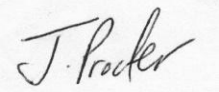




Pioneer Federation Teaching and Learning

'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: September 2026
Position	Executive Headteacher	
Date of next Review	September 2027	

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, staff set ambitious targets for every pupil and foster a culture where effort and perseverance are prioritised. Pupils are taught *how* to learn, developing critical thinking and the ability to embrace challenges without the fear of failure.

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. 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.

Developed collaboratively across our Federation, our ambitious, broad, and balanced curriculum is structured around **clearly defined end points** and **precise knowledge and skills**. Designed specifically to **support mixed-age classes across Key Stages 1 and 2**, our curriculum framework ensures that pupils systematically **build, retrieve and deepen their knowledge and skills over time**.

Our overarching **Curriculum Overviews** outline the strategic intent and sequence of units for every subject across a two-year cycle. This comprehensive mapping ensures clear progression of skills and knowledge as well as continuity for each cohort.

[View our Curriculum Overviews]

Our detailed **Subject Overviews** outline the specific intent for each subject. They demonstrate how National Curriculum aims are mapped to ensure a progression of skills and knowledge across year groups and terms. Additionally, these overviews feature our tailored '**Core and Aspirational**' vocabulary progression for every unit of work.

[Explore a selection of our Subject Overviews]

Medium-Term Plans (MTPs) provide the termly framework for our curriculum's implementation. They break down the skills and progression from our Subject Overviews into sequential lesson blocks, explicitly stating the intended impact through expected endpoints and knowledge gained. Because the skills and end points of our MTPs align with our Subject Overviews, full coverage of the curriculum is planned for. MTPs highlight how each school's distinct '**Cultural Capacity**' is integrated into the subject. These documents aid cohort teams and teachers in designing, planning and delivery lessons.

[Explore our Medium-Term Plans]

Our **Curriculum Policies** are written by each subject team to outline the intent, implementation and impact of each specific subject. Explore these documents to see how our curriculum vision is put into practice.

Our focus on Adaption:

Pioneer Federation teachers are trained to understand that they adapt the Pioneer curriculum to meet the needs of their classes. Utilising the MTPs and Cohort Planning, Pioneer Teachers adapt the curriculum specifically for their classes so the curriculum is bespoke at the point of delivery.

Before each subject unit begins, teachers find out what pupils already know and what they would like to find out about. Teachers use this information to influence their planning of the topics.

The Pioneer Curriculum 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. All aspects of the National Curriculum are included in our two-year rolling framework to ensure all year groups are taught the skills and knowledge aimed at their age group. All needs and abilities are planned for using a stage not appropriate taking into consideration core language, environment, resources, recording and assessment methods needed for each child to progress and demonstrate their knowledge.

<https://pioneerfederation.co.uk/stmarys/wp-content/uploads/2025/01/Adaptive-Teaching-take-away-resource.pdf>

Our policy ensures high-quality instruction across all classrooms by combining Rosenshine's Principles of Instruction with Tom Sherrington's Action Steps. It provides teachers with actionable, research-backed strategies to optimise cognitive load and secure long-term retention.

1. Sequencing Concepts and Modelling

New material is broken down into small, digestible steps to avoid overloading working memory. Teachers provide explicit support before asking pupils to work independently.

- **Small Steps:** Present a limited amount of new material at one time.
- **Explicit Models:** Use worked examples, live modelling, and "think-aloud" strategies.
- **Scaffolding:** Provide temporary frameworks (templates, sentence starters) that fade over time.

2. Questioning and Checking for Understanding

Questioning is used to explore depth of knowledge and verify that all students—not just volunteers—understand the concept.

- **High Frequency:** Ask a large number of questions to process information actively.
- **Cold Calling:** Target specific students instead of accepting raised hands.
- **Process Questions:** Ask students *how* they arrived at an answer, not just *what* it is.
- **All-Pupil Response:** Use mini-whiteboards or choral responses to check the whole class simultaneously.

3. Reviewing and Consolidating Material

Daily, weekly, and monthly reviews strengthen memory pathways and make recall automatic.

- **Daily Retrieval:** Start every lesson with a low-stakes review of prior learning.
- **Interleaving:** Mix older topics with current content to build deeper connections.
- **Re-teaching:** Use review data to immediately address misconceptions before moving forward.
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4. Stages of Practice

Lessons guide students from heavily guided practice to fluent, independent application.

- **Guided Practice:** Spend more time supervising initial practice and checking for 80% success rates.
- **Active Supervision:** Circulate the room to catch errors early.
- **Independent Practice:** Provide extensive, uninterrupted time for students to apply skills solo.
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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.

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 to be succinct and relate closely to the knowledge and skills that will be gained through the lesson.
- Please use the Pioneer template, see below.

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

- Plan your lesson 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.
- All objectives will have a section at the bottom to indicate whether the work has been '**independent/scaffolded/supported**' to show where an adult has intervened.
- The **context/previous links of the learning** is teacher discretion. This can be presented in different way. E.g. PP, flip chart etc.
- Whether the learning objective is recorded as a question or statement should be teacher discretion as long as both methods clearly include the skills, knowledge and understanding required. Whether LO is a question or statement could be subject specific.
- The LO sticker will be Sassoon Primary size 8 (needs to be installed on everyone's computers)
- 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.
- **Success criteria's are to be created/used in most lessons** to ensure all children know how to be success and achieve the objective.
- 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 linked:

Behaviour policy

Book and Marking Policy

Curriculum Blurb

SEND Policy

Learning Environment Policy

Planning Policy

School vision and values policy