



ESPRIT Teaching and Learning Policy

Committee	Trust Board
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Esprit Teaching, Learning and Assessment Policy *Where Learning is MAGICAL*

The **ESPRIT Multi-Academy Trust** seeks to ensure that its academies maintain an objective and rigorous focus on raising standards in order that all their children receive high quality teaching every day. All staff have a duty to be aware of and strive to meet the teaching standards and latest Ofsted criteria. This policy needs to be read in conjunction with Academy Teaching, Learning and Assessment guidance, including non-negotiables.

The ESPRIT Multi-Academy Trust academies are non-selective learning communities that value the abilities and achievements of all their pupils. All staff are committed to going the extra mile and providing for every child the best possible environment for learning. We promote a calm, safe, learning environment underpinned by a positive behaviour policy and nurturing ethos. Although learning aims to be active, fun and collaborative, children are taught how to return to a place of calm reflection and manage their own emotions. We teach our children to be MAGIC learners who use and apply the following learning skills and behaviours:

- Motivation
- Attitude
- Gumption
- Independence
- Communication

Curriculum

Our curriculum ethos is '**Where learning is magical**'.

Esprit MAT schools offer an inclusive, skills based, integrated curriculum, which aims to give EVERY child the opportunity to fulfil their potential, remaining focussed on quality first teaching as a basic entitlement for all pupils. Our innovative and MAGICAL curriculum complies with The National Curriculum (2014), the Early Years Foundation Stage and offers much more too. Our school curriculum motivates, excites and enthuses our children because it is broad, balanced and linked to their interests. They are taught and learn to work collaboratively, alongside others and independently. They are taught and encouraged to explore, think, predict, question, enquire, explain, debate and challenge, (see curriculum statements on individual Academy websites).

Our curriculum is organised into exciting themes, we researched a number of schemes and adopted the Focus approach to curriculum planning to ensure progression and knowledge. We use film/media and quality, engaging books to contextualise, stimulate and enthuse the children's curiosity for learning. These themes are underpinned by a rigorous approach to the teaching and learning of essential basic and technical skills. For more information, see curriculum coverage on the Academy website.

Planning

All schools in our Trust ensure effective, efficient and creative delivery of the National Curriculum and the Early Years Foundation Stage through annual, termly and weekly planning. We recognise that planning is essential to the delivery of high quality teaching and effective learning. Staff are expected to be flexible and adapt planning as the need arises in response to formative and summative assessments to ensure the curriculum is accessible to all children.

Assessment

Our expectation is that all staff should know every individual child's starting point and use this information to accurately plan and teach for their needs. This will enable all children to make at least strong progress over time. Where there are gaps in learning and the need to make accelerated progress is identified, additional resources are allocated to ensure standards improve rapidly. Impact on standards and value for money are carefully monitored. The Esprit assessment approach is used to support staff to make accurate judgements in the following ways;

1. **Formative** – the information gained from assessment “forms” or affects the next learning experience.

2. **Diagnostic** – finding out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
3. **Evaluative** – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

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4. **Summative** – systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.

Assessment is carefully monitored and challenged through a robust triangulation process, including pupil progress meetings, observation, pupil discussions and work scrutinies. This is linked to staff appraisals and school improvement planning. We report to and are held to account by Trustees, Governors and other stakeholders on our standards compared to national outcomes. We report clear and timely information to parents about how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Marking and Feedback

Staff check pupil's understanding systematically and effectively in lessons, offering clearly directed and timely support. Staff provide pupils with incisive feedback, in line with our Marking Codes, about what pupils can do to improve their knowledge, understanding and skills. Children are taught to use this feedback effectively. Work is monitored to ensure the feedback impacts on children's learning/progress. Children are also taught to self and peer assess as part of this process (peer assessment age appropriate). Children reflect on their progress against the success criteria.

'Fix-it' time and same day intervention

We ensure there is a time allocated on the timetable each day for children to respond to adult feedback to improve their work. Pupils are targeted for same day intervention to address gaps in learning.

Maths

At Esprit we follow a CPA approach to ensure all children have a solid understanding of Mathematical concepts. Through using concrete, pictorial and abstract methods, children are provided with a range of strategies to embed mathematical skills and equip children with a deep and long lasting understanding. We follow an ethos that believes every child can achieve.

Across Key Stage One and Two we use Power Maths to teach and embed mathematical skills. This whole class approach to Maths empowers all children to understand and succeed in Mathematical concepts. It develops growth mindsets and encourages hard work, practice and a willingness to see mistakes as learning tools. This specifically developed resource ensures that all children are subject to small, cumulative steps that build on prior learning and on a solid foundation of deep mathematical understanding.

Power maths:

- Builds every concept in small, progressive steps.
- Is built with interactive, whole-class teaching in mind.
- Provides the tools you need to develop growth mindsets.
- Helps you check understanding and ensure that every child is keeping up.
- Establishes core elements such as intelligent practice and reflection.

Phonics

At Esprit we believe that every child deserves the right to read and that reading is the key to unlocking success. The ability is within the reach of every child. When teaching children to read we concentrate on developing pupil's competence in both word reading and comprehension. The teaching of reading focuses on developing skilled word

reading which involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Across Early Years and Key Stage One we use a 'Phonics first' approach to teaching reading through Read Write Inc. This systematic approach reinforces a consistent, high quality method to the teaching of phonics and reading which can continue into key stage two for children who still need further support.

English

Key ingredients of an English sequence



Hooks

□ Imagination

Reading

- Author intent
- Comprehension
- Vocabulary

Reason to write

Audience -
Who are we writing for?

Purpose -

- Writing to entertain
- Writing to inform
- Writing to persuade
- Writing to discuss

Writing process

7 Elements of writing

- Planning
- Drafting
- Sharing
- Evaluating
- Revising
- Editing
- Publishing