



Cabot
Learning
Federation

Herons' Moor
Academy
Teaching &
Learning
Policy

Reviewed by	Julie Fox	May 2023
Approved by	Academy Council	
Next Reviewed:	May 2025	



History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
May 2021		New appendices outlining long term topics plan	Adapted due to Covid pandemic

TEACHING AND LEARNING POLICY

Introduction

At Herons' Moor Academy we believe that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

Teaching methods affect learning outcomes for pupils. Children learn best by being offered a range of teaching and learning styles.

Through our teaching we aim to:-

- provide a rich and varied curriculum which meets the needs of all students
- provide a consistency of practice
- ensure continuity and progression for all children
- provide a variety of teaching styles and strategies appropriate to individual need
- encourage children to develop new and appropriate styles of learning
- ensure that all children have equal access and opportunity
- provide measurable evaluative targets
- foster a culture of high expectations
- encourage children to take pride in their work and the work of others
- build confidence and self-esteem through valuing all students as individuals
- enable children to become confident, resourceful, enquiring and independent learners;
- be accountable to all, including pupils, parents, staff, Councillors and CLF
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others

Effective Learning

We offer opportunities for children to learn in different ways. Our curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their capacity for learning. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning.



We empower children to have responsibility for their learning. They learn key skills by working independently or collaboratively in groups to solve problems within a safe, class-community environment, with the teacher on hand to guide them in the right direction. It is the process that is important, rather than the end product.

Our aim is to produce independent learners through a variety of strategies (see appendix 1).

Children will learn through:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching media, responding to musical and recorded material
- Designing and making things
- Participation in athletic or physical activity
- School clubs
- Guest visitors and performers
- Allowing them to access relevant resources
- Key Skills
- Play

Effective Teaching

Our teaching is centred around the CLF 3-19 curriculum and our 'Values' curriculum. A range of teaching and learning styles will be selected and differentiated to suit individual/subject needs as appropriate. Direct experience is a vital part to develop children's thinking and capacities in meaningful contexts. We draw resources from the Academy, locality and wider community to create a challenging, distinctive and exciting curriculum. Children are encouraged to have a 'be brave and go for it' attitude to learning.

- Nursery and Reception children follow the EYFS Curriculum which promotes learning through play. Children learn through a variety of adult led, adult directed and child initiated



activities. Progress is tracked towards the Early Learning Goals and Foundation Stage Profile statements, and evidence is collected in individual learning diaries.

- In Year 1 the children build on their Foundation Stage experience through careful management of the transition into the National Curriculum.
- Medium term planning is monitored by the Senior Leadership Team and curriculum subject leaders to ensure full delivery of the curriculum
- Individual class teachers plan daily, weekly and termly. Teachers and the Inclusion Leader plan for and monitor the work of support staff and where appropriate Teaching Assistants will plan alongside teachers.

All staff make a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

Our Behaviour Policy and clear expectations regarding standards of behaviour support children's learning by creating the right learning environment for effective learning to take place. We have effective reward systems in place and praise children for their efforts. In doing this we help to build positive attitudes towards school and learning in general.

We deploy Teaching Assistants effectively. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed effectively.

We strive to make sure our classrooms are attractive learning environments. We change displays in line with curriculum focus. We ensure that all children have the opportunity to display their best work at some time during the year. A stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

Evaluating Teaching and Learning

Teachers and Teaching Assistants constantly formatively assess children. There is a programme in place for assessment. Staff report summative results according to the timetable. This is recorded on the central system, although staff keep their own records for reflection. Pupil progress meetings are held throughout the year to discuss progress and highlight needs amongst children. .

The Leadership Team and curriculum leaders also monitor teaching and learning through lesson observations, work scrutiny, learning walks and checking planning.

Pupils are also encouraged to evaluate their own work to identify their strengths and weaknesses and recognise their next steps forward.

Teaching and Learning can be evaluated by:

- Classroom observation / environment
- Sampling pupils' work
- Sharing pupils' work with colleagues, agreement trialling and celebrating successes
- Displaying work throughout school and discussing quality
- Internal and external moderation of pupils' work
- Learning walks
- Discussion with pupils

Conclusion

Children's learning is enhanced by the provision of a carefully planned curriculum, which is delivered through a range of teaching styles to meet the needs of the children.

Appendix 1

Ideas to support independent Learning

1. Differentiating for male/female brains – like saying to the dog you don't meow as well as the cat
2. Using outdoors to work in
3. Natural materials indoors
4. Lots of groups/paired talking partners/collaborative work
5. Open ended questions – questions with no right/wrong answers
6. Question Tree
7. Stop
Think

Act

Review
8. Smile at children
9. Timetable – today we are, tomorrow we are
10. Finding different ways to teach the same thing
11. Allow children breaks
12. Lots of beginnings/endings – lesson structure
13. Review previous learning, build on it a little – review, build, review, build
14. Give children thinking time
15. Review learning with a partner at the end of the day – so they have something to say to mum
16. Don't rescue children with an answer to a question
17. Four B's Brain, Book, Buddy, Boss
18. Monitor temperature – can't please everyone
19. Expert Chair
20. Mental limbering up in the mornings
21. Give an excellent report at the start of lessons
22. Use all different types of music
23. Let children doodle/fiddle
24. Fingers 1-5 find someone with 5 fingers to explain
25. Give children more choice in how and which questions they answer
26. Review flipcharts – 24hr, week, month, 6 months
27. Go Go Mo (Give one, get one, move on) for sharing ideas

Heron's' Moor Academy

Topics – Whole School Long Term Plan

KS1	Topic	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	History					Within living memory	Within living memory Changes in ICT
	Geography	Seasonal changes	Local area	Local area study.		Seasonal changes.	
	Science	Magnetism			Animals, humans, and plants Chemistry material.		
Year 2	History		Changes in locality in Victorian era.	Changes in locality in Victorian era.			The Restoration Period. .
	Geography	Locational knowledge of the world (oceans, continents, equator, poles) Locational knowledge of England (local area, regions of UK).					Contrasting local area with Brazil. Changing environments.
	Science	The Earth and its place in the solar system.				Living things and their habitats.	Matters, properties and measurements Human body and systems. Electricity

KS2	Topic	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	History	The Tudors	The Stuarts	European explorers	European explorers		
	Geography					Locational knowledge of England (Southwest) and Europe.	Contrasting England and the Mediterranean.
	Science	What's inside the Earth?	What's inside the Earth?	Forces and magnets.	The human body.	Plants.	The water-cycle Insects.
Year 4	History	Anglo-Saxons and Scots.	Vikings and Anglo-Saxons.				Mayans.
	Geography			Locational knowledge of England.	Locational knowledge of South America and the world.	Contrasting England and Peru.	
	Science	Classification of animals.	Light.	Muscular and skeletal system.	Electricity.	Materials.	Sound.
Year 5	History		Roman Empire.	Roman Britain.		Egypt: New Kingdom.	
	Geography	England's east coast and waterways.			Water cycle and rivers.		Natural resources.
	Science	Astronomy.	Circulatory and respiratory systems.	Life cycles and seasonal changes.	Meteorology.	Atoms, properties of matter, elements and solutions.	Atoms, properties of matter, elements and solutions.
Year 6	History	Pyramids and Pots: Ancient Egypt (Old Kingdom).	Pyramids and Pots: Ancient Greece.	Stone Age to start of Iron Age.			
	Geography				England's counties in West Midlands, North West and North East of England, highlands, mountains, volcanoes and earthquakes.	Mountains, volcanoes and earthquakes.	Climate change.
	Science	Plant structures and processes.	Classifying living things Evolution and inheritance.	Chemistry: Matter and change.	Chemistry: Matter and change.	Human body: hormones and reproduction.	Human body: hormones and reproduction.



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