



Teaching and Learning Strategy

2023

SUPPORT – CHALLENGE - COLLABORATE

Contents

Introduction	3
Vision Statement	3
Teaching and Learning Principles	3
Adaptive Teaching	4
The Curriculum	4
Remote Education.....	5
Monitoring	5

Author/ Committee	DoE	Date Approved	Sep 2023
Date Published/ Review Cycle	Sep 2023 / 2 years	Review Date	Sep 2025
Version	1.1	Page	2 of 6

Introduction

This Teaching and Learning Strategy will help form the basis of each of our own schools' teaching and learning policy. We believe this aligned autonomy is essential in enabling our leaders to capitalise on the strengths of their teaching teams and to provide the best learning for each unique context. We want our learners to experience a seamless approach to their learning throughout their time at the Faringdon Learning Trust. This is part of our vision for a seamless 2-19 education in which every learner thrives.

Vision Statement

Faringdon Learning Trust will be recognised as a highly successful learning community that provides exceptional, sustainable, and inclusive 2 to 19 education for young people of all abilities. Students will leave our Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

At the heart of our vision is that every pupil will receive a high-quality education at every opportunity as they transition through our Trust. Every child will be supported and challenged from their own unique starting point to ensure that at every step in their education each individual thrives within our education system. Effective and adaptive teaching and learning opportunities, which are supported by research-driven principles, will enable this to happen.

Teaching and Learning Principles

High-quality education can only be achieved through superior teaching and learning, enabling our pupils to thrive as they transition through our Trust. We know that children learn best through **high quality teaching and learning** and we endeavour to make this our core aim in all our work. This is particularly relevant to educational recovery.

At the very core of our everyday teaching and learning, are research-led principles which drive forward the standards and quality of education that we provide our pupils at every stage of their education and development.

These 6 principles provide staff across the Trust with a shared vision and vocabulary to discuss teaching and learning and to strive towards excellence. In visiting one of our schools, the following elements of teaching and learning will be clearly evident.

Author/ Committee	DoE	Date Approved	Sep 2023
Date Published/ Review Cycle	Sep 2023 / 2 years	Review Date	Sep 2025
Version	1.1	Page	3 of 6

The 6 core principles which our schools adapt for their purposes are:

1. That positive **relationships**, both with children and with parents and carers, are at the heart of effective teaching and learning. Every learner is unique and valuing individuals is the most effective way to help pupils learn. This is part of creating a learning **environment** in which students feel safe and will therefore thrive within the classroom.
2. Developing **positive attitudes**, being self-aware and using strategies associated with meta-cognition ensures learners feel in control. Providing flexible groupings ensure children are supported and learners know that they have the equal opportunities to achieve and succeed as others.
3. Effective teaching is based on continuous **assessment** so that it can respond to learners' needs. **Feedback** is an essential tool in acting on this assessment. It helps learners celebrate their successes and build on them.
4. Teaching should include knowledgeable **explanations and modelling** along with **skilled questioning** so that children learn new content and see how to use it.
5. There should be equal opportunity of exposure to the curriculum. Teaching should be interesting and meet different pupils' needs through **scaffolding and challenge**. **Expectations** of every pupil should be high, and a can-do attitude promoted at every turn.
6. Learning is sequential. Learners need to be able to recall and **remember** their learning in order to make progress and be able to apply it.

Adaptive Teaching

It is imperative that our **teaching is adaptive**, responding to the needs of all pupils within the class, ensuring that every pupil has the same opportunity to access the same curriculum as their peers. Through carefully considered planning, incorporating the principles of learning, teaching will be effective and adaptive, enabling every child to thrive within their classroom environment.

The Curriculum

Reading and oracy are foundation blocks for our approach to teaching and learning and embedded in every opportunity. We recognise these as key skills for learning and life. Pupils in our schools will be developing and applying these skills every day.

Author/ Committee	DoE	Date Approved	Sep 2023
Date Published/ Review Cycle	Sep 2023 / 2 years	Review Date	Sep 2025
Version	1.1	Page	4 of 6

As all pupils transition through our 3-18 education system, they receive a rich, broad and balanced curriculum that is sequential and progressive. Teaching and learning is knowledge-based and incorporates skills and independence with the aim to create learners who are excited, engaged and inquisitive.

Opportunities will be provided to enhance and enrich the curriculum for our pupils, enabling them to gain a deeper knowledge and understanding whilst also encouraging pupils to encounter and explore the wider world in readiness for their role within it.

Remote Education

Within the FLT, each school has its own autonomous remote education strategy provision as we believe that in an ever-evolving world, each child has a right to access high-quality teaching and learning. All of our schools will continue to provide a seamless transition to remote education swiftly and efficiently when the need arises, minimising disruption yet maximising learning opportunities. We believe the key principles for effective teaching and learning apply to remote education and they are adapted and applied in this context.

Monitoring

To achieve a seamless 2-19 education, whereby every learner thrives, monitoring of our teaching and learning principles must be effective. Monitoring ensures that **strengths are evidenced** and built upon; **gaps are identified** and actioned; **patterns and trends are analysed** and responded to; and **consistent accurate judgements are made**. In doing so, every pupil's learning opportunities are maximised; and optimum progress is made.

For monitoring to be effective, it must take place at different levels, from our support staff, through to our teachers, middle leaders, Senior Leaders, Academy Team and by our Governors. We recognise also, the importance of welcoming external validation of our teaching and learning through Academy and OCC moderation, Peer Reviews and Ofsted.

Monitoring will be evident in our schools through:

- Formative assessment
- Summative assessment
- Subject monitoring through **triangulation**

Author/ Committee	DoE	Date Approved	Sep 2023
Date Published/ Review Cycle	Sep 2023 / 2 years	Review Date	Sep 2025
Version	1.1	Page	5 of 6

- Analysis of data
- Moderation
- Observations and drop ins

Through the embedding of these component parts to our teaching and learning across our Academy schools in their own autonomous way, we will create young people who will receive high-quality teaching and learning, ensuring each pupil to be successful. This is part of our vision for a seamless 2-19 education in which every learner thrives.

Author/ Committee	DoE	Date Approved	Sep 2023
Date Published/ Review Cycle	Sep 2023 / 2 years	Review Date	Sep 2025
Version	1.1	Page	6 of 6