



# Teaching & Learning Policy 2019-20

**‘Achievement for All, Learning Together, Learning for Life’**

**‘Every Lesson Counts’** - Children at the centre of learning.  
*Empowered through active and engaging teaching.*

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## Rationale

This policy has been created to enable all stakeholders from the Pioneer Federation to have access to key information linked to Pioneer teaching and learning expectations. **Enabling clarity for all.**

Access to each school's **vision and values** can be found on the main Pioneer website page. [www.pioneerfederation.co.uk/](http://www.pioneerfederation.co.uk/)

■ **Ofsted Criteria for Leadership & Management 2019-** Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

## Context

At Pioneer Federation practitioners work collaboratively to design learning experiences that engage learners in deeply meaningful experiences. Staff work in partnership with each other across the Federation of schools, sharing planning, resources and supporting each other 'to be the best we can be'. Design for learning is focused on developing rich dialogue between teachers and pupils, pupils and their peers and within the wider school community. Through 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.

## Design for Learning

**In designing teaching sequences, practitioners will:**

- Focus on learners and their next steps
  - Build on assessment outcomes
- Design sequences that ensure the learning journey makes sense
  - Design contexts for learning that are meaningful and engaging
    - Build on meaningful cross-curricular themes
- Ensure learning is challenging and securely centred on developing key learning dispositions
  - Personalise learning experiences through sensitive differentiation

## Behaviour for Learning

Positive attitudes, a strong sense of self, a clear sense of purpose and importantly, a sense of belonging, are prerequisites to effective learning. At Pioneer we are committed to establishing environments for learning that not only stimulate and engage, but engender a sense of purpose and identity. **The classroom environment is the silent teacher.** It conveys clear messages about our collective values, celebrates learning and supports and develops reflection, thinking and connection making.

We also understand that noise has a detrimental effect on learners and slows learning down for children. We aim to ensure every class is calm and quiet, supporting children in understanding appropriate noise levels for collaborative activities. Calm, quiet classrooms give children space to think, generalise, reflect and absorb. These are crucial if children are to really become engrossed in their learning.

**A lesson begins outside.** At Pioneer we believe that readiness to learn starts in the playground when children line up quietly and focus on moving silently into school, thinking in readiness for the learning to come. Children settle immediately to their places and are alert, ready and eager to start learning.

At Pioneer we know that adult behaviour affects children's behaviour. Behaviour for learning is the result of good teaching and teachers know that they are responsible for working with children to establish the parameters for effective lessons. By celebrating behaviour for learning, we support all children in engaging with lessons. All teachers smile, talk calmly and invite children into really engaging learning experiences that respect individuals and build self-esteem.

**As a result, behaviour for learning is very good because everyone feels safe and ready. Children know that all their answers will be valued and celebrated. Ideas and thoughts for learning are recognised on learning walls and interactive displays. Thinking is on display as much as product.**

Click below to view the '**Behaviour Policies**'



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EH-CP-Pupil-Disciplin  
e-Policy-April-2019.p

## Curriculum

**Organisation:** Our exciting, broad and balanced curriculum is developed through a 2 year cycle for each cohort. Each term has a focussed cross-curricular topic, lasting 5-7 weeks. Before each topic 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.

Each curriculum map is divided into 3 sections.

**Intent**– defining the topic overview and sequence of subjects.

**Implementation** – listing the National Curriculum skills and planning linked to topics.

**Impact**– explaining the outcomes in knowledge gained from the topic.

Within the curriculum maps the Maths and Literacy units of work are also sequenced and the wide-ranging Literacy texts are listed. ‘Enrichment Days’, ‘Forest School’ and ‘Bespoke Curriculum Events’ are timetabled to further enrich our curriculum and enable us to cater for current global affairs and issues. See weekly newsletters and the ‘Curriculum Events’ and ‘Forest School’ tabs on the websites for evidence of these curriculum events.

### **Content and Sequence**

The Pioneer Curriculum Framework has been designed to ensure that all children, no matter their ability, background or starting point, are provided with the opportunity to build on learning term-on-term, year-on-year. Sequenced in order to ensure accumulative development, the themes allow for an abundance of local-area learning, centring on building foundations skills and understanding in key stage one.

This is particularly evident through the sequencing of history units: Foundations of historical language are built over the course of the two KS1 years, focusing on ‘time’ language and applying this to specific events. Children develop their understanding of timelines to build into future learning (e.g. to then be able to sequence events during Tudor times in LKS2 and World War 2 in UKS2, allowing them to fully explore and understand the concept of moving between periods of time and ‘ages’). For KS1, the sequence alternates between event/period-specific knowledge-gathering and general teaching of the understanding of time and eras. Through KS2, the history units are developed into longer studies to allow for deeper explorative learning about specific periods of history. These are sequenced through the years of 3 and 4 to allow for breaks in the deeper study to ensure the continued development of language and understanding of time through topics linked to change. This is heavily guided by the

expected coverage as outlined in the History National Curriculum for KS1 and 2. The cross-curricular approach leads to many opportunities for facilitating bespoke multi-disciplinary learning; for example including the teaching of time-telling and skill in maths, era-specific music and art, and linking English texts, PSHE and MfL to further explore themes and develop understanding of concepts.

With a focus on the development of pupils' skills and knowledge, the curriculum offers opportunities for deep learning of all curriculum areas, linking themes across subjects and curriculum areas. Numerous opportunities for enrichment within the design ensure that children are able to apply learning to 'real life', ensuring skills and knowledge are embedded and learning for life is achieved. Evaluative tools ensure all elements are refined and improved following pupil, parent and facilitator feedback, whilst still ensuring the core sequencing of knowledge and skills remain.

### **Impact and Knowledge-Gained**

Each of the curriculum frameworks list the impact and knowledge-gained from each curriculum area, every term. This learning can be evidenced through children's books and the experiences documented throughout the topic journey.

Newsletters, and the Curriculum events section of the website, will include statements from staff and children to demonstrate the new understanding gained from the variety of enrichment activities and experiences provided.

Access to our **curriculum maps** can be found through our 'website' [www.pioneerfederation.co.uk/general-information](http://www.pioneerfederation.co.uk/general-information) and 'staff google-drive'.

## **Learning Environment Policy**

### **What is the Learning Environment?**

The Learning Environment is the physical environment around the school; any area that children are going to use or learn in. This includes the physical classroom, corridors, cloakrooms, shared areas and outside learning spaces.

### **What impact does the Learning Environment have on teaching and learning?**

Learning Environment sets the tone for the standard of engagement, care taken and behaviours of the children and staff alike. An engaging, inspiring and uncluttered learning environment can lead to learners feeling supported, interested and connected with their curriculum.

Click below to view the '**Learning Environment Policy**'



Learning  
Environment Policy

## Book and Marking Policy

We firmly believe that the environment drives behaviour and that we cannot separate ourselves from it. Our commitment to developing and maintaining the highest quality of environment is central to our efforts to raise standards within the context of a rich and varied curriculum. Our **Book policy** is closely linked to our **Learning Environment Policy** and serves to reinforce the core values that underpin relationships in our school. The environment and the manner in which we develop it, and the learning within it, communicates the values and the ethics that underpin the culture of our school.

Our books are evidence of children's attitudes to learning. We expect equally high standards across all subjects, years and classes. Our **Book Policy** is underpinned by our commitment to consistency, precision and equality of opportunity for all and we therefore have very clear guidelines and expectations as to how all books are established and maintained. We expect all staff to evaluate the quality of their class books in the context of these agreed protocols and ensure they achieve the very best outcomes.

Click below to view the '**Book & Marking Policy**'



Book and Marking  
Policy 2019.pdf

## Assessment Cycle

We understand the importance of using assessment effectively to inform and impact on standards/outcomes. We also understand the limitations of assessments do not use it in way that create unnecessary burdens on staff or pupils.

Click below to view the '**Assessment Cycle 2019-20**'



Assessment Cycle  
2019-20 (without data)

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## Monitoring Cycle

We ensure that teachers receive focused and highly effective professional development. We focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of monitoring/triangulation to aid this.

Click below to view the **'Monitoring Cycle 2019-20' & Staff Meeting CPD Agendas**



Monitoring Cycle  
2019-20- without dat



Staff Meeting Yearly  
Overview.pdf

## SEND Policies/Reports

Our provision and curriculum is effectively adapted and designed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Click below to view the **'SEND Policy/Report'**



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## Templates

Planning templates



Planning Template