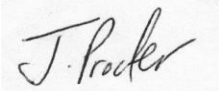




## Pioneer Federation Teaching and Learning

**'Achievement for All, Learning Together, Learning for Life'**

Review cycle	Annually	Date: January 2025
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle	April 2025- New Learning Objective concept added- pages 5	
Linked policies	Book & Marking Policy Learning Environment Policy	
Signed		Date: January 2025
Position	Executive Headteacher	
Date of next Review	January 2026	

### **Aims of this policy:**

This policy enables all stakeholders at Pioneer Federation to have quick access to, and total clarity about, the key information linked to Pioneer teaching and learning expectations.

Our vision is for all our children to be the best they can be in all they do, and to value learning as a creative and irresistible experience that underpin their aspirations for great futures. We are all focused on providing equal opportunities for all our children and believing that anything is possible. For this reason, our attitude is to 'aim high' for all children and use adaptive teaching methods to ensure all children reach their potential.

Our shared vision and set of values that underpin all that we do have a central focus on creative, innovative and engaging teaching that develops a love and interest in learning and promotes whole federation community wellbeing. We see 'all teachers our as SEND teachers', putting a significant emphasis on our quality first teaching placing universal provision of the most effective adaptive strategies at its heart. (See the SEND policy embedded below for more information and our approach to meeting the graduated approach in accordance with the SEND code of Practice 2014).

We believe that positive attitudes, a strong sense of self, a clear sense of purpose and, importantly, a sense of belonging, are prerequisites to effective learning, meaning pupil voice is central to the ongoing evolution of the planning process.

### **The process - planning what we teach:**

Across all schools, Pioneer Federation teachers work collaboratively to design lessons and activities that engage children in meaningful experiences. Our Church Schools work closely with the Diocese of Chichester, under God's rule and following the example of Jesus.

The Pioneer Curriculum Framework has been designed to ensure that all children, no matter their ability, background or starting point, are provided with the opportunities to build on learning term-on-term, year-on-year. Each term has a focussed '**overarching**' topic theme in which the National Curriculum skills and knowledge from the different subjects are carefully aligned to ensure a correlated cross-curricular approach to children's learning. Staff work in partnership with each other across all schools by sharing planning and resources, and supporting each other to be the best we can be in all we do.

The strong, well-sequenced and progressive curriculum created by the cross-school team is available for all teachers, which allows each class teacher to focus time and energy in adapting the curriculum to their specific class. We believe that in all classes across the Federation teachers demonstrate that they 'know their children' in the adaptations they make, to meet their class's specific needs.

### **Our focus on Adaption:**

We believe that effective teaching and learning requires teachers to provide an adaptive curriculum through a range of adaptive teaching strategies.

As a staff team we have developed this teaching and learning policy together to ensure all teachers are confident in understanding and delivering an adaptive curriculum and are confident in adaptive teaching methods.

We have defined what a good lesson would look like:

*All children absorbed and engaged in learning, all working towards the same learning objective with adaptations in place to scaffold, support, and extend. Teachers will have proactively anticipated barriers to learning before the lesson as well as respond flexibly in real time to evolving needs.*

Staff at Pioneer use these prompts to remind them of the key elements:

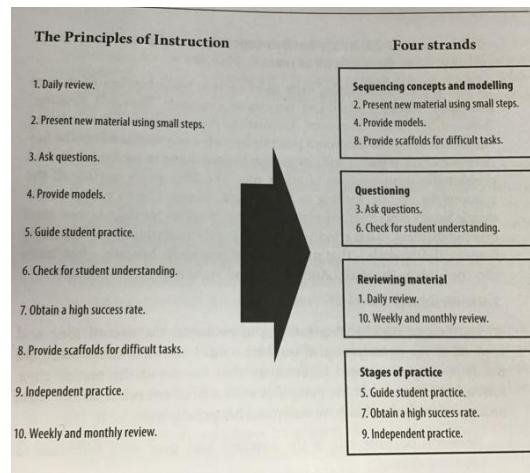
**O**ne objective

**I**ntent (expectation)

**S**caffolding

**R**eactive - Assessment for Learning

We have defined together what core techniques, core strategies and resources will be utilised by all teachers. 'Rosenshine's Principals of instruction' influence this core offer:



**Core techniques and strategies include (but are not limited to):**

- Reconnects to start each new lesson
- Carefully planned questioning, teachers are able to skilfully guide children through a journey of learning that culminates in a secure understanding of a given concept.
- Use of Assessment for Learning strategies to provide formative assessment at all stages of the teaching and learning process (use of mini white boards to gain all children's answers and contributions, low stakes quizzes, hands down techniques)
- Carefully chosen seating and pairing
- Flexible grouping/splinter grouping



**Core resources include (but are not limited to):**

- Concrete resources in all age group classes
- Knowledge Organisers (for key vocab, concepts and knowledge to be taught)
- Adjusted print size
- Colourful semantics
- Technological support, for example for visualisers/air server, touch typing, oral dictation and programmes such as Clicker8 for pre populated word banks.



**The learning Environment** (see embedded discrete Learning Environment policy linked below).

At Pioneer, we are committed to establishing learning environments that not only stimulate and engage, but also engender a sense of purpose and identity.

Our classrooms have working walls that all include key vocabulary including the use of Communication in Print to ensure all children can access the learning.



### Pioneer Learning Objectives (LO)

- LO should be succinct and relate closely to the knowledge and skills that will be gained through the lesson.
- Lessons should be planned around the learning objective (**What are you going to do? How are you going to get learners there?**)
- One learning objective per lesson.
- Learning objective will clearly demonstrate what knowledge, skills and understanding is required for the specific lesson. Key vocabulary to be highlighted if useful.
- The **context/previous links of the learning** is teacher discretion. This can be presented in different way. E.g. PP, flip chart etc.
- The learning objective may be recorded as a question e.g.  
What is gravity and how does it affect the earth?  
Can I calculate angles on a straight line?

or using the Pioneer template below

We are learning about... We are learning to... We are learning how... We are developing our knowledge of... <b>Knowledge, skills or understanding to gain from the lesson</b>		
(I)	(SC)	(S)

- All objectives will have a section at the bottom (or on the work if a learning question has been used) to indicate whether the work has been '**independent/scaffolded/supported**' to show where an adult has intervened.
- Learning questions may be handwritten by the pupil or typed, dependent on the age and ability of the pupil. If the LO sticker or learning question is typed, it should be Sassoon Primary size 8.
- Subject leaders to lead with creating clear succinct learning objectives on MTPs Teachers responsible for adapted learning around this and the steps required.
- Pupils to write the long or short date in their books (note by the end of KS1 are required to write the date independently)
- **Staff will be responsible for adapting the lesson** and resources to support and challenge the different abilities within the class to ensure all pupils achieve the learning objectives for the lesson.
- **It is paramount that work / evidence from the lesson should demonstrate the learners understanding of the objective** and also show how children of different abilities/year groups are supported and challenged.
- **For some lessons, the success criteria may be displayed within the pupil books alongside the lesson objective.** It is the teachers discretion about how these success criteria are represented i.e. bullet points, charts etc. The individual teachers can make this decision. e.g. this might be more appropriate for example in a writing lesson.

- Within the PowerPoints etc for the lesson, the instructions, success criteria and delivery of the lesson will help the learners know how they will be successful to reach the learning objective. These expectations will be shared with the children throughout the lesson and reviewed to assess how they are doing.

## Core policies

*Click the school badges for key Teaching and Learning policies*

### School Vision and Values



### Book and Marking Policy



### Behaviour Policy



### SEND Policy



### Learning Environment Policy



### Planning Policy



### Remote Learning Policy

