

Teaching for Learning Policy

Version 1

This policy applies to all NCLT primary schools.



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1.0 Vision

Our vision for teaching for learning is to:

- 1.1 Equip every student with the knowledge, metacognitive skills and behaviours necessary for outstanding performance in national qualifications and successful progression to university, apprenticeships and meaningful employment.
- 1.2 Build a deep understanding and common language around how we learn, so that we can explicitly teach students the metacognitive skills they need to regulate, monitor and guide their own learning.
- 1.3 Bring together the best available evidence around memory and learning into a coherent set of actionable principles that all teachers leverage to ensure exceptional student progress.
- 1.4 Foster a culture of continuous improvement in which it is every teacher's professional obligation to improve their practice.
- 1.5 Provide personalised, evidence informed CPD to focus the development of teachers on aspects of their practice that will have the greatest impact on their students.

2.0 Introduction

- 2.1 Every child deserves to be taught well to enable them to learn new knowledge and skills that can be applied in all aspects of their lives. New Collaborative Learning Trust Primary Settings are committed to providing high-quality teaching and learning experiences that inspire creativity, foster inclusion and empower all students to achieve their full potential. We believe in nurturing creativity in all its forms, fostering imagination, innovation and self-expression through a rich and varied curriculum that incorporates arts, sciences, humanities and practical experiences.
- 2.2 This Teaching and Learning Policy outlines the shared values, principles and practices that guide teaching and learning across the trust while respecting the autonomy and unique identity of each school within the trust. Each school within the trust retains autonomy over its curriculum, pedagogy and assessment practices, allowing for flexibility and responsiveness to the needs of its unique pupil population and community.
- 2.3 We provide a broad and balanced curriculum which reflects the values of each school. Emphasis is given to the creative, practical, social and moral aspects of life as well as academic skills. We are committed to promoting inclusion and diversity, celebrating the unique strengths and abilities of every student and providing equitable access to learning opportunities for all.
- 2.4 At NCLT, we actively look to adapt, refine and improve our teaching approaches utilising best evidence from trusted external research and collaborative practice within our own and partner schools.
- 2.5 We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning

- 2.6 The principles outlined in this policy will be implemented through a collaborative approach involving school leaders, teachers, support staff, and other stakeholders. The effectiveness of teaching and learning practices will be monitored regularly through ongoing evaluation, feedback mechanisms, and data analysis to ensure alignment with the trust's vision, values, and goals.
- 2.7 We believe that teaching and learning encompasses a range of inter-linked activities and processes, namely:
- **Pedagogy:** How we teach
 - **The curriculum:** What is taught: knowledge and skills
 - **Quality of Education:** How we ensure high standards
 - **Assessment:** How we know what has been understood and retained; IMPACT
 - **Learning Environments:** How our settings reflect our aspirations

This policy aims to define how these elements fit together to provide an effective teaching and learning offer.

3.0 Pedagogy: How we teach

- 3.1 Our approach to teaching and learning is built around key elements of effective Primary practice. For example:

- Begin a lesson with a brief review of previous learning
- Present new material in small steps with student practice after each step
- Ask a large number of questions and check the responses of all students
- Provide models
- Guide student practice
- Check for student understanding
- Obtain a high success rate
- Provide scaffolds for difficult tasks
- Require and monitor independent practice
- Engage students in weekly and termly review

- 3.2 Each school facilitates these through a range of approaches, including:

- Structured sessions with clear routines that identify and address gaps and misconceptions through same day catch up
- An emphasis on effective feedback
- Effective use of formative and summative assessment
- Regular opportunities for recall and review of previous knowledge
- Opportunities for developing positive learning behaviours

4.0 The Curriculum

- 4.1 Each school has developed its own curriculum that addresses the needs of their pupils and contexts, meeting all national requirements. There is a strong emphasis on developing core skills in literacy and maths with opportunities to apply them across the curriculum. Regular recall means that pupils' knowledge is built progressively and coherently.

4.2 The curriculum builds cultural capital by providing powerful knowledge and opportunities to share and communicate this knowledge using subject-specific skills. The curriculum is regularly improved and updated, ensuring that it stays relevant to the changing world and to the interests of the children. We take pride in the fact that our curriculum extends beyond the academic, providing for learners' broader development, enabling them to develop and discover their interests and talents.

5.0 Quality of Education

5.1 We aim for a high-quality education in which:

- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn well across the curriculum.
- All teachers have good, up-to-date knowledge of the subjects they teach.
- Teachers and other adults ensure students are engaged in learning, promoting appropriate discussion, and generating high levels of commitment to learning.
- Teachers use well-judged and imaginative teaching strategies, which, together with clearly directed and timely support and intervention (either from themselves or other adults in the class), match individual needs accurately.
- Teachers check learners' understanding effectively and systematically, identifying misconceptions accurately and providing clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Consistent high-quality marking and constructive feedback from teachers ensure that pupils understand the next steps in their learning.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.

6.0 Assessment

6.1 Assessment is an ongoing process that we believe is fundamental to effective teaching and learning. Teachers have a bank of assessment tools that they can use to accurately assess attainment and progress. These cover a range of techniques including low-stake testing (POP quizzes), feedback (verbal, written) and planned, formal and informal assessment tasks. Assessment is closely linked to and informs delivery of the curriculum. Assessment approaches are differentiated to capture attainment of all learners, including that of vulnerable groups.

6.2 All schools follow the NCLT Assessment Timetable and also complete statutory national assessments, submitting information as required.

7.0 The Learning Environment

7.1 Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select reflect the curriculum and clearly support the intent of our carefully planned curriculum, sequenced towards accumulating appropriate knowledge and skills for future learning and employment. Displays are used to celebrate learning, support learning and show learning in progress in all areas of the curriculum. We encourage the children to respect their learning environment and the resources within it.

Appendix A - Homework

- Our schools send home booklets/ pages about the current curriculum focus including information and activities.
- Reading is expected three times per week at a minimum. This is recorded by parents and staff in record books. Rewards are used to encourage this.
- Weekly spellings for every year group are sent home. Where appropriate these are linked to Little Wandle phonics.
- TT Rockstars/ Numbots are used on a weekly basis to promote the learning of key mathematical facts.
- Where appropriate, schools send home additional Maths and English homework to reinforce learning.
- In Y6 in each school, this involves regular use of CGP homework books.
- All three schools use online platforms to supplement their homework. Schools provide access in school and other alternative means (e.g. printouts) to ensure online approaches are inclusive and available to all.
- In addition to the above, our schools send optional creative, sporting or community-based homework challenges, e.g. over holidays or linked to a specific event.

Policy Status					
Policy Lead (Title)		Director of Primary Education		Review Period	Every 3 years
Reviewed By		Trust Executive Team		Equality Impact Assessment Completed (Y/N)	N
POLICY AMENDMENTS					
Version	Approval Date	Trade Union Consultation Date (if applicable)	Page No./Paragraph No.		Amendment
V1	TET – 22/04/25	N/A	New document		N/A