



Charter Teaching & Learning Policy

Create, Discover, Succeed Together

At Charter School, everyone values working together to become imaginative and creative learners through inclusion, respect and kindness. We are curious in our discovery of the world and challenge each other to succeed.

Aims

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to give our pupils every opportunity to succeed. At Charter, we aim to inspire and excite children to want to learn more.

Supportive Learning Environment

Staff at Charter, are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued.

We use displays to support, reinforce and celebrate learning. Displays should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Working walls for core subjects will be evident within the classroom and corridor displays will celebrate achievement.

Each class across school should have:

- Charter Behaviour Expectations & Values Statement
- Visual timetable on display at all times
- When I'm stuck I can...display
- Ping's Pit display (a visual representation of how tasks must present an appropriate level of difficulty for each child: hard enough to move them forward, but not so hard that they cannot cope, given the existing knowledge and resources they can draw on).
- 99 club achievement display
- Working walls for core subjects – add vocabulary after first lesson to support children

As part of our supportive learning environment, these displays are referred to continually alongside the Ping's Pit display and When I'm stuck display being discussed and modelled to enable children to create, discover and succeed together.

Curriculum

Beginning in the Early Years Foundation stage, and continuing throughout their learning journey, we endeavour to build confidence and prepare children to become responsible and tolerant global citizens. We aim to develop an understanding of the rights that all children should enjoy and endeavour to develop vocabulary and oracy. We seek to nurture a 'have a go' attitude in our children and encourage risk taking in an environment that supports the growth of happy children. We believe that it is crucial to foster a love of learning from the offset. Our bespoke Charter curriculum is planned and enhanced to meet the needs of our learning community.

Our curriculum is built around our school motto of 'Create, Discover, Succeed Together' through which we foster a sense of community and pride in our learning. Each subject has a bespoke small

steps curriculum clearly identifying the skills, knowledge and the steps needed within the learning sequence. Teachers use the small steps curriculum and use whichever vehicle they feel is most purposeful for their children, to facilitate the learning. To support our small steps curriculum, we use Discovery RE and Kapow.

Our small steps curriculum identifies:

- Prior skills and knowledge
- Skills and knowledge for the sequence of learning
- How the content links horizontally and vertically within a year group and beyond so students understand how current learning fits into a wider structure
- The small steps required for the sequence of learning
- Teachers will utilise formative assessment to ensure opportunities for practice, ensure effective scaffolding and will revisit over time through retrieval practice to facilitate high quality teaching and learning for all.

We enrich our curriculum through visitors, trips and other cultural capital opportunities, as well as our commitment to the OPAL (outdoor play and learning) programme which enables all children to develop resilience, risk taking and problem-solving skills.

The Head teacher has the overall responsibility for the leadership of the curriculum and delegate responsibility to key staff:

The senior leadership team ensures that the curriculum has progression, appropriate coverage and opportunities for greater depth learning.

- Foundation subject leaders are held accountable by the Assistant Headteacher.
- Core subject leaders are held accountable by the Headteacher.
- Subject leaders are responsible for knowing their curriculum, building a picture of their curriculum, driving improvement in their subject and supporting staff.
- Class teachers facilitate the small steps curriculum using whichever vehicle they feel best for their cohort
- Senior leaders ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- Link Governors monitor the curriculum and feedback at Governor meetings through impact reports.

Inclusive by design

Teachers are responsible and accountable for the progress and development of all the pupils in their class (quality first teaching). High quality first teaching is our first step in responding to pupils who have SEND. This will be skilfully differentiated for individual pupils.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Teaching staff are actively encouraged to raise concerns with the Senco at SEND surgeries.

Our Core Offer will also provide the following reasonable adjustments if appropriate:

- Dyslexia friendly reading books, coloured paper, reading rulers/overlays.
- Access to technology such as: individual iPads, lower case keyboards and sound buttons.
- Access to resources that aid learning for example concrete resources (eg. Numicon/dienes) and word mats.
- An inclusive classroom including visual timetables, now/next boards, standing desks, wobble cushions, ear defenders and sensory toys for example.

Teaching & Learning

EEF- The best available evidence indicates that great teaching is the most important level schools have to improve outcomes for their pupils.

We help children to learn by providing quality first teaching and timely input which allows the child to take the necessary next steps to move their learning forward. This ensures that our learning is fully inclusive for all learners. Our flexible groupings allow the teacher to decide which groupings are best: small group, whole class or individual depending on the needs of the children. Live marking allows misconceptions to be addressed and formative assessment informs our planning to ensure appropriate challenge from the onset.

We encourage children to be reflective about their learning so that they are able to deepen their understanding and apply in a variety of contexts.

Quality first teaching at Charter focuses on the five a day approach:

- Explicit instruction
- Metacognition/Cognition
- Scaffolding
- Flexible groupings
- Use of technology

Explicit instruction (based on Rosenshine's Principles)

Begin a lesson with a short review of previous learning	Fluent in 5, over learning, oral rehearsal, prior knowledge quizzes, mind maps, referring back to modelled, shared, group writing, recaps, retrieval practice, connecting prior knowledge & links to learning: yesterday we..... remember when.....
Present new material in small steps with student practice after each step	Small steps curriculum, modelled and shared writing, CPA approach in Math& teachers modelling learning.
Ask questions	Live marking, sentence stems, oracy, use of mini whiteboards & use of open and closed questions
Provide models	Live modelling of thinking process and methods, worked examples, thinking alouds & working wall displays
Guide Student Practice	Time to rehearse new material & small chunks of information, questioning, live marking, addressing misconceptions, flexible fluid group & retrieval mats,

Check Student Understanding	Questioning, retrieval practice, flexible fluid groups, reasoning, oracy, use of resources, independent learning- Ping's Pit & live marking
Obtain high success rate	Higher success when learning and challenged, flexible groupings, use of formative assessment, explicit teaching& checking understanding.
Scaffolds for Difficult Tasks	Teaching staff model- physical, summarising think alouds/ worked examples, anticipating errors and misconceptions, practical resources accessible to all, use of technology, use of simplified or limited versions of tasks as temporary support
Independent Practice	Live marking, peer feedback, TEACCH approach as required, after immediate learning time opportunities to practise: fluent in 5, 99 club, retrieval mats & knowledge quizzes.
Weekly & Monthly Review	Review time with books, retrieval practice, prior knowledge quizzes, fluent in 5 & recapping prior learning regularly.

Metacognition/Cognition

Questioning is the key to unlocking the metacognitive cycle. Higher order questioning is a key component to high quality teaching in all subjects. We support pupils to plan, monitor and evaluate their own learning. Retrieval practice supports pupils to recall previously learned content.

Scaffolding

We recognise that complex tasks often require scaffolding: beginning with a simplified or limited version of the task to make it manageable and understand the need to remove scaffolding as understanding increases. As part of our core offer vocabulary mats, working walls, concrete resources and sound mats are available as and when required.

Flexible Groupings

Flexible groupings forms part of our Quality First Teaching. Our teaching and learning model is based on appropriate challenge from the onset of the lesson for every child. This is most effective when the teacher uses formative assessment to inform their planning and groupings for the next lesson. This means the teacher can use whole class teaching, small group inputs, paired or individual instruction as long as it meets the needs of the children within their class. These groups again can be homogeneous to meet short terms goals or heterogeneous with children of varied skills and knowledge dependent on the skills and knowledge being learnt within that session. This fits within our vision of Create, Discover, Succeed Together and ensure high expectations for all to enable access to a rich curriculum.

Use of Technology

We utilise technology to model examples and to scaffold the learning needs to children as and when appropriate.

Regular CPD for staff helps to strengthen the principles of quality first teaching at Charter.

Assessment at Charter

Marking/Feedback Expectations

Our marking practice is predominately live marking to address misconceptions in the moment and to ensure a clear understanding of where the child is with their learning in that moment. This ensures marking is meaningful, manageable and motivating. After lessons, the expectation is to check any books that have not been live marked and utilise the formative assessment to inform next steps in terms of learning and planning.

- All learning will be ticked, signed and dated with a purple pen
- Live marking is expected for the majority of children in the majority of lessons
- Live marking will be identified by VF and key words around the feedback given. The impact of this should be clear by the improvement in the written learning.
- Teaching assistants will sign VF with their initials

- Children will complete any corrections in review time
- If the level of challenge is appropriate, some element of misconception will be identified over the week
- High expectations of handwriting and presentation across learning and the curriculum. This should be identified as VF if required.
- Short date for Maths and long date for all other subjects
- Limited purposeful worksheets should be trimmed and neatly stuck in the book
- Headings of key learning evident for all learning
- Spelling: Key Stage 1 identified errors of keywords and wordlists for correction to be copied out correctly (maximum of three), Lower Key Stage 2- spelling error identified by code sp & Upper key stage 2- identified line containing spelling error for correction
- All individual Maths calculations need to be marked
- Peer assessment opportunities should be given when appropriate
- Learners can mark their own learning with code MIC

Marking Key:

VF	Verbal Feedback
PF	Peer Feedback
MIC	Marked in class
ST	Supply Teacher
r	Resources used in Maths
I	Independent learning
S	Learning Scaffolded
sp	Spelling error

Throughout our curriculum, we aim to consolidate and embed learning at every possible opportunity. We do this through a number of systems and procedures as listed below. Our use of assessment informs our teaching and learning practice and aims to embed learning into long-term memory, based on Ebbinghaus' forgetting curve and Rosenshine's Principles of questioning & reviewing material.

Formative Assessment

Formative/diagnostic assessment is evident through live marking, addressing misconceptions through discussion, questioning and flexible groupings which all feed into planning.

Retrieval Practice

- Daily Fluent in Five sessions– 15 minutes fluency/arithmetic based lesson that can be used to consolidate previous learning completed at any point in the academic year.
- Retrieval mats for both current and prior learning are used to help children know more, remember more and do more.
- Prior Knowledge Quizzes at the start of a foundation subject block, link to the key knowledge from the last block of that subject. This then feeds into retrieval mats.
- At the start of a block, we link prior learning from previous years to current learning using our visual representation of each subject.
- We use retrieval practice at the start of lessons to link new learning to prior learning. These activities may include: Brain, buddy, book, True or false on board, Matching on board, Noughts & crosses with a partner, Multiple choice, Picture with cues/prompts, Fill in the blanks, Retrieval practice pyramid, Retrieval relay race, Individual spotlight, Think & link,

Retrieval practice tennis or Walkabout bingo. These can be written activities or have an oracy focus.

- Working walls are created around key skills/knowledge/vocabulary for children to refer to

Summative Assessment

- At the end of a foundation block, tracking assessment grid completed to identify those WTS and those who excelled.
- End of block WRH assessments at a distance from the learning in Mathematics
- Hot writes in English to be highlighted with an orange highlighter and assessed using the writing grid at the back of the book
- Nfer Maths, SPAG and reading comprehension assessments x2 (y2-5) x1 (y1) and Practise SATS x3 which are marked alongside learners and Question Level Analysis created to inform future planning

Floor Books

- PSHE floor books show coverage through written activities, question and answer sessions and activities with an oracy focus
- Science floor books show evidence captured through oracy activities as well as working scientifically skills. Whole class investigations will also be recorded here.
- Individual subject floor books captures all the evidence across Foundation subjects such as debates, discussions, compositions or ideas shared.

Working with others

Parents

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere. Parents are informed of the learning through the sharing of our curriculum overviews. Three official parent/teacher meetings are held across the year but parents are able to make an appointment to see the teacher at other times. Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues. A range of learning opportunities are provided to parents through Charter Learning Café & Learn with Your Charter Child sessions.

Pupil voice

We encourage and respect pupil voice. Subject ambassadors in Year 6 support their subject in conjunction with the subject lead. The head teacher ambassadors facilitate a working group of children to discuss different rights and make recommendations to improve our school. Children's opinions are regularly sought through questionnaires and discussions.

Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Head teacher and other key staff.

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