



Churnet View Middle School – Teaching and Learning Policy

Vision Statement

At Churnet View Middle School, we inspire, nurture and enable every child to excel and fulfil their potential. Our teaching and learning principles are designed to ensure that every pupil receives a high-quality, inclusive education that supports their academic, personal and social development.

Intent Statement

At Churnet View Middle School, our Teaching and Learning Policy sets out a clear and ambitious framework for delivering exceptional learning experiences. Rooted in our core values, it reflects our unwavering commitment to excellence, inclusivity, and evidence-informed practice. We aim to cultivate a culture of curiosity, resilience, and high achievement for every pupil.

Central to this vision is the outstanding quality of our teaching and support staff, whose expertise and dedication ensure that all pupils—including those with SEND and those who are disadvantaged—receive consistently high-quality, inclusive education. Our curriculum is coherently sequenced and continually refined through **Medium-Term Learning Journeys (MTLJs)**, which embed clear intent, implementation, and impact. These dynamic plans incorporate prior learning, end-point expectations, cross-curricular links, cultural and career awareness, tiered vocabulary, and assessment strategies—ensuring accessibility and challenge for all.

We actively involve pupils in shaping their learning journeys, responding to their emerging needs and feedback to inform curriculum design and school improvement. Their voice is a vital driver of our evolving practice and helps us maintain a curriculum that is both relevant and aspirational.

We also recognise the essential role of parents and carers in this process and promote strong partnerships through regular communication and meaningful involvement. Together, we strive to ensure every child reaches their full potential in a learning environment defined by excellence.

Behaviour is managed using the 'Remind, Refocus, Reflect, Remove, Reset' approach, ensuring clarity and fairness. All staff will receive regular training to apply restorative conversations effectively, with clear protocols for recording and monitoring behavioural incidents which inform targeted support for vulnerable pupils, including SEND and disadvantaged groups.

Learners Are Entitled to Expect:

- Teachers to be lead learners, modelling a love of learning and deep subject knowledge.
- Lessons that are interesting, engaging, and delivered in safe, purposeful environments.
- Well-planned lessons that are accessible to all, using adaptive teaching strategies.
- Regular, meaningful feedback and clear next steps for progress.
- Opportunities to shape their learning and engage in open discussions about its purpose.
- Teachers who respond to feedback and adapt the learning appropriately.

- A consistent approach to reading, vocabulary development, and comprehension.
- Retrieval and interleaving strategies that make learning memorable.
- Teachers who check understanding and address misconceptions respectfully.
- A classroom culture that celebrates effort, ambition, and high standards of presentation.
- Parents and carers will be regularly informed and engaged through multiple channels (e.g., newsletters, digital platforms, parent consultations/workshops) to support pupil learning and wellbeing collaboratively." The school will provide guidance and resources to support parents in facilitating remote or blended learning when necessary

We Expect Learners To:

- Be actively involved in their learning and provide feedback to support improvement.
- Be supportive, respectful, persistent, reflective, and resourceful.
- Be willing to 'have a go', embrace challenge and learn from mistakes.
- Commit fully to becoming exceptional learners with the support of peers and teachers.
- Engage responsibly with digital tools and resources to enhance their learning and develop critical digital citizenship skills.
- Arrive calmly and ready to learn, following purposeful entry and exit routines.
- Engage respectfully with texts and tasks, using subject vocabulary in speech and writing.
- Feel safe to make mistakes and try again, contributing to a positive learning environment.

We Expect Parents and Carers To:

- Support full attendance and punctuality.
- Uphold school policies including behaviour, homework, and uniform.
- Maintain open dialogue with the school and attend parent events.
- Partner with teachers to extend learning beyond the classroom.
- Encourage ambition, effort, and resilience in their children.

Teaching and Learning Principles

- High Expectations of Learning – by providing clear structure, high challenge, and ambitious modelling. Effort and class contributions are celebrated through recognition boards or core values.
- High Expectations of Behaviour – through consistent routines that enable all learners to feel safe and focused using our school core values and behaviour commitments. Recognising and rewarding positive behaviour and attitudes in line with our school core values.
- Knowing Our Pupils – ensuring teaching is tailored to meet needs (see individual pupil learning plans). Curriculum content and sequencing will be reviewed termly by subject leaders in collaboration with senior leadership to ensure alignment with pupil needs, national standards, and school priorities.
- Subject Mastery – supporting long-term understanding and depth of knowledge through guided practice and modelling.
- Making Learning Memorable – by embedding retrieval, rehearsal, and spacing to strengthen recall.
- Reading – promoting disciplinary literacy and enabling all pupils to access subject-specific content. All staff work together to promote a love of reading.
- Checking for Understanding – using responsive assessment to identify misconceptions and adapt teaching in real time.

Evidence-Informed Strategies

Teachers and leaders will use data from formative and summative assessments to regularly review pupil progress, especially for SEND and disadvantaged pupils. This data will inform timely interventions and curriculum adaptations, ensuring all pupils meet or exceed age-related expectations. All staff are expected to use the following strategies consistently across all subjects. All staff will integrate metacognitive techniques and self-regulation strategies to help pupils develop independent learning skills and resilience

If consistently and effectively applied, we expect these strategies to significantly increase engagement of our pupils and raise the number of pupils achieving at or above age-related expectations. These strategies support a high-quality, inclusive classroom environment where all pupils, including those with SEND and those who are disadvantaged, can succeed:

- Explicit Instruction (I Do – We Do – You Do)
- Scaffolding Support
- No Hands Up (Cold Call)
- Think–Pair–Share
- Retrieval Practice

SEND Support

All staff will actively engage with individual SEND learning plans, adapting teaching accordingly. Regular professional development ensures staff are equipped with up-to-date SEND strategies. The SEND Area of Need Strategies and Target Pupil Planners must be used to complement the principles and evidence-informed strategies by offering more tailored strategies mapped to the four SEND areas of need:

- Cognition & Learning
- Social, Emotional & Mental Health
- Physical and/or Sensory
- Communication & Interaction

Intent

At Churnet View Middle School, our intent is to provide a consistently high-quality education that enables every pupil to thrive. We are committed to ensuring that all learners are equipped with the knowledge, skills, and attitudes they need to succeed both academically and personally. This begins with a clear and ambitious curriculum, underpinned by high expectations and a deep understanding of our pupils' needs.

We believe that:

- Pupils should be equipped and ready to learn, arriving in classrooms prepared to engage with challenging and meaningful content.
- Work should be completed to a high standard and well presented, reflecting pride in learning and a culture of excellence.
- Effort and outcomes should be recognised and rewarded, fostering motivation and a growth mindset.
- The curriculum should be well-sequenced and regularly evaluated, ensuring that learning builds progressively and coherently over time.
- Subject vocabulary should be explicitly taught and revisited, enabling pupils to access and articulate complex ideas with confidence.
- Displays should support retention, and teaching should link to real-life contexts to make learning relevant and memorable.

This intent is driven by our unwavering belief that all pupils deserve the absolute best educational provision. We aim to raise aspirations, close gaps, and ensure that every child achieves their full potential.

Implementation

Our implementation is characterised by a strong, consistent, and evidence-informed approach to teaching and learning. We ensure that all staff are equipped to deliver the curriculum effectively, using strategies that are responsive to pupil needs and grounded in best practice.

Key features of our implementation include:

- Teachers greet pupils at the door, establishing positive routines and setting the tone for learning.
- Entry is quiet and orderly, and routines are consistent across classrooms, creating a calm and purposeful environment.
- Behaviour is managed using the 'Remind, Refocus, Reflect, Remove, Reset' approach, ensuring clarity and fairness. By having these restorative conversations pupils can take responsibility, and collaboratively resolve conflicts, fostering a respectful and inclusive school culture."
- Subject leaders will review Medium Term Learning Journeys (MTLJs) termly to ensure curriculum content is well-sequenced, ambitious, and adapted to meet the evolving needs of pupils, including those with SEND and disadvantaged backgrounds.
- Adaptive teaching strategies are embedded, allowing teachers to tailor instruction to meet the diverse needs of learners, including those with SEND.
- Staff engage with pupil learning plans and seek guidance when needed, demonstrating a collaborative and inclusive ethos.
- Seating plans promote safe, inclusive environments, supporting both academic progress and social development.
- Retrieval and interleaving strategies are used to reinforce key content, helping pupils to retain and apply knowledge over time.
- Vocabulary is modelled and explained, and reading activities are structured to support comprehension and engagement.
- AFL strategies are used to check understanding, with live marking and real-time adaptation ensuring that misconceptions are addressed promptly and respectfully.
- The impact of teaching and learning strategies will be monitored through regular lesson observations, pupil voice, and analysis of progress data. Findings will inform continuous professional development and curriculum refinement

This consistent and reflective approach to implementation ensures that our curriculum is not only delivered effectively but also adapted responsively to maximise pupil progress.

Impact

The impact of our teaching and learning approach evident in the high levels of attainment, progress, and engagement across the school. If consistently and effectively applied, we expect that they will significantly increase engagement from our pupils and raise the number of pupils achieving at or above age related expectations. Impact measures will inform regular curriculum evaluation and target professional development to continuously enhance teaching quality and pupil outcomes. We are committed to continually improving outcomes for all pupils, ensuring that they leave Churnet View Middle School with the knowledge, skills, and confidence to succeed in the next stage of their education and beyond

We measure impact through:

- Pupils acting on feedback respectfully and safely, demonstrating ownership of their learning and a commitment to improvement.

- When pupils ask questions, teachers respond accurately, indicating deep subject knowledge and strong pedagogical practice.
- Misconceptions being addressed respectfully, creating a safe environment where pupils feel confident to take risks and learn from mistakes.
- Pupils engaging with reading and vocabulary, showing increased fluency, comprehension, and enjoyment of texts.
- Consistent routines and high expectations, which contribute to a positive learning culture and strong academic outcomes.

Glossary of Teaching & Learning Vocabulary and Abbreviations

• Curriculum & Pedagogy

- **Intent** – The aims and goals of the curriculum: what pupils are expected to learn and why.
- **Implementation** – How the curriculum is delivered through teaching, resources, and classroom practice.
- **Impact** – The outcomes of teaching: what pupils have learned, how well they have progressed, and how this is evidential.
- **Explicit Instruction** - A structured teaching approach involving demonstration, guided practice, and independent practice.
- **Retrieval Practice** - Activities that help pupils recall and reinforce previously learned material.
- **MTLJs** - Medium Term Learning Journeys
- **Adaptive Teaching** – Adjusting teaching methods and materials to meet the needs of all learners, especially those with SEND.
- **Subject Mastery** – Deep understanding and fluency in a subject, enabling pupils to apply knowledge confidently.
- **Retrieval Practice** – Techniques that help pupils recall previously learned information to strengthen memory.
- **Interleaving** – Mixing topics or skills during practice to improve long-term retention and understanding.
- **Sequencing** – Organising curriculum content in a logical order to build knowledge progressively.
- **Scaffolding** – Providing temporary support to help pupils access challenging content, gradually removed as independence grows.

• Assessment & Feedback

- **AFL (Assessment for Learning)** – Ongoing assessment strategies used to inform teaching and support pupil progress.
- **Cold Call** - A questioning technique where any pupil may be called upon to answer, promoting engagement.
- **Live Marking** – Real-time feedback given during lessons to address misconceptions and guide improvement.
- **Formative Assessment** – Assessment used during learning to inform next steps (e.g., questioning, quizzes, observations).
- **Summative Assessment** – Assessment at the end of a unit or term to evaluate overall learning (e.g., tests, projects).
- **Think–Pair–Share** - A collaborative strategy where pupils think individually, discuss with a partner, and share with the class.
- **Feedback** – Information given to pupils about their performance to help them improve.

• Behaviour & Routines

- **Entry/Exit Routines** – Structured procedures for starting and ending lessons to promote calm and readiness.

- **'Remind, Refocus, Reflect, Remove, Reset'** – Behaviour management framework used to support positive choices and restorative practice.
- **Safe Spaces** – Classroom environments where pupils feel secure, respected, and able to take learning risks.
- **Inclusion & Support**
 - **SEND (Special Educational Needs and Disabilities)** – Pupils who require additional support due to learning, emotional, or physical needs.
 - **SEMH (Social, Emotional and Mental Health)** – A category of SEND relating to emotional wellbeing and behaviour.
 - **SLCN (Speech, Language and Communication Needs)** – Difficulties with understanding or using spoken language.
 - **C&I (Communication and Interaction)** – A broad SEND category including autism and speech/language difficulties.
 - **Cognition & Learning** – A SEND category covering learning difficulties and disabilities affecting intellectual development.
 - **Learning Plans** – Individualised documents outlining strategies and support for pupils with specific needs.
- **Literacy & Reading**
 - **Vocabulary Instruction** – Teaching new or unfamiliar words explicitly to improve comprehension and expression.
 - **Comprehension** – Understanding and interpreting written or spoken texts.
 - **Fluency** – The ability to read with speed, accuracy, and proper expression.

Related documents

1. **High Expectations of Learning** – [Principles of Instruction: Research-Based Strategies That All Teachers Should Know](#), by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT
2. **High Expectations of Behaviour** – [EEF Improving behaviour in schools Report.pdf](#)
3. **Knowing Our Pupils** – https://walkthrus.co.uk/EEF_improving_secondary_science.pdf
[Metacognition and self-regulation | EEF](#)
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/EEF_Improving_behaviour_in_schools_Report.pdf
[Teacher SEND handbook 30th January 2024.pdf](#)
4. **Subject Mastery** – [What-Makes-Great-Teaching-REPORT.pdf](#)
5. **Teaching standards** - [Teachers' standards: overview](#)
6. **Making Learning Memorable** – [thescienceoflearning.pdf](#)
[Metacognition and self-regulation | EEF](#)
7. **Reading** – [Improving Literacy in Secondary Schools | EEF](#)
[EEF improving secondary science.pdf](#)
8. **Checking for Understanding** – <https://walkthrus.co.uk/thescienceoflearning.pdf>
[What-Makes-Great-Teaching-REPORT.pdf](#)