

Teaching and learning policy

Chadsmoor Federation



Contents

1. Aims2

2. Our guiding principles2

3. Roles and responsibilities3

4. Planning and preparation5

5. Learning environment6

6. Differentiation6

7. Home learning6

8. Marking and feedback.....6

9. Assessment, recording and reporting6

10. Monitoring and evaluation.....7

11. Review7

12. Links with other policies7

1. Aims

This policy aims to:

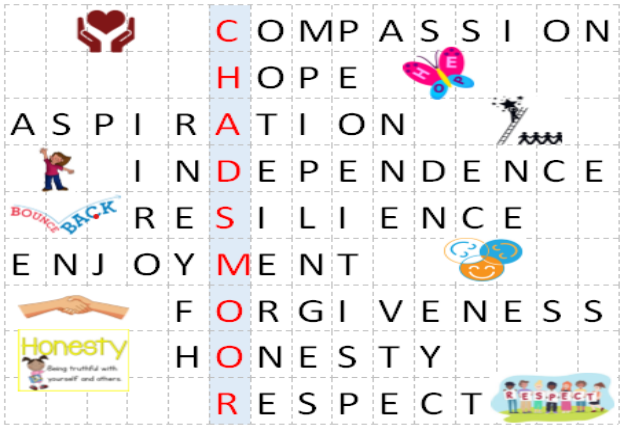
- Explain how we’ll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement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

2. Our guiding principles

Our school vision, based on the story of the Good Samaritan and the quote “Love your neighbor as yourself” (Luke 10:27) states:

“Everyone in our school family is valued as a unique child of God and encouraged to reach their potential and flourish within our caring Christian community.”

From this we hold our Chadsmoor Values in high regard and firmly expect them to be part of our teaching and learning. All stakeholders are regularly reminded of our vision and values to ensure we are all working towards the same principles.



Pupils learn best at our school 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

3. Roles and responsibilities

Teaching and learning in our school is a **shared** responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#) (Appendix 1)
- Actively engage parents/carers in their child's learning through parents evenings, written reports, attendance to specific meetings (e.g. Annual Review for EHCP) regular updates on Class Dojo (at least 1 post per day linked to learning taken place during the school day) including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress termly, either through verbal discussion at a parents evening or through a brief written report and produce an annual written report on their child's progress in the Summer Term.
- Know pupils well and differentiate support to meet their individual learning needs
- Deliver teaching and learning with flexibility and resourcefulness ensuring most effective use of lesson time.
- Use agreed assessment for learning strategies
- Use effective marking and feedback as needed
- Engage in providing inspiring lessons and learning opportunities
- 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
- Have planned and prepared lessons in advance
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Meet the expectations set out in:
 - Behaviour Policy
 - Feedback Policy
 - Safeguarding Policy
 - SEN policy
 - Staff Code of Conduct

3.2 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 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
- Meet the expectations set out in:
 - Behaviour Policy
 - Feedback Policy
 - Safeguarding Policy
 - SEN policy
 - Calculation Policy
 - Staff Code of Conduct

3.3 Subject Leaders

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Develop progression grids that demonstrate well sequenced learning
- Develop and monitor subject non-negotiables are being met
- Request budget support to resource their subject, providing teachers with necessary resources for learning

- Ensure subject Intent and implementation statements are up to date.
- Drive improvement in their subject, working with teachers to identify any challenges
- Monitor timetables and planning of their subject to ensure there is time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in:
 - Behaviour Policy
 - Feedback Policy
 - Safeguarding Policy
 - SEN policy
 - Calculation Policy
 - Staff Code of Conduct

3.4 Senior leaders

Senior leaders 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
- Meet the expectations set out in:
 - Behaviour Policy
 - Feedback Policy
 - Safeguarding Policy
 - SEN policy
 - Calculation Policy
 - Staff Code of Conduct

3.5 Pupils

Pupils at our school will:

- Follow the school rules of
 - Be respectful
 - Be responsible
 - Be ready to learn
- Demonstrate our school values in their daily life

3.6 Parents and Carers

Parents and Carers of pupils at our school are expected to:

- 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

3.7 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
- Monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

We plan and deliver our curriculum with our School vision at the heart of our actions.

Curriculum Intent and Implementation Statement

Intent

At Chadsmoor Federation the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. We aim to open up opportunities to children to learn about the world around us, where they fit into the world and encourage them to aspire to be/do whatever they desire.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. We provide a nurturing environment from Early Years through to Y6 giving children the confidence, skills and knowledge to achieve well and become effective citizens in the 21st Century. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We regularly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We aim to work closely with parents through personal interaction and the power of IT.

Implementation:

We deliver the majority of our curriculum through cross-curricular topics. Having undertaken a review of our curriculum, we selected Cornerstones Maestro as a commercial scheme in January 2019 on which to base our school curriculum. One of our main reasons for selecting Cornerstones is because of the way that it weaves English throughout all subjects and provides a clear progression model that different topics can then 'sit' upon. This is important at Chadsmoor because we need to develop core English skills into our whole curriculum in order to develop the basic skills of our children, some of whom have no pre-school experience. Cornerstones also helps us to retain our cross curricular approach which helps children to link aspects of learning together and helps us build on prior knowledge.

Each topic has 4 sections as described below which we feel help our children develop their long term memory.

Engage	Develop	Innovate	Express
Hook learners in with a memorable experience.	Teach facts and information for deeper understanding and knowledge.	Provide imaginative scenarios that encourage creative thinking.	Provide environments for reflective talk.
Set the scene and provide the context for learning.	Demonstrate new skills and allow time for consolidation.	Enable children to apply previously learned skills.	Create opportunities for shared evaluation.
Ask questions to find out children's interests.	Provide creative opportunities for making and doing.	Encourage enterprise and independent thinking.	Celebrate and share children's success.
Spark children's curiosity using interesting starting points.	Deliver reading, writing and talking across the curriculum.	Provide opportunities for collaborative working and problem solving.	Identify next steps for learning.

The model of learning that is recognised by Ofsted always starts from a child's prior knowledge. We then teach new skills and knowledge in a logical progression with a clear end point. E.g. what we expect a child to know and be able to do by the end of each school year.

We are developing our tier of subject leaders so that they are able to clarify what they want children to know and be able to do in their subject. Subject leaders are expected to be proactive in designing their subject curriculum and regularly reviewing it to ensure it remains fit for purpose and suits the learning needs of our children.

Impact:

We recognise the importance of assessment to understand what children have learned. Our assessments are developed to embed children's knowledge of skills and then used to identify the next steps in learning. We use formative and summative assessment processes to enable us to make accurate judgements of both attainment and progress. This enables us to identify any gaps in knowledge and skills and to adapt our planning to fill these gaps. Reviewing our assessment and process alongside outcomes enable us to continue to develop our school curriculum and improve on curriculum design.

We expect all basic skills lessons to be planned and prepared in line with appropriate progression

- English: Reading and Writing lessons using the Federation 5 steps to success based on progression grids.
- Phonics: All phonics is taught through the Sounds Write Program, with true fidelity.
- Handwriting: Taught through the Start Bee Program.
- Maths: Taught through the use of Power Maths Linked to White Rose

Science and Foundation subjects are taught through topics, based on the Maestro Curriculum Program. These are planned throughout the year in a long term overview. Each topic must have an individual topic overview showing lessons covered with intended learning intentions and tailored to the needs of our children and local community.

PSHE: We use the Jigsaw Programme as a basis for our lessons.

RE: We follow the Locally Agreed syllabus, using Understanding Christianity as a basis for the Christian element.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and ICT suites.

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

They will be arranged to promote learning through:

- Clearly defined class/year group library
- Accessible resources for learning such as books, worksheets and other equipment clearly labelled and suitably stored in classrooms
- A seating layout that allows everyone to see the board and participate
- Displays in classrooms celebrate children's work (1 board) and support pupils' learning including Writing, Reading/Phonics, Topic and Maths work. Displays are mostly confined to display boards in order to minimise visual distraction.
- Worship/Prayer table in each class at the Junior School. This will include: a Bible, a candle, a cross and other resources such as prayer stones, a basket for children.

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate 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 most able and require extra or specific academic challenge.

Specify the strategies you will use to do this, for example:

- Using support staff effectively to provide extra support
- Working 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 a range of ability groupings for certain subjects where appropriate
- Providing scaffolding to support learning

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be set on a weekly basis as follows:

Maths – online. (Infants using Doodle Math's and Juniors using Mathletics)

Spellings – Booklet to be sent home weekly

A Reading book will be sent home weekly. (Older children may keep the same book for a couple of weeks if these is a longer text with chapters)

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

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 line with the feedback policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Summative assessments to be used and when, are identified on the Assessment Cycle (Appendix 2) Formative assessment is undertaken using a variety of strategies as the teacher feels necessary. These can include (but not exclusively) analysing children's work, Strategic questioning, classroom discussion, exit tickets and quizzes.

Teachers will communicate assessment information during parents evenings and annual written report.

10. Monitoring and evaluation

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

School leaders and subject leaders/curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting Lesson visits
- Reviewing marking and feedback
- Termly class attainment and progress (CAP) meetings
- Pupil Voice from discussions with children of all ages
- Planning scrutinies
- Book scrutinies

11. Review

This policy will be reviewed every year by the Executive Head Teacher and the Senior Leadership Team. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Equality information and objectives
- Staff Code of Conduct
- Calculation Policy
- Safeguarding Policy

13. APPENDIX

Teachers’ Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website:
<https://www.gov.uk/government/publications/teachers-standards>

Appendix 2

Assessment Cycle 2022/23

Year 6 and Year 2

Assessment Week Date:	Baseline w/c 5 th September 2022	Aut 1 w/c 10 th October 2022	Aut 2 W/C 5 th December 2022	Spr 1 w/c 6 th February 2023	Spring 2 W/C 27 th March 2023	Summer 1	Summer 2 w/c 19 th June 2023
Y6: R	Salford Reading Test A (for identified children)	SAT-past paper 2017	SAT-past paper 2018	SAT-past paper 2019	SAT-past paper 2022	KS2 SATs 2023	
W		Teacher Assessment using writing grids					
M		SAT-past paper 2017	SAT-past paper 2018	SAT-past paper 2019	SAT-past paper 2022	KS2 SATs 2023	
Y2: R	Salford Reading Test A	SAT-past paper 2017 Salford Reading Test B (Only for pupils below 100) Phonics check	SAT-past paper 2018 Salford Reading Test C (Only for pupils below 100) Phonics check	SAT-past paper 2019 Salford Reading Test A (Only for pupils below 100) Phonics check	SAT-past paper 2022 Salford Reading Test B (Only for pupils below 100) Phonics check	KS1 SATs 2023 Salford Reading Test C (Only for pupils below 100) Phonics check	Salford Reading Test A
W		Teacher Assessment using writing grids					
M		SAT-past paper 2017	SAT-past paper 2018	SAT-past paper 2019	SAT-past paper 2022	KS1 SATs 2023	KS1 GPS Paper 2023

Year R - 5

Assessment Week Date:	Baseline w/c 5 th Sept 2022	Data Drop 1 w/c 14 th Nov 2022	Data Drop 2 w/c 6 th March 2023	Data Drop 3 w/c 19 th June 2023
Rec: R	DfE Baseline test NELI Language screening...?	In school phonics assessment	In school phonics assessment	In school phonics assessment. NELI Language screen...?
W	DfE Baseline test	Teacher Assessment using writing grids		
M	DfE Baseline test	TA	TA	White Rose
Y1: R (Mock phonics tests half termly as Y2 see above)	Salford Test A (All pupils)	Salford Test B (All pupils)	Salford Test C (Only for pupils below 100) Cornerstones Spring Assessment	Phonics Check w/c 12 th June Cornerstones Summer Assessment Salford Test A (Only for pupils below 100)
W		Teacher Assessment using writing grids		
M		White Rose	Cornerstones Spring Assessment	Cornerstones Summer Assessment

Y3:	R	Salford Reading Test A	Cornerstones Autumn Assessment Salford Test B (Only for pupils below 100)	Cornerstones Spring Assessment Salford Test C (Only for pupils below 100)	Cornerstones Summer Assessment Salford Test A (Only for pupils below 100)
	W		Teacher Assessment using writing grids		
	M		Cornerstones Autumn Assessment	Cornerstones Spring Assessment	Cornerstones Summer Assessment
Y4:	R	Salford Reading Test A (for identified children)	Cornerstones Autumn Assessment	Cornerstones Spring Assessment	Cornerstones Summer Assessment
	W	Cold Write (See above)	Teacher Assessment using writing grids		
	M		Cornerstones Autumn Assessment	Cornerstones Spring Assessment	Cornerstones Summer Assessment
Y5:	R	Salford Reading Test A (for identified children)	Cornerstones Autumn Assessment Salford Reading Test B (for identified children)	Cornerstones Spring Assessment Salford Reading Test C (for identified children)	Cornerstones Summer Assessment Salford Reading Test A (for identified children)
	W		Teacher Assessment using writing grids		
	M		Cornerstones Autumn Assessment	Cornerstones Spring Assessment	Cornerstones Summer Assessment

Assessment Week	Baseline Until end of Sept 2022	Data Drop 1 W/C 6 th Feb 2023	Data Drop 2 W/C 19 th June 2023
Nursery R	Literacy: Reading Retelling a familiar Story – 'Usborne Farmyard Tales' Reciting a familiar Nursery Rhyme	Literacy: Reading Retelling a familiar Story	Literacy: Reading -Retelling a familiar Story
W	Literacy: Writing Copying /Writing own name – pencil grip/handiness (PD). Literacy: Writing Assessment Check List (fine motor) Mini-Bees Baseline -Drawing a recognisable person. -Writing over the dotted line. -Copying Shapes Physical Development: Moving & Handling -Handling & operating Scissors Assessment	Literacy: Writing Copying /Writing own name – pencil grip/handiness (PD).	Literacy: Writing Copying /Writing own name – pencil grip/handiness (PD). Mini-Bees Analysis of Impact -Drawing a recognisable person -Writing over the dotted line -Copying Shapes
M	Mathematics: Numbers -Reciting number names forwards to the largest number achievable. -Reciting number names in reverse 10-0 -Counting out a given number of items from a larger collection. -Identification of written numerals.	Mathematics: Numbers -Reciting number names forwards to the largest number achievable. -Reciting number names in reverse 10-0 -Counting out a given number of items from a larger collection. -Identification of written numerals.	Mathematics: Numbers -Reciting number names forwards to the largest number achievable. -Reciting number names in reverse 10-0 -Counting out a given number of items from a larger collection. -Identification of written numerals.