



Teaching and Learning Statement

Vision

Our Trust's vision is rooted in John 10:10: 'I have come that they might have life, life in all its fullness'. It underpins everything we do as a family of schools - enabling, nurturing and celebrating all of our children's achievements.



Our non-negotiables

- The whole curriculum that we offer will be rooted firmly in our shared values and will link to all the experiences we plan and deliver. We place high value on personal empowerment within our curriculum, celebrating everyone's uniqueness as a child of God.
- We believe that highly effective relationships with all our stakeholders, (parents, children, local governors and staff) are paramount to our success. As part of this understanding we recognise that together, as a family of schools, we share accountability for all of our children and their development and outcomes.
- The inclusive curriculum we offer will be creative, collaborative and challenging for all, recognising the benefits that a broad and balanced curriculum can have in developing the whole child. Throughout this curriculum there will be a strong emphasis placed on developing pupils spiritually, morally, socially and culturally so that they are fully able to play their part in both today's and tomorrow's society. The curriculum we design will be rooted in evidence so that the strongest pedagogical practice is in place across our schools.
- Our schools design and deliver the curriculum that they offer, in order to reflect the needs and contexts of the children they serve.
- We have high expectations of everyone in our schools and believe that high quality outcomes can only be achieved through quality first teaching. We continually strive for excellence in all we do.
- Our teachers and our children are reflective so that mistakes are celebrated and learning is maximised.
- Learning is typified by high levels of engagement throughout our teaching and learning.
- We believe in a model of developing others that is supportive and coaching in style, whilst maintaining the high expectations of all in our community - children and adults alike.
- There are equal opportunities for all in our communities ensure that high quality learning is exemplified by all groups.
- We believe that our commitment to ensuring teaching and learning of this nature will result in high levels of enjoyment and high quality outcomes for pupils.



What we will see if this is enacted

- Classroom culture enables all pupils to be ready to learn.
- Consistently high expectations from all – staff and pupils. As a result, pupil engagement is high. Teachers empower pupils to be confident learners.
- Teachers will deliver new knowledge clearly with explicit instructions and small step approach (I do).
- Staff understand the pedagogical link regardless of curriculum area or agreed approach.
- Children are placed at the centre of the learning (I do, we do, you do).
- Highly effective modelling. This will include the complete process, the informed thinking to support the learning and the key language pupils need to use.
- Retrieval planned and delivered over time, so children know more and remember more.
- Adaptive teaching applied to meet the needs of all pupils.
- Effective assessment approaches to inform pupil progress, which enables the early identification of gaps in knowledge or learning.
- Reflective practice that responds to children's needs and the context of the school or subject and closes gaps.
- Strong leadership supports a culture of shared responsibility and continuous improvement.
- Teachers have expert subject knowledge which supports their curriculum delivery.

