

TVED Teaching and Learning Policy

'If not you, who? If not now, when?' (Greg Searle, MBE)

Trust Aim

At TVED, we believe that the outcomes of our children are directly attributed to improved life chances, and are therefore fundamental to all we do. Through an unwavering commitment to excellence and high-quality teaching and learning, firmly based within a knowledge based progressive curriculum, we focus all our activities and priorities on the central purpose of helping pupils to learn and to achieve.

Our Pledge to our children and community is:

Delivering educational excellence so that **all Tees Valley Education children** can achieve their dreams, hopes, aspirations and a great sense of self-worth. By doing this, our children will become outstanding citizens able to contribute to society with the skills, ability, confidence and a voice to **shape a better future for all.**

'We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.', Aristotle

Everything we do at Tees Valley Education is underpinned by our 'Diamond Standards':

- ❖ **Commitment:**
To achieve, succeed and create the best life and future
- ❖ **Curiosity:**
Be inquisitive, be brave and learn
- ❖ **Courage:**
To face our challenges and the unknown
- ❖ **Care:**
For ourselves, each other and our communities

Our curriculum reflects the bespoke needs of our children, fostering curiosity and a passion for learning. We aim to ensure that our children are highly aspirational, deeply inspired and nurtured. (Curriculum design methodology in appendices)

We aim to provide experiences that will widen and develop knowledge across all curriculum areas, with a priority on deepening learning for all. We strive to narrow the reading and vocabulary deficit, to enable pupils to communicate effectively, become independent learners and prepare them well for future life.

We want all of our children to make progress: to know more, remember more and do more.

'The limits of our language are the limits of our world' - Ludwig Wittgenstein

Aims of policy:

To ensure that all children across the Trust have access to high quality teaching, whereby issues of entitlement and equity of opportunity are accessible to all through:

- a knowledge-rich, progressive curriculum from EYFS to Year 6, offering a differentiated and varied provision, building on the prior learning of all children, whatever their starting points,
- secure, stimulating learning environments, underpinned by challenge and support,
- high expectations in speech, language and communication, strengthen the children's ability to learn at a deeper level and articulate their learning,
- a drive to promote and support vocabulary development,
- opportunities to exhibit spiritual, moral, social and cultural understanding,

- promoting a wide range of creative experiences which enable children to make full use of their imagination in gaining the sense of the possibilities that their own creative engagement which the world can bring,
- developing lively and enquiring minds through encouraging children to question and discuss issues in order to make informed decisions,
- nurturing self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others to become self-reflective independent learners,
- recognising and respecting individual religious and cultural values and to celebrate diversity,
- nurturing a sense of caring for others, and themselves, distinguishing between right and wrong and being aware of the consequences of any actions and
- creating opportunities where children can develop a sense of awe and wonder.

Curriculum Statement

At Tees Valley Education, we view our broad and balanced curriculum as the totality of every planned experience and interaction that our children will encounter. It saturates and informs every aspect of our practice and our culture: from academic content, to safeguarding, to poverty proofing, to the planned roles and recruitment of adults working in our academies. It is the bedrock on which outstanding teaching and learning opportunities are built upon.

We build the supporting frameworks around the children, which we hope will allow them to develop the characteristics that ensure they are ready to learn, allowing them to become independent, confident and successful learners, preparing them well for future life and to feed the demands of an increasingly complex workplace and society. We are committed to providing and developing a plethora of imaginative learning opportunities, and pastoral and welfare support for all, designed to fit the needs and stage of our children as well as their community.

Intent

At Tees Valley Education, whilst we use the national curriculum as a framework, our curriculum has been co-designed by teachers and children, considering our local industrial heritage and the communities we serve. A knowledge-rich approach offers a curriculum that is broad and balanced and which builds on the prior knowledge and understanding of all children, whatever their starting points, as they progress through each key stage. We consider the development of the whole child to enable them to understand the world around them, as well as to be able to make informed and accurate observations and connections they need to succeed in life.

In order that we build an essential skill set to succeed in life we support our children with wide ranging opportunities through enterprise and career related learning. We build on children's growing awareness of themselves and through opening up the world of work to broaden their horizons and contextualise learning for now and later. This is the golden thread that runs through our curriculum to ensure learning is real. Our enrichment and extra-curricular activities, as well as our 'activity passport', form a critical part of our curriculum offer. They provide concrete platforms for advanced learning, thinking and reflection, in a form in which our children can follow their personal interests as well as develop new ones.

Implementation

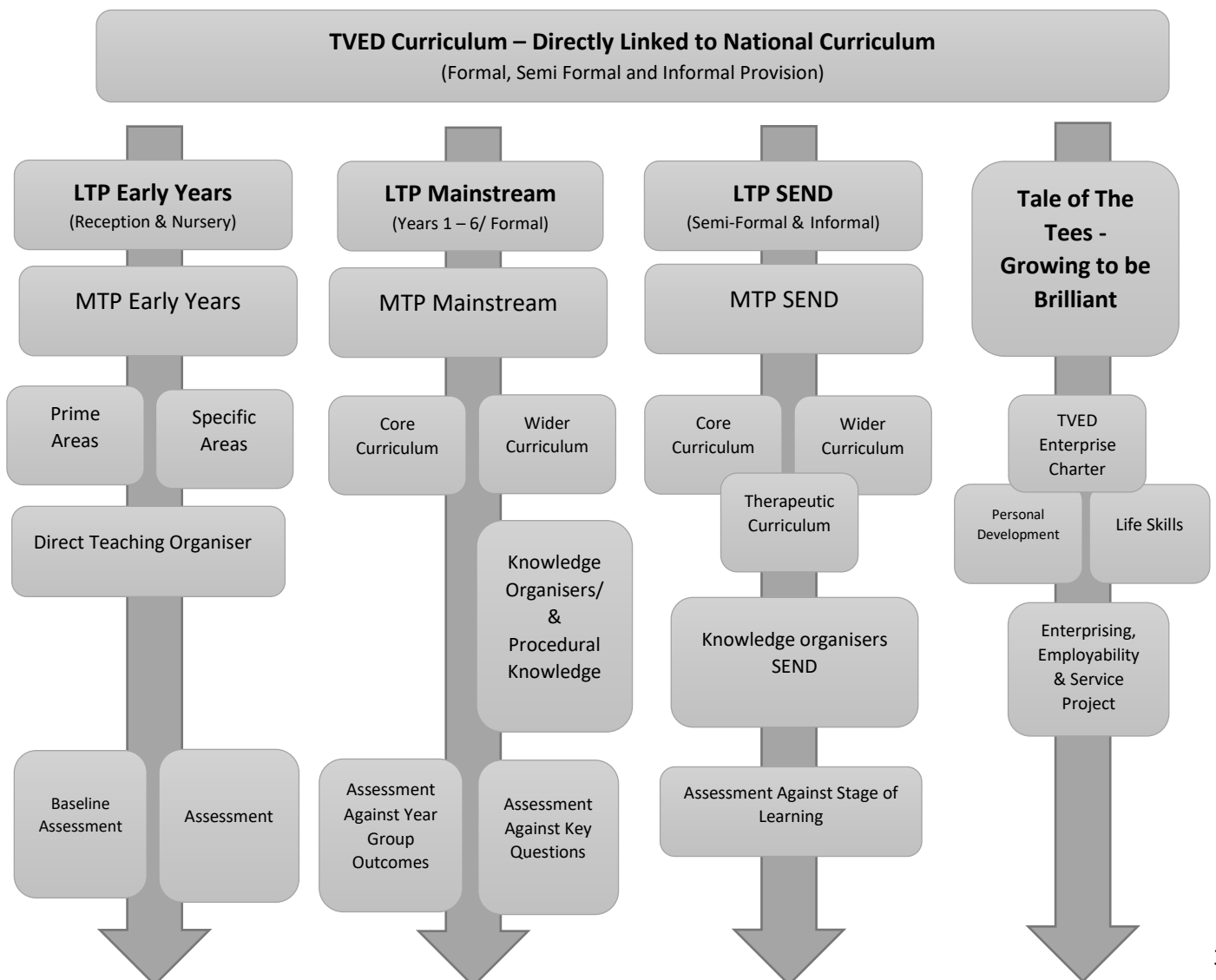
Clear strategic planning allows the curriculum to be dynamic and adapted to the nuanced context of the academies as well as the children's needs, whilst ensuring a cohesive trust wide entitlement and commitment. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross-curricular links, including real-life application. Long term plans have been carefully designed to ensure that children's development is coherent, logical and progressive. Subjects are taught specifically but are embedded in topic themes; however, the conventions of the subject are followed.

Across the trust, outstanding classroom environments stimulate and engage quality thinking and reasoning. In all of our academies, weekly, medium and long term planning is responsive to children’s needs; incorporating holistic approaches to teaching and learning; assessment for learning polices are an opportunity for children to reflect on their learning and think deeply in their feedback. High quality CPD, combining research and practice, as well as direct expertise from the trust’s SLEs, supports all staff to further develop curriculum pedagogy.

Impact

We use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Curriculum teams, forming part of our professional learning community, have a vital role to play in the selection and delivery of content, as well as monitoring the efficacy of the provision, including pupil outcomes. They monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching trajectories are changed within and across the academies. Senior leadership teams monitor and quality assure, triangulating audit function over time and against the ‘formal/semi formal/informal’ viewpoint of need. The whole ‘trust team’ strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps, as part of a planned trust-wide approach.

Curriculum Structure (LTP – long term planning, MTP – medium term planning)



Roles and responsibilities

The Programme for International Student Assessment (PISA) state there are two factors which impact on the outcomes of young people: home and the quality of teaching. Ultimately, when children receive high quality provision, standards of achievement across the whole curriculum are raised. At Trust, academy and teacher level, it is our responsibility to ensure that our children have access to the highest quality of teaching to ensure the best outcomes for our children.

This supports the aims, ethos and values of the Trust and provides secure, supportive environment where each child can achieve their potential.

This is achieved through each stakeholder committing to the Trusts expectations of them:

Children

Learners work towards these aims by:

- taking growing responsibility for their own learning both at school and at home,
- responding eagerly to all learning challenges and embracing learning opportunities,
- having the confidence to raise questions and persevere with their learning demonstrating a growing range of strategies to overcome challenges or barriers to their learning,
- displaying positive learning behaviours and embodying the Diamond Standards,
- showing a willingness to concentrate on tasks with a sense of commitment and enjoyment, ensuring they take responsibility for their own progress,
- adjusting to the demands of working in different contexts, selecting appropriate methods and organising themselves and their resources effectively,
- evaluating their own work and, where appropriate their peers, to support their learning process
- and attending school and being punctual, ready to begin lessons on time with a positive attitude to learning.

Teaching & Learning Staff

Teachers work towards these aims by:

- teaching lessons with clear aims and purposes, driven by specific objectives and success criteria, in line with Trust documents and therefore the National Curriculum and Programme of Study,
- utilising the principles of the science of learning to plan effective sequences of learning at both individual and group level, based on prior knowledge, identifying misconceptions, removing barriers to learning and planning with the end in mind
- having clarity about the learning intentions and how they can be achieved with a clear awareness of the relevance of the new learning within the overall unit or subject,
- catering appropriately for the learning of all pupils with differing abilities and interests, ensuring the full participation and engagement of all,
- adapting teaching methods appropriately to suit the learners, theme or subject,
- setting high expectations of all pupil's behaviour in line with academy policy,
- supporting and challenging their pupils appropriately,
- scaffolding independence,
- creating opportunities for all to experience learning success,
- providing regular, timely feedback against success criteria to drive progress in line with academy policy,
- ensuring children are specifically praised for their learning behaviours and successes,
- creating positive climates for learning, promoting positive relationships to motivate and inspire pupils to be the best they can be in a secure environment

- being organised for all aspects of their role, being well prepared for lessons but adapting in light of assessment of learning,
- having clear learning intentions and outcomes,
- assessing and evaluating pupils' learning through termly summative assessment and utilising this to identify gaps in learning
- utilising assessment for and of learning to set clear targets for interventions, lessons, units of work and end of year,
- committing to improvement and raising standards of progress and achievement,
- proactively identifies children and groups who need intervention and support,
- understanding the whole child and their individual levels of need,
- sympathetically responding to the needs and aspirations of all children, families and the community,
- working as part of a team, creating a supportive and cooperative team ethos,
- recognising, supporting and contributing to the academy and Trust ethos, embodying the Diamond Standards,
- being enthusiastic and making learning enjoyable and interesting in light of the needs and interests of the children,
- being a lifelong learner engaging with current research,
- committing to their own professional development and therefore being open to innovative ideas and suggestions, willing to challenge and be challenged and
- listening to children, valuing their opinions and having their best interest at the heart of everything they do.

Parents

The parents work towards these aims by:

- willingly engaging with the academy, the teachers and school life,
- valuing and respecting their child, their learning, their teacher and the school,
- working with the school and staff to support the very best outcomes for their child,
- ensuring that their child attends school and arrives punctually,
- ensuring that their child is as fully prepared as possible for the school day,
- supporting the academy Behaviour Policy,
- participating in discussions concerning their children's progress and attainments,
- ensuring early contact with school to discuss matters which may affect a child's happiness, progression or behaviour and
- supporting the child's learning at home, e.g. homework, reading.

School Leaders, Admin & Pastoral Staff

The leaders work towards these aims by:

- creating a genuine learning community, whereby all staff and children feel respected and valued, learning from and with each other,
- committing to improvement and raising standards of progress and achievement,
- embodying the Diamond Standards to actively promote the Trust and academy ethos,
- providing staff with clear, up-to-date, relevant, expectations, schemes of work and policies to support teaching and learning
- providing regular, timely feedback against teacher's standards to drive progress and development and actively celebrating successes,
- promoting positive relationships to motivate and inspire staff to be the best they can be in an environment of support and challenge,

- ensuring that CPD applies the theory of the science of learning in order to effectively meet the needs of individuals, groups and whole academy driving both academy and Trust priorities and
- holding staff to account for outcomes, supporting and challenging staff appropriately.

Strategic leadership and overarching direction is provided by the Director of Standards and Academy Improvement supported by the Heads of Academy. They will determine its impact, efficacy and development requirements to deliver the national curriculum in its entirety whilst engendering a level of excellence that will ensure all children have access to their full entitlement. They will also determine the CPD needs of the staff and plan to support them accordingly.

The Standards Trust Improvement Team provide the drive at a strategic and operational level to ensure our curriculum is integral to, and supports, progress and attainment for all. Trust Curriculum Leaders provide the specific expertise at a trust, local and regional level in order that they can both support, challenge and ensure impact on both teaching, learning and outcomes. They support and liaise with the subject leaders and co-ordinators to monitor the impact and effectiveness of the subjects and raise standards. Academy Curriculum Leaders provide a school level strategic leadership and direction for the curriculum ensuring support for teaching and learning, appropriate coverage and impact on outcomes. Academy Subject Coordinators support this on a day to day basis.

Trustees & Directors

The Trustees work towards these aims by:

- ensuring that policy procedures are in place,
- ensuring that procedures are carried out robustly,
- ensuring teaching and learning forms the basis of Trust and individual academy target setting and evaluation of impact and
- ensuring that Trust teaching and learning informs and raises standards in progress and attainment.
- investment in learning for our teaching staff in order that we secure pedagogical development
- agree clear strategic curriculum offer in place and review its implementation yearly.

Recovery Curriculum

Throughout 2020/21, as a result of the pandemic, there has been a recovery curriculum in place to support the children levering back into school life. This challenge requires a new response that is constructed to wrap around our children, recover and rebuild, be purposeful and planned, compassionate and based within our informed judgements. Our focus is to ensure that pupils are ready to learn and as such social and emotional wellbeing will be prioritised within a safe and supportive environment. The clear expectation for all is that our recovery curriculum will ensure accelerated progress for all, in this year and beyond (See Recovery Curriculum).

Additional to this has been the development of the blended learning offer to all pupils to ensure the taught curriculum continues wherever they may be. Whilst it is acknowledged this is more challenging the expectations of teaching, learning and the curriculum offer remain the same. Where engagement is challenging every opportunity will be made to support children and parents.

Learning Environment

High quality teaching and learning is reinforced by a high-quality learning environment. These environments should meet the needs of the individuals within them and should support them with their learning. Successful classrooms are organised as such to ensure they are accessible to the learners, supporting them to be as independent and successful as possible. What is displayed, should be either there to support learning or to celebrate learning; reflecting the taught curriculum and be representative of all children and

all ability levels. Ultimately, it should be a welcoming environment which is fit for the purpose of learning. For further expectations and guidelines, see individual academy Display Policies.

Inclusion

All children are helped to achieve their potential; however, we continue to drive proactively for equity for disadvantaged groups. We ensure that disadvantaged children have access to the same demanding opportunities as other children. Those who are most able are challenged and encouraged to expand their knowledge and skills through a varied curriculum offer and wider opportunities. Those who find learning more challenging are given targeted support to embed skills, to develop their own pace and to learn in a style that best suits their individual needs; sometimes through a pre-formal or semi-formal, stage driven curriculum.

We aim to provide for all children so that they achieve as highly as they can according to their individual abilities. We will identify which children or groups of children are under-achieving and take steps to improve their attainment. Children with SEND will have targets appropriate to their ability and learning will be tailored to meet their individual needs. Gifted and talented children will be identified and suitable learning challenges will be provided. Progress of all groups of children will be carefully tracked and monitored.

APPENDIX

TVED Curriculum Design Methodology

At Tees Valley Education, we view our curriculum as the totality of every planned experience and interaction that our children will encounter. It saturates and informs every aspect of our practice and our culture: from academic content, to safeguarding, to poverty proofing, to the planned roles and recruitment of adults working in our academies.

The design of the curriculum is research driven. Current research and new learnings, not just updates to pedagogies and principles of teaching and learning, but also about our children and the changing landscape of our communities themselves. In the first instance, the curriculum is designed to meet the expectations of the National Curriculum. In addition to this, the curriculum is also shaped by our communities and locality, to provide relevance and contexts with which the children are and should be immersed in. . The order in which we teach this has been shaped by the principles of the science of learning (McCrea, Sherrington, Willingham). The context and order of the curriculum components have been carefully crafted to ensure that the acquisition of knowledge is a cumulative process and that children have opportunities to build new learning on prior knowledge, revisiting key concepts and vocabulary (Quigley), in order to gain and secure new knowledge.

Underpinning the sequenced curriculum are knowledge organisers (based on Barrat). These are designed to support teaching and learning to ensure that prior knowledge and vocabulary are identified, to then enable new learning to be taught and sequenced by the teacher. Teachers are required to consider misconceptions, plan for how they are going to make the children think and ultimately how they are going to get the children to remember (McCrea).

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