

TEACHING AND LEARNING POLICY

Review Date	Reviewer	Review Completed	Adopted	Implementation
				September 2017
September 2018	A Inkster	September 2018	September 2018	September 2018
September 2019	A Bartlett	September 2019	September 2019	September 2019
September 2020	A Bartlett	July 2020	September 2020	September 2020
September 2021				



Curriculum intent

The vision of the North East Learning Trust is that every child experiences excellence every day. Our vision is that each child thrives in a safe, stimulating environment where they develop a deep love of learning that will stay with them for their whole lives. Our curriculum is broad, balanced and meets the requirements of the national curriculum. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences.

Aims

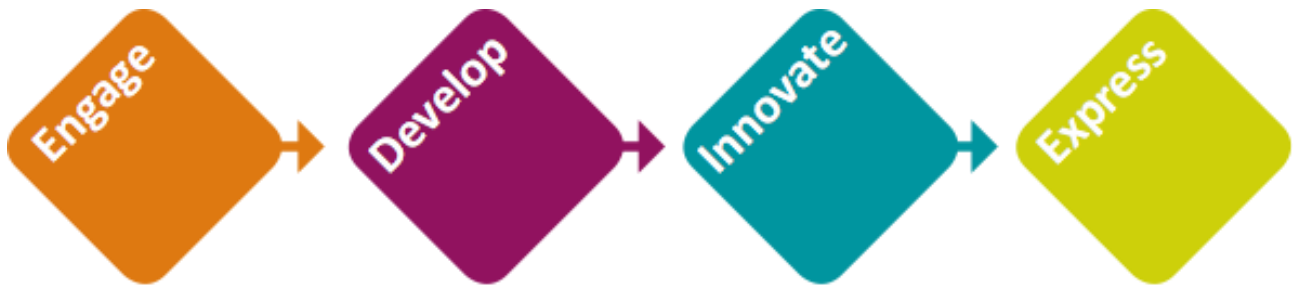
- Engage children through interesting topics and hands-on activities.
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Make effective connections to the real world.
- Help children to think creatively and solve problems.
- Develop children's capacities to work independently and collaboratively.
- Enable children to make choices about their learning.
- Take account of children's interests and fascinations.

Our approach:

- develops children to the best of their abilities
- helps children to find their passions and interests
- facilitates children's acquisition of knowledge, skills and understanding
- helps children to develop intellectually, emotionally, socially, physically and morally
- assists children in becoming independent, responsible, useful, confident and considerate members of the community
- promotes a positive attitude towards learning, so children enjoy coming to school
- helps children to acquire a solid basis for lifelong learning
- creates and maintains an exciting and stimulating learning environment
- ensures that each child's education has continuity and progression
- enables children to contribute positively within a culturally diverse society

Structure

Our foundation curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children's learning



and thinking.

The Four Cornerstones of Learning link explicitly to pupils' spiritual, moral, social and cultural (SMSC) development.

The focus for teaching and planning in each Cornerstone is as follows.

Engage

- hook learners in with a memorable experience
- set the scene and provide the context
- ask questions to provoke thought and interest
- use interesting starting points to spark children's curiosity

Develop

- teach knowledge to provide depth of understanding
- demonstrate new skills and allow time for consolidation
- provide creative opportunities for making and doing
- deliver mathematics, reading, writing and talk across the curriculum

Innovate

- provide imaginative scenarios for creative thinking
- enable and assess the application of previously learned skills
- encourage enterprise and independent thinking
- work in groups and independently to solve problems

Express

- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success

- identify next steps for learning

Memorable Experience

Each Imaginative Learning Project (ILP) begins with a memorable experience that stimulates children's curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children.

Curriculum design

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. At the beginning of the year, staff select 6 topics which will be taught across the year. The teacher will use the Cornerstones detailed coverage checker to identify any skills which will not be covered by the imaginative learning projects selected. These skills will then be taught discretely over the year.

Subject coverage

English

English is a core subject and is at the heart of our curriculum. Children enjoy a rich and diverse English curriculum which follows the National Curriculum. This is enriched through book studies and links are made to foundation topics where appropriate.

Spoken language is promoted throughout the curriculum and across all subjects.

Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group following a specific program.

Mathematics

Mathematics is also a core subject and is taught discretely. However, where relevant, mathematics is linked to ongoing project work.

Science

Science is taught as a discrete programme across school and has been written with working scientifically skills underpinning each lesson. Our scheme has a balance of enquiry types and new knowledge is identified and taught through each lesson.

Foundation subjects

The foundation subjects – history, geography, design and technology, art and design, PE and music – are integrated into each project and provide enrichment across the curriculum.

Religious education

RE is a statutory part of the curriculum. The cornerstones Love to Celebrate scheme is used which follows the same structure as the main Maestro curriculum. Additional Christmas and Easter units are taught at appropriate times of the year.

PHSE and citizenship

PHSE and citizenship are important aspects of our curriculum and are taught both discretely and within the projects.

ICT and computing

The core skills of ICT are taught as a discrete programme across school. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media.

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics and PE. Teachers are free to arrange their afternoon timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons.

Assessment of the curriculum

(Please refer to the school's Assessment Policy)

The National Curriculum sets out key skills which children should be taught. Children are assessed against these by teachers within lesson. Data is uploaded to the school foundation assessment system (shown above) at three points across the year. This allows teachers and SLT to monitor progress.

Formative Assessment

Formative assessments are made throughout lessons to effectively support the child and ensure progress is made. Assessments are used to inform future planning through same day interventions and daily planning.

Summative Assessment

Summative assessments are used to assess what a child can do at a particular time and are be used for comparison.

The following formal summative assessments take place at Sacriston Academy:

- End of Key Stage assessments – Year 2 and 6 (summer term)
- Early Years Foundation Stage Profile (summer term)

- Phonics Screening Check – Year 1 (summer term)
- Star Reading Tests (termly)
- Read Write Inc. Assessments (half termly)
- Diagnostic tests for targeted children (as required)
- Years 3 – 5 standardised tests (termly)
- Progress tests in maths and spelling.

Moderation and Standardisation

- Standardisation takes place during the Autumn term following the collection of baseline evidence.
- Weekly PPA and staff meetings are used to moderate within each phase.
- Cross Phase moderation will take place at least once each term.
- Moderation with Trust Schools and other likeminded schools
- When selected, Local Authority moderation also takes place.

Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and promote the pupil's learning.

Reporting to Parents

- Termly Snapshot Reports' using *School Pupil Tracker*
- Annual Report to parents using *School Pupil Tracker Report Writer*
- Discussion with parents at pupil progress meetings.

Reporting to Governors

- Headteacher's report to Governing Body termly.

How is teaching and learning monitored?

Children's work will be monitored and moderated regularly. Staff will produce a pupil progress report covering the core areas at 3 points across the year. In addition, staff will assess children in each of the foundation curriculum areas at 3 points across the year and upload this to the assessment system.

Parents/Partnerships

Homework is considered to be a valuable element of the learning process. We believe that homework should be set:

- to involve parents in their children's learning
- to help parents keep abreast of what their child can and cannot do

- to take advantage of the home context to apply learning
- to encourage children to talk about their work to their parents and explain what they are doing and how
- to extend time for learning, thus enabling children to practise and consolidate their skills
- to view learning as a lifelong process and not just restricted to school hours
- to prepare children for secondary school experiences of homework

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all year groups
- homework will generally take many different forms using the creative homework approach but not excluding, including reading, learning multiplication facts and spellings
- homework may sometimes consist of preparation for work yet to be done
- children should understand exactly what they are expected to do, how to do it and how long it should take

Behaviour Management

(Please refer to the school's Behaviour Policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment. Outstanding learning behaviours are encouraged, praised and rewarded.