



# **Altmore & Lathom Schools Federation**

## **Teaching & Learning Policy**

## **Introduction**

At Altmore our aim is to provide a nurturing and inclusive learning environment where every child can develop their knowledge, skills, and understanding to reach their full potential. We aim to foster a love for learning and provide high-quality teaching that engages and challenges all learners. Our policy is based on the principles of a broad and balanced curriculum, personalised learning, and a strong emphasis on promoting the values of respect, resilience, cooperation, and independence.

## **Aims and Objectives**

Our Teaching and Learning Policy aims to:

- Create a safe, inclusive, and stimulating learning environment for all children.
- Provide good-quality teaching that meets the needs of individual learners.
- Enable children to reach their full potential by setting high expectations and challenging all of our children.
- Enable children to acquire a deep understanding of subjects, building a solid foundation of knowledge and skills.
- Promote independent thinking, creativity, and problem-solving skills.
- Foster a love for learning, where children are actively engaged, enthusiastic, and motivated to learn.
- Develop children's emotional well-being and resilience.
- Value and celebrate each child's achievements, ensuring they feel proud of their progress and accomplishments.

## **Curriculum Design and Planning**

We have created a bespoke, broad, balanced and enriched curriculum which meets the requirements of the national curriculum, ensuring progression and continuity in learning. Our curriculum is sequenced to build on skills and knowledge, focussing on what children have learnt before and planning for 'talk' opportunities as often as possible to support children in making progress in their learning. We encourage children to make links in their learning. Our curriculum is inclusive and reflects the cultural diversity and needs of our learners, enabling them to develop a sense of belonging and understanding of the wider world.

Subject leaders collaborate with teachers to plan exciting and engaging lessons, which provide opportunities for active learning, exploration, and discovery. Progression documents have been generated by Subject Leaders to support planning and which ensures coverage of National Curriculum skills and knowledge. All of our curriculum maps, long-term and medium-term plans are working documents and where appropriate subjects are 'blocked' to ensure children get the most out of their learning. Enrichment opportunities across the curriculum are important and these provide memorable learning experiences to support long term memory. This includes visitors to the school and off-site visits to enhance children's' learning.

## **Quality of Teaching**

Teachers provide high-quality instruction through a range of teaching strategies and giving consideration to different learning styles and abilities. Lessons are well-structured, with clear learning objectives and success criteria which are shared with all learners. Formative assessment strategies, such as questioning, feedback, and self-assessment, are used effectively to identify children's progress and inform future planning. Teachers have high expectations of all learners and use differentiation and scaffolding techniques to challenge and support individual needs. Regular professional development and collaboration opportunities ensure our teachers remain up-to-date with the latest research and teaching techniques.

## **Assessment and Feedback**

Assessment is an integral part of our teaching and learning process. We use a range of assessment strategies, including formative and summative methods, to understand children's progress and identify areas for improvement. Feedback is provided regularly and constructively, with a focus on what learners need to do to improve their learning. Learners are involved in self-assessment and reflection, helping them to take ownership of their learning and set meaningful steps for improvement. All staff have a clear understanding of our assessment policy and use assessment information effectively to adapt teaching and provide targeted interventions where needed.

## **Learning Environment**

Our learning environment is stimulating, well-resourced, and supports children's independence, creativity, and curiosity. Displays celebrate children's achievements, provide visual aids for learning, and reflect the diversity of our school community. Positive behaviour management strategies are used consistently, promoting respect, cooperation, and a sense of responsibility. The physical environment is safe, well-maintained, and accessible to all learners, including those with special educational needs or disabilities. Page 3 of 3

Our Teaching & Learning Policy is regularly reviewed and evaluated to ensure its effectiveness and alignment with the changing needs of our learners. Through ongoing collaboration, professional development, and a commitment to excellence, we consistently strive to provide an outstanding teaching and learning experience for all children in our school.

**This policy works directly alongside:**

- Behaviour and attitudes policy
- Remote learning policy
- Inclusion policy
- Equalities policy
- Homework policy