



CURRICULUM, TEACHING & LEARNING POLICY

AIMS

At Moorland Junior School our aims are to:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support students' spiritual, moral, social and cultural development.
- Support students' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all students.
- Equip students with the knowledge and cultural capital they need to succeed in life.

In this policy we:

- Explain how we create an environment of high expectations where students learn best and love to do so.
- Summarise expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism.
- Ensure all members of school community recognise the importance of excellent Teaching and Learning and a robust curriculum as our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching.

OUR GUIDING PRINCIPALS

Our belief is that education is transformational. Our role is to support all of our students to succeed, irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some students need more than others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We work tirelessly to remove barriers to learning for all students.

We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve. Our relationships with our families also play a vital role in supporting the children.

Expectations:

Outstanding teaching occurs when teachers...

- Have high expectations of the effort that students should make and what they can achieve.
- Enthuse, engage and motivate all students so that they learn and make progress.
- Demonstrate expert and versatile subject knowledge.
- Use data efficiently to inform their planning to accelerate progress and narrow gaps for vulnerable groups
- Actively engage students in their learning so that they make their own meaning from it.
- Make the learning challenging and well-paced by using stimulating activities.
- Match the learning experience to a range of learning styles.
- Maximise learning time, having no 'wasted time'.

- Focus and structure teaching so that students are clear about what is to be learned, why and how it connects with what they know already.
- Differentiate effectively to all students, especially those with disabilities or special educational needs.
- Are mindful of the need for developing good literacy skills, especially reading, in different contexts and for different audiences and purposes.
- Use assessment for learning techniques in order to maximise the quality of all learning experiences.
- Create an environment that promotes learning in a settled and purposeful atmosphere.
- Contribute to the teaching and learning community within and beyond the school, sharing best practice and actively seeking professional development opportunities.

Responsibilities

Teaching and learning in our school are a shared responsibility, and everyone in our school community has an important role to play.

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- Elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all requirements
- The curriculum is reviewed to ensure that there is a breadth of knowledge and skills and curriculum is broad.

The SENDCo is responsible for ensuring:

- Proper provision is in place for students with different abilities and needs, including children with SEN
- Classrooms have equipment in order for teacher to make reasonable adjustments to support children with SEND
- Staffing is reviewed along with the Headteacher to support the curriculum

All other staff will ensure that the school curriculum is implemented in accordance with this policy.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on students' progress through reports on progress and parent consultation evenings.
- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress
- Plan ahead, giving a list of resources needed for learning in plenty of time
- Drive improvement in all subjects, both in their teaching and pedagogical understanding and students' attainment and progress.
- Timetable subjects to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate excellence
- Improve on weaknesses identified in their monitoring activities
- Moderate progress across their class, using a range of summative and formative assessment techniques.
- Record keeps all necessary records including assessment, progress, current attainment points, academic targets, IEPs etc.
- Share practice and support each other positively

Support staff at our school will:

- Know students well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Senior Leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Monitor teaching and learning throughout school
- Ensure there is cohesion and consistency from classroom to classroom
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across school
- Drive the school forward in terms of improvement and being the best we can be.
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff practice and subject knowledge
- Promote team working at all levels
- Manage resources to support high-quality teaching and learning
- Address underachievement and intervene promptly

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Present work which meets the high expectations of the
- Complete home learning activities as required

Parents and carers of students at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Participate in discussions about their child's progress and attainment working with teachers and the Senior Leadership Team
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

PLANNING

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all students to learn. All teachers need to be clear and precise about the knowledge/skills they want students to learn in every lesson.

At Moorland Junior School, Schemes of Work with individual lesson plans have been purchased to support the teaching and learning, it is the duty and responsibility of all teaching staff to consider the needs of their students and edit and adapt these as necessary to best support the children in their class, thinking about the aims of their lessons, intended outcomes and how to best achieve them.

At Moorland Junior School, we believe and support that planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want students to learn first before they give consideration to what they want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Learning Objectives

It is important that teacher, students, and support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to students: there is no expectation that they need to be written down, but all students should be able to explain what the key learning of the lesson is. Students and teachers should be aware that learning beyond the intended objective can happen in each and every lesson, students can work towards individual targets and achieve other goals in each and every lesson.

Long term planning

Schemes of work are in place to support the sequence of learning. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lesson and SOW.

We have long-term overviews which show which topics are taught when to ensure a spiral curriculum and relevant knowledge is revisited and built upon. There should be a clear and strong progression within each year groups when topics repeat e.g., plants in various year groups.

Short term planning.

We do not expect teachers to produce individual lesson plans but we do expect to see evidence of short-term planning e.g. – editing lessons plans, clear notes made, Active Inspires made to support the lesson flow and scaffold children.

Planning to meet the needs of all students

Knowledge of the students; their prior attainment and specific needs, is a key part of planning. Before any intervention outside of the classroom occurs, students should be taught within the classroom and given individual targets to progress towards. Teachers should make referrals to the SENCO when they have SEND concerns however it is their responsibility to first and foremost support the child to make progress.

Within the classroom

Every class must have a seating plan, where children leave the classroom to go into another group children should be regrouped from the front to support teaching, learning, marking and behaviour for learning.

Teachers are expected to know the profile of the students they teach, including academic levels, targets, and SEND status.

High quality teaching is the first wave of intervention for meeting the needs of SEND students. Differentiation should be planned over time to ensure a quality first approach which meets the needs of all students and groups.

When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

Teaching

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”
(Professor Dylan William)

Teachers must be explicit about the key knowledge and vocabulary that all students must use. Students must know the knowledge and key skills we want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both students’ and teachers’ language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies

- Allow all students to access learning and succeed with even the most challenging content, if scaffolded appropriately.

Whilst in some lessons the starter, main, plenary model is still effective, we find at Moorland Junior School that on most occasions it is ineffective in terms of scaffolding the children to thrive and reach their potential with a suitable level of challenge.

The starter gives information ‘over load’ and the child is working for a long period of time able to pick up misconceptions or struggle in silence. We encourage and expect most of our lessons to follow the ‘ping pong approach’ which consists of small teacher input, a small task and then back to the teacher input. Repeating this scaffolds the lessons and benefits the children as learnings. Lessons will commonly be taught using a ‘ping pong’ style approach, so called because the teacher orchestrates a continual back-and-forth dialogue with the children, using questions, short tasks, explanations, demonstrations, and discussions. This enables the teacher to vary the pace and direction of the lesson if necessary, and to continuously monitor the progress of the class. Misconceptions can be picked up quickly and conceptual understanding can be continuously built upon throughout the lesson.

The continuous switching between working individually, in pairs, and as a class responding to the teacher, can happen smoothly.

What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons:

1. Small step planning
2. Planning for errors
3. Assessment for Learning
4. Manipulatives and representative
5. Metacognition and modelling
6. Explicit teaching of mathematical and grammar vocabulary
7. Examples and non-examples
8. Ensure 100% participation
9. Purposeful Practice
10. (pedagogical) content knowledge.

Learning Situations

Children learn in a variety of situations, and for this reason it is necessary to ensure that children experience a variety. These situations include:

- Individual learning
- Collaborative learning in mixed ability groups or pairs
- One to one learning with an adult or a more able student
- Whole class learning
- Independent learning
- Outdoor learning

Challenge

We should have high expectations of *all* students *all* of the time. It is good for students to work at a level of challenge for optimal learning and to be just outside of their comfort zone in times during the lessons. We want our students to be supported and challenged to a perfect individual level and recognise this looks different for each student. Children will not be given ‘more of the same’ as an extension but rather teachers will go broader and deeper asking children to think about concepts in various ways, taking into account the Bloom’s Taxonomy.

All students must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson.

Explanation

Teacher instruction should be planned with awareness of demands on students’ cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

Modelling (I do)

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students,
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g., why am I doing this now?
5. Provide model answers

During this and every stage, in order for this to be effective, it is imperative children are engaged how they should be.

Guided practice with scaffolding (we do)

1. Worked examples and scaffolding used to all support students to demonstrate their learning e.g., sentence starters, key word definitions, procedural steps visible etc.
2. Effective class discussion and questioning can happen at this stage, e.g., “can someone suggest how...” “Can we change...” “How should we start?” “What is the next step”
3. This brings the children in to the learning and puts ownership on them as part of the class family.

Independent, deliberate practice (you do)

Students should be provided with the time they need to practice new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students. Often this is book work for the children.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student’s comfort zone.

At this point teachers should be following our Marking and Presentation policy, live marking children’s work, offering support and encouragement, picking up misconceptions, extending learning and offering in the moment rehearsal (corrections).

Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for students the lesson should be adapted or retaught differently

For responsive teaching teachers can use:

Questioning - Effective teachers ask a large number of questions skillfully, as questioning is our main tool to probe, check and extend student understanding. Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons.

Majority of questions should be done through cold calling, with targeted questioning used to support and challenge students. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.

When used at start of lesson as a starter activity it can help to recap prior knowledge needed for today’s lesson and support teacher with understanding prior learning of the class.

Use effective feedback

Feedback exists in many forms (e.g., teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what students do with it. Effective feedback should:

- Be in the moment, not after a lesson has finished

- Be frequent throughout the lesson
- Always generate action (correction/praise) and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step

Marking and assessment

Please see both the Presentation and Marking policy and the assessment Policy.

The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their students

- Promoting active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language of “not there yet”
- Focus praise on effort, value the “struggle of learning”
- Ensure children are working to the best of their ability, refraining from behaviours which are distraction tactics – turning around, walking around the room etc.

Teachers build positive relationships with all students through positive behaviour management

- Welcome all students into your class by greeting them at the door
- Use positive framing to remind students of expectations and learning routines
- Use meaningful praise and rewards as much as possible e.g., Dojos
- Provide students with the opportunity to change their behaviour, (Please see Behaviour Policy)
- Have restorative conversations, when necessary,
- Demonstrate consequences are temporary, e.g., new lesson, fresh start

Teachers have clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised

- Meet and greet students at the door
- Date, Title, learning objectives and starter activity are shared on board from very start of lesson – learning should begin immediately, every minute matters
- Resources needed for the lesson should be trimmed by a guillotine and stuck in prior to the lesson ensure the teacher has the full amount of time with the children.
- Students sit in a seating plan and in classrooms with rows they are filled from the front with no empty seats.
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them when they enter your classroom.
- Always challenge students when rules and expectations are broken.

Home Learning

Home learning, or homework, will support students to further develop their learning outside of the classroom. It will be planned, meaningful and set in accordance with the Homework Policy.

All homework, having been explained to students during the lesson, will be reasonable in challenge and length and students should have a week to complete it. Homework is an optional choice at Moorland Junior School, those that chose to complete it should receive Dojos as praise for working at home.

Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students

- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT will monitor and evaluate the impact of teaching on student's learning through:

- Conducting learning walks
- Book scrutinies
- Review of termly progress checks
- Gathering input from student voice and teacher questionnaires Continuing Professional Development

Lesson observations will follow a coaching model and are part of teacher's CPD.

Curriculum

In KS1 and KS2 our curriculum is all planned on a two-yearly cycle with an emphasis placed on experiences, cross curricular links and learning supported by quality texts and other enhancements, including carefully placed trips and visitors to school. We have a strong and clear learning sequence across school which ensures the progression in each subject, enabling powerful learning as children build on and link to previous learning. Their learning will interweave, build seamlessly each year and develop depth as they 'know more and remember more'. Our curriculum design supports children committing their learning to long term memory.

Our lessons are taught by subject and topic and where possible links are made to make the children's learning more powerful and meaningful. We use opportunities to embed concepts and develop mastery. Opportunities are built in to recap learning and revisit topics.

The following curriculums are followed at Moorland Junior School:

- White Rose - Maths
- Ready Steady Write - English
- KAPOW - Science, Geography, History, PHSE, RSE, Art & Design and Design Technology, PE, Languages
- Little Wandle- Early Reading and Phonics

Marking and Assessment

Should take place in accordance with our Presentation and Marking policy and Assessment Policy.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are communicated with parents, well planned to support the child in their learning journey
- Interventions are monitored by the SENDCo to ensure they are appropriate, challenging, supportive and effective.
- Interventions are evaluated and relevant adjustments are made;

Student Progress/ Year group meetings take place regularly to discuss current and future, these meetings take place both informally with the team and in formal meetings with the Headteacher and SENDCo. Further information can be found in our SEND Policy.

Monitoring and arrangements

To evaluate the effectiveness of each and every subject we use various different approaches.

- Learning walks
- Formal observations
- Student progress
- Team teaching
- Book Scrutiny
- Student voice
- CPD/ Staff updates

Links with other policies

The implementation of this policy is supported by the following frameworks and documents: [Professional standards for teachers – DfE](#)

This policy links to the following policies and procedures:

[Assessment Policy](#)

[Behaviour for Learning Policy](#)

[Pupil Welfare and PHSE Policy](#)

[Marking and Presentation Policy](#)

Homework Policy

[SEND Policy](#)

Reviewed By: Ashleigh McKeown: October 2025

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