

# Teaching and Learning Policy



**ENFIELD**  
LEARNING TRUST  
BE INCLUDED

Version and Date		Action/Notes	Date Written	Date to be Reviewed
1.0		Approved by	March 2017	March 2018

The **Enfield Learning Trust** aims to improve the life chances for all children, including those most vulnerable. One of its primary focuses is to ensure that the curriculum delivered will inspire young minds and excellence in leadership ensures teaching and learning is the driving force behind progress and learning for all children.

## English



Across the ELT we follow the National Curriculum for English to provide opportunities for children to develop a love and competency for reading and become skillful and imaginative writers. Phonics is taught through structured phonics programmes, e.g. Read, Write Inc. to enable children to develop knowledge of initial sounds. Grammar and spelling is taught across the schools in line with the national curriculum requirements. All children are given

the opportunity to develop their spoken language to become excellent communicators, listen actively and speak with confidence.

## Maths

Across the ELT we follow the National Curriculum for maths and ensure that our children have a secure understanding and are able to recall and apply their knowledge quickly and accurately in this subject area. The children develop mathematical reasoning and learn to solve problems by applying their mathematical understanding. Children are taught a range of mental and written methods of problem solving, and have the opportunity to explore maths through stimulating practical activities.

## Science

The ELT aim to develop and broaden the children's scientific view of the world around them through the processes and strategies of investigation and discovery. Following the national curriculum, our emphasis is placed on 'Working scientifically' through inspirational and engaging activities that broaden scientific knowledge. Spoken language and collaborative learning is highly valued throughout science lessons. Children are encouraged to hypothesise, experiment to understand how science can be used to explain what is occurring, predict how things will behave, analyse causes and draw conclusions.



## **The Learning Quest**



Children within the ELT experience all areas of the National Curriculum in foundation subjects through our Learning Quest. Creativity and imagination are at the core of our teaching. The way in which knowledge and skills are taught and recorded across the subjects is led by pupil choice and pupil voice. Our thematic approach engages all learners by delivering learning, which interests the children. Detailed planning and support is provided for staff throughout the year to enable skills to be taught effectively in all subject areas.

## **Physical Education**

ELT promote physical education and healthy lifestyles through teaching and learning as well as extra curricular opportunities. Children are taught using the national curriculum to develop their skills in a range of sporting activities. Extra curricular opportunities are provided in every school to enhance the provision of sport. All schools participate in competitions and engage in learning sport outside of the school environment e.g. visits to sports stadiums. Good quality sport provision is threaded through daily activity and structured physical activity is also provided during break times and lunchtimes.



## **Computing**

Computer Science is integrated throughout the curriculum. Schools are resourced with technology in order to deliver exceptionally high quality provision and to enhance the teaching and learning of computing. ELT follows the national curriculum to embed the skills required in the progression of computer science. E-Safety is also taught and threaded through the computing curriculum.

## **Modern Foreign Languages**

In KS2 a foreign language is taught across the phase. The children learn simple words and phrases to aid communication. It is taught through a variety of practical and engaging activities.

## **Early Years Foundation Stage**

The ELT believe children learn best through activities and experiences that interest and inspire them. We use development matters as a starting point alongside the children's interests to provide children with stimulating and active play experiences in which they can explore and develop their learning to help them make sense of the world. They are provided with opportunities through their play to think creatively and critically alongside other children as well as on their own.



The children are able to practise skills learned, build upon and revisit prior learning and experience at their own level and pace; through this they learn to adapt, negotiate, communicate, investigate and ask questions. Adults take an active role in child initiated play through modelling, facilitating and extending their learning. Getting the balance right between child initiated play, which is controlled, and adult led activities is paramount.



We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities, where specific skills and knowledge are taught to extend the individual development stage of each child. The learning is embedded when the application of the skills learned are observed through the children's self initiated learning and play within the indoor and outdoor environment.

## **SMSC**

Within the ELT we aim to continually weave the threads of social, cultural, moral, spiritual and specifically British values through everything that we do in school. Our ELT values are taught through all areas of school life and these embed the ethos of mutual respect. Tolerance of different faiths and beliefs is also discreetly taught through RE as well as PSHE. Individual liberty is encouraged through pupil voice and choice. Each school promotes democracy through a school parliament, which enables children to voice their views and make independent choices through a democratic process.

## **Learning Outside the Classroom**

The ELT encourages learning outside the classroom by providing children with opportunities to visit places that will enhance their learning. Residential trips also take place in each school, which encourage children to become more independent and give experiences that teach life skills.





## **Ethos for Independent Learning**

Children both self and peer assess across all subjects and all children are encouraged to become independent learners. Children reflect on their own learning, regularly writing in learning journals, and engaging in quality conversations during conferencing. Each school promotes independence via a school ethos that is embedded through various initiatives and strategies.

## **Home Learning**

The ELT ensures that there is a consistent approach to home learning across each school and that teachers, parents and children have a clear understanding regarding expectations for home learning. Home learning raises standards through:

- ✓ Consolidating, reinforcing and extending skills and understanding.
- ✓ Providing opportunities for parents and children to work together.
- ✓ Allowing parents to gain an understanding of what children are learning in school.
- ✓ Allowing children to progress towards becoming more independent learners.



## **Feedback**

The ELT have developed an ethos for feedback that enables everybody to strive for continuous improvement and that benefits our pupils and fosters the well being of our staff. Within the ELT the primary purpose of feedback is to assess the depth of learning that has taken place, identify misconceptions to inform future teaching and learning, as well as extend learning to ensure progress and challenge. The audience for all feedback is the children. Feedback is not onerous but should be effective in improving learning and enabling progress.



Feedback is given through a variety of ways, effective conferencing is used, which is both meaningful and promotes progress.

## **Assessment**

Assessment is a continuous process, which is integrated into teaching and learning and ensures all children reach their full potential and make at least sufficient progress.

**Formative assessment** is on-going, and carried out by teachers and is key to effective classroom practice. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

**Summative assessment** is used at the end of every half term. Teacher assessment takes place at the end of every term and progress and attainment data is recorded on Track me. Test materials are used to support teachers with making accurate teacher assessment judgements and these take place at the end of every half term. Teacher assessments and test results are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for learning and progress.

**National Statutory Testing** is used to provide information on how children are performing in comparison to children nationally. These results are published and can be found on the school website. These are then reported to the DFE.

At key points through the school, children are assessed against national expectations. These are:

- EYFS Baseline
- End of EYFS
- Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

**\*Each individual school will set guidelines that interpret the ELT Teaching and Learning policy for their specific setting. This allows each school the autonomy to cater for the differing contexts and needs within them.**

**\* Across the ELT there is an understanding of the needs of children with SEN and each school provides a differentiated curriculum to ensure that the differing needs of children are met. Please see the SEND policy for further details.**

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Signature of Chair of Governors: 	Signature of Executive Headteacher/ CEO: 
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