that:





- Technology has the potential to help explain and model new concepts and ideas.
- Technology provides opportunities to highlight how experts think
- Technology can increase the challenge of questions
- Support retrieval practice and quizzing
- Technology can engage and motivate learners

## Maritime '5' Sails to Success

As a school, we have One:One success criteria so students have access to each lesson and the resources their teachers have prepared.

1. Inclusivity and leadership - Students will show the values of strength, pride and unity with their One:One device.
2. Apps Supporting Retrieval - Students at the start of every lesson will use their One:One device to access prior knowledge and complete retrieval activities to improve their meta-memory.
3. Good Digital Citizens - Students will display behaviours of good digital citizens by protecting their personal information, uses good judgment, respect their device and treat others with respect.
4. SEND and PP Strategies - Students will access supportive tools and class notebook on their One:One device when directed to by their teacher to support accessing and enhancing their learning.
5. Reduce Cognitive load- Students will complete work on One:One to the deadlines set by teachers and seek help if they need it, from teachers or teaching assistants.

## Digital Implementation classroom prompts

Visual Prompt	Description
	<p>Green 'ok' to use One:One device - Students only switch on and use their One:One device if green prompt is displayed by teacher.</p>
	<p>Red 'not ok' to use One:One device - Students must not switch on and use their One:One device if red prompt is displayed by teacher.</p>
	<p>Microsoft (MS) Teams logo means access work/ assignment through One:One device.</p>
	<p>One:One device to be used for knowledge and skills retrieval quizzing activating prior learning via carousel learning.</p>

### Maritime Academy Digital Strategy will not:

- Replace exercise books - students will be expected to complete written work by hand, including assessments, unless a digital medium is needed to enhance the learning experience e.g. when collaborating with others on Microsoft One Note
- Replace Handwriting and presentation of work expectations - students will continue to have significant opportunities and dedicated time to develop their handwriting skills, freewriting and 'self checking' skills for SPaG. As per our Teaching and Learning Policy.
- Replace the teacher as the main point of instruction and support - teachers will not become mere facilitators but will balance the delivery of their curriculum with direct instruction and input, alongside coaching students through digital tasks.

## Developing Literacy and Reading

It is imperative that all teachers take joint responsibility for developing Literacy and Reading across the Academy. The strategies for how literacy and reading is embedded in all subjects are accessible in the Literacy and Numeracy Policy.

## Non-negotiables Maritime Habits

### We all row together- making excellence a habit'

- 100% of staff, teach, expect and model Maritime expectations
- 100% of students comply with the habits/routines we set
- 100% of classrooms demonstrate a culture of hard work
- 100% of students demonstrate Maritime manners
- 100% of interactions are respectful and develop strength of character
- 100% of the school value and celebrate integrity
- 100% of the school community is united to transform life chances

### Presentation of work

We strive for and accept nothing less than 100%

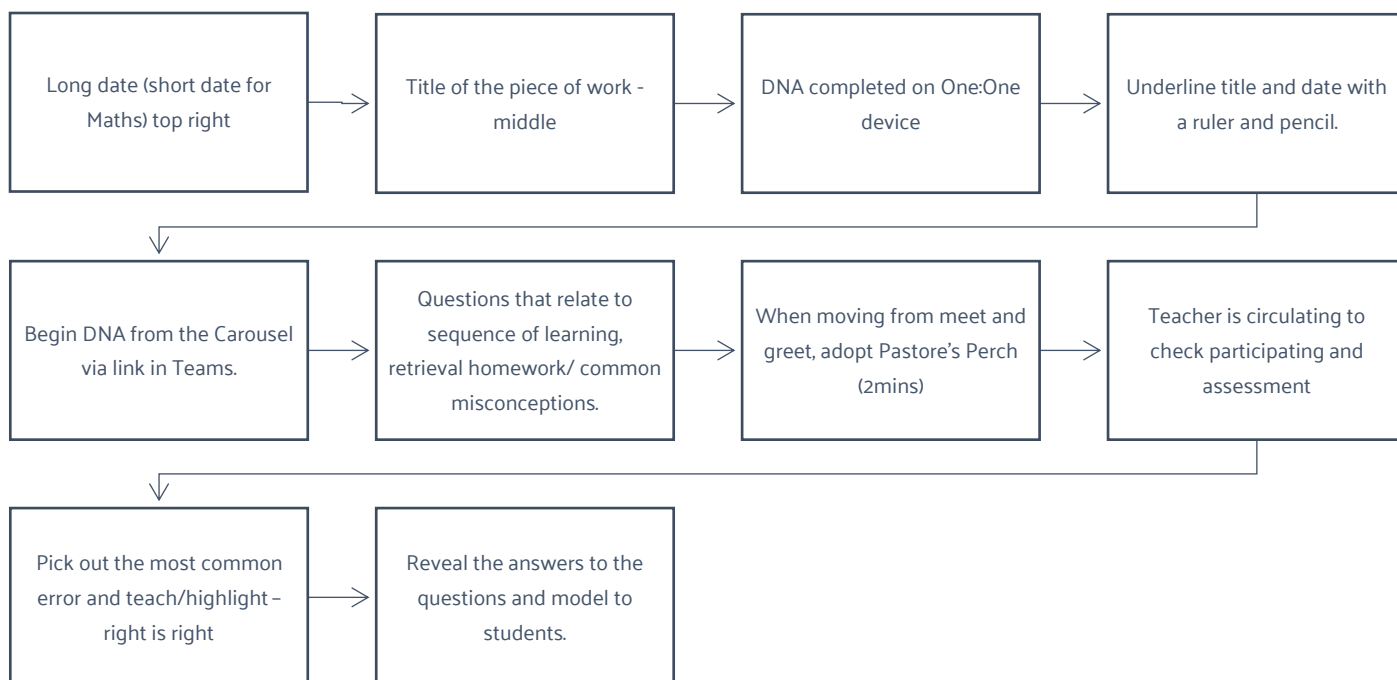
Students should abide by the following rules in order to assist in keeping exercise books looking good and work clear to follow:

- Write only in black pen.
- Write the date on the right-hand side and underline.
- On the next line, write the title or heading followed by the lesson's Knowledge/Skills Objectives if required.
- Use a ruler to underline the title or heading. (You may use colour when underlining or highlighting things).
- When drawing diagrams or illustrations please use pencil but not pen, biro or felt-pen.
- When conducting peer or self-assessment students must write in purple pen.
- When correcting errors please cross out the mistake with one neat line. Do not use correcting fluid. If using pencil, you may use a rubber to erase mistakes.
- Write your name and the date on any loose sheets you work on. Trim these and stick or tag these into your exercise books as soon as possible so that they don't get tatty or lost.



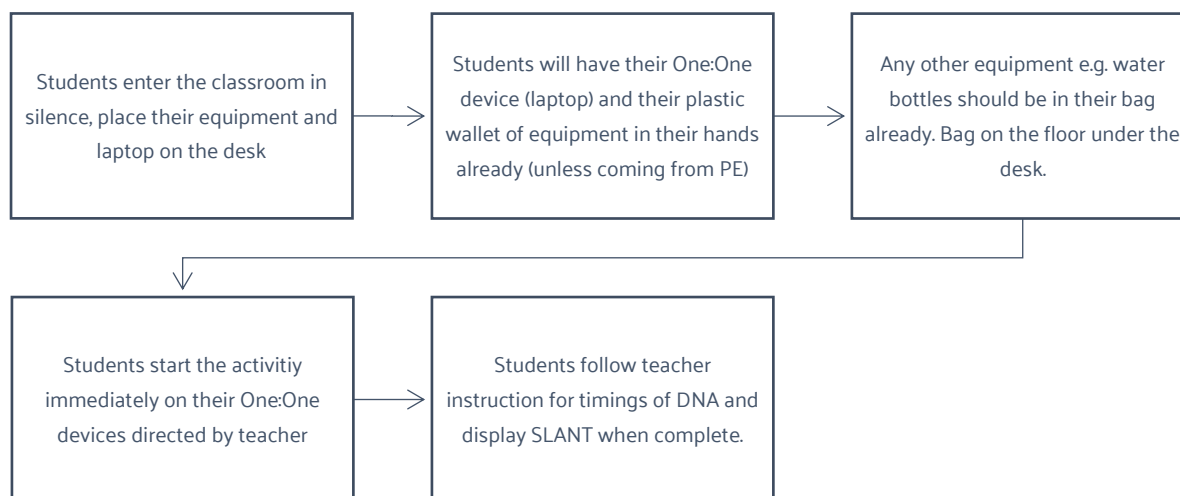
- Take care of your exercise books and those of others. Never tear out pages, graffiti, doodle on or make marks on the pages or cover.
- Thoroughly check spellings and ensure all sentences make sense and are in full. Do not use bullet points unless directed to by your teacher.

## Example start to a Maritime lesson





## How to make a strong start (Student)



## Roles and Responsibilities

The Academy's core purpose is to ensure a high-quality learning experience for all students and the quality of teaching is the most important factor which contributes to this. The purpose of this policy is to set out Maritime's expectations and the responsibilities of different staff in contributing to an outstanding learning experience.

### Staff

All staff will take an active role in ensuring a high quality learning experience for all students. All staff will follow the information as stated in this Teaching and Learning Policy.

### Students

Central to our ethos is enabling students to take responsibility for their own learning and a belief that having high expectations of all students will result in high levels of achievement. Students are therefore expected to:

- Sign up to the expectations set out in the Home Academy Agreement.
- Follow the Behaviour Core Expectations.
- Act on feedback from teachers about how to progress further.

### Parents/carers



We recognise that parents/carers play an important role in supporting their children's learning and that the three-way partnership between parents/carers, students and the Academy is vital for the success of the individual student. We expect that parents/carers will:

- Sign up to the expectations set out in the Home Academy Agreement.
- Support the Academy in ensuring that their child is learning appropriately both at Academy and at home.
- Engage positively with the Academy to resolve any difficulties regarding their child.
- Attend events such as Parent's Evenings.

Good communication between home and Academy is important, particularly so far as any issues of a sensitive or controversial nature are concerned. We recognise that parents/carers have a legal right of withdrawal from aspects of religious and sex education under the PSHE provision.

However, permanent modifications to the Academy's curriculum for an individual student will be made only on grounds of the student's ability or grounds of health. Temporary modifications may be made for compelling reasons.