



Teaching and Learning Policy

1. Aims

This policy aims to:

- Explain how we'll create an environment in our schools where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our schools
- Promote high expectations and raising standards of achievement for all pupils in our schools
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our Guiding Principles

We know our pupils learn best in our schools when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

With this in mind we are creating a curriculum to allow children to achieve our aim that all children will, "**Have Faith, Flourish and Fly High**". We carefully construct our curriculum with the following drivers so that our children achieve our aim:



Diversity

Our curriculum represents the diversity of our world. We give opportunity for children to learn about different countries and cultures in a variety of ways. It is our intention that children learn to respect, embrace, understand and learn from different cultures as well as value their own and know the importance of celebrating their unique self.

Empowerment *Have Faith*

We believe that in order for our children to feel empowerment they need to *have faith* in themselves in order to achieve highly. Through the education they receive in our schools we want our children to develop the self confidence and resilience to achieve their absolute best academically and emotionally to become well rounded individuals. We teach children how to empower themselves with knowledge, vocabulary and emotional literacy.

Curiosity *Flourish*

We provide opportunities for our children to *flourish* by sparking their curiosity. We encourage our children to ask questions, to explore and investigate so as to deepen their knowledge. The experiences we provide our children create awe and wonder of the world around them so that they grow up as inquisitive life long learners. Our enrichment activities develop curiosity further by helping children create links to their classroom learning.

Aspiration *Fly High*

Our intention is for our children to leave our schools with high aspirations for themselves and the society that they live in (*fly high*). We show children the purpose of what they are learning so that they are engaged and they can make connections with prior learning and experiences. We believe it is with this deep knowledge, cultural capital is increased and enables our children to have high aspirations now and in the future.

3. Roles and responsibilities

Teaching and learning in our schools is a shared responsibility, and everyone in our school community has an important role to play. We know that it is vital that governors, senior leaders, staff, parents and pupils work together to ensure the very best for our children so they have Faith, Flourish and Fly High.

Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning through Class Dojo and face to face to ensure they are aware of the learning taking place and how individual needs are being met.
- Update parents/carers on pupils' progress, through face to face catch ups when needed or messages home on Class Dojo as appropriate. Learning can also be shared using photographs through Class Dojo. Teachers will



meet formally with parents twice a year and produce an annual written report on their child's progress in the Summer term.

- Sequence lessons in a way that allows pupils to make good progress from their starting points following the objectives laid out by the subject leader.
- Lessons to be planned using the 5 E approach (Engage, Enquire, Explore, Evaluate and Express). More details below in planning section.

Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

Subject Leaders

Subject Leaders in our schools will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills. This information should be written on the Unity Documents.
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data, following the monitoring timetable
- Improve on weaknesses identified in their monitoring activities in staff meetings and with individual teachers
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

Senior leaders

Senior leaders including the curriculum leader at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning



- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment, following the monitoring timetable



- Monitor the effectiveness of this policy and hold the senior leadership team to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Lessons will be planned well to ensure children can progress, building on prior learning and preparing for future learning. Subject leaders will create clear objectives so they can ensure skills and knowledge progress as a child passes through our school. Teachers will carefully use this to ensure they teach units of learning in an engaging way and ensure all needs are being met.

In creating our curriculum we use a range of resources to support us, for example, Chris Quigley, STEM learning, The Norfolk Music Hub, The Diocese of Norwich, Education Solutions PSHE and You, Me PSHE.

Teachers will use the 5 E's approach (Appendix 1) to ensure we are following an effective learning process.

Engage: Teachers know their children well and engage them in building inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop autonomy. Pupils reflect on what they know and begin to understand how their prior knowledge will connect with their new learning.

Enquire: Teachers explain the route of learning. They demonstrate to the children how and what they will be learning. Teachers share the success criteria and the outcome to the unit of learning in the Express task. They also share the vocabulary that will be used in the unit of learning. Pupils have the opportunity to ask questions they want to explore in the unit. Teacher's may need to adapt their planning to accommodate this.

Explore: Teachers facilitate and monitor pupil progress in learning to provide multiple, structured opportunities for practicing new skills and developing understanding and vocabulary. Pupils build on prior knowledge to explore and investigate objects, events and situations. Pupils can construct their own outcomes to their exploration.

Evaluate: Teachers use multiple forms of assessment and feedback to help pupils improve and develop their learning. They monitor pupil progress and analyse the data to draw conclusions about the effectiveness of their teaching, identify areas for improvement and address pupils' learning needs. Pupils are encouraged to self evaluate and assess their own progress and understanding.

Express: Teachers provide opportunities for pupils to apply their new knowledge and skills to produce a consolidation piece. Pupils are supported to be reflective and question their learning, deepening and extending their understanding of a subject, following their own interests and wonder. There are opportunities for pupils to problem solve, experiment, design and create.



English and Maths

To help us to create a curriculum in these subjects that is systematic and effective we use White Rose Hub to help guide our maths planning. For English, we use the Talk for Writing methodology and for phonics and Early Reading, Read, Write Inc.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, the hall, library and intervention rooms

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Support for all children

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will scaffold and extend learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able
- To do this we:
 - Use support staff effectively to provide extra support
 - Work with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
 - Using ability groupings for certain subjects where appropriate – these are constantly reviewed and considered to ensure children are making progress and get targeted support when they need it
 - Providing scaffolding so that all children can achieve for example - writing frames and word banks



Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. It will be given in a way suited to an individual's ability to respond and reflect upon their learning.

7. Assessment, recording and reporting (Appendix 2)

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. It will be given in a way suited to an individual's ability to respond and reflect upon their learning.

We will track pupils' progress using a combination of formative and summative assessment. We use PiXL assessments to assess English and Maths and teacher assessment across the curriculum.

We will provide regular targets for pupils, and provide verbal reports against these at parents' evenings. Pupils will receive a written report at the end of the school year.

We assess foundation subjects using our teachers' expert knowledge, using carefully thought out criteria to show how skills progress in a subject as they move through our school.

8. Monitoring (Appendix 3)

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

We follow a monitoring programme, involving subject leads, governors, the curriculum leader and SLT so that we can evaluate the impact of teaching on pupils' learning through:

- Looking at planning
- Looking at learning
- Talking to children and staff
- Looking at displays and resources