

'Trinity is a catholic learning community devoted to the common good.'



INTEGRITY

Our teaching and learning policy identifies the barriers to learning for all in our community. Through our core values of aspiration, respect and resilience we are devoted to removing these barriers and promoting the 'common good' by ensuring that all of our students know the 'best that has been thought and said.' in order to become educated citizens.

Aspiration

We are devoted to removing barriers to learning by promoting aspiration in the following ways:-

- The curriculum and lessons are driven by Big Questions asked by academic specialists which students strive to answer.
- Students are provided with challenging academic subject specific reading.
- Subject curriculums strive to give all students access to 'powerful knowledge, 'the best that has been thought and said'.
- Having high expectations for all students through modelling and scaffolding.
- Feedback not marking allows students to set their own targets and act on these by providing opportunities to improve work.
- Word of the Week introduces all students to etymology to improve their vocabulary.
- Whole class reading improves students' access to 'powerful knowledge.'

Respect

We are devoted to removing barriers to learning by promoting respect in the following ways:-

- A welcoming and safe learning environment is promoted through clear and consistent routines.
- An inclusive and diverse curriculum through which the needs and voices of all are addressed.
- Scaffolding and modelling ensures that the curriculum is accessible to all.
- Regular feedback and guidance using SPACE which is provided through live marking and whole class feedback which openly address misconceptions.
- Respect for the work of others through regular self and peer assessment.
- Gallery of excellence awards, which value both effort and attainment.

Resilience

We are devoted to removing the barriers to learning by promoting resilience in the following ways:-

- Adopting the principle of 'high challenge, low threat for all.'
- Reducing the cognitive load for students through interweaving and spaced practice.
- Introducing new material in small steps.
- Implementing I do, we do, you do-modelling strategies prior to independent practice.
- Implementing Cold calling, no opt out, ABC questioning techniques.
- Regular retrieval and recall strategies to 'make learning stick.'
- Promotion of oracy and 'think, before you ink' strategies.