



TEACHING AND LEARNING POLICY

Approved by: Full Governing Body **Date:** December 2025

Next review due by: December 2026

1. Vision and Principles

West Moors Middle School is committed to delivering an ambitious, inclusive and evidence-informed curriculum that ensures every pupil thrives both academically and personally. Our approach is shaped by:

- **EEF guidance**, particularly relating to high-quality teaching, metacognition, adaptive practice and effective feedback.
- **Ofsted's 2025 inspection framework expectations, which emphasise a well-constructed curriculum, strong implementation practice, high-quality learning experiences and clearly evidenced impact**, reflecting the updated framework's focus on an ambitious curriculum, coherent sequencing, effective implementation and demonstrable impact.
- **Our 'Big Ideas' curriculum**, which builds knowledge and skills progressively from Year 5 to Year 8.
- **Rights Respecting values**, ensuring children understand and experience equality, respect and responsibility.

Through this combined approach, we aim to cultivate well-rounded learners who are curious, resilient and ready for the challenges of Key Stage 4 and beyond.

2. Curriculum Aims

Our curriculum combines coherent sequencing with rich learning experiences. It aims to develop successful learners by:

- Ensuring *strong progress and high attainment* for all pupils.
- Embedding *secure foundations in reading, writing and mathematics*.
- Equipping pupils with the ability to *apply learning, think critically and make meaningful connections* across subjects.
- Promoting *creativity, curiosity, independence and problem-solving*.
- Ensuring *equitable access* through adaptive teaching.
- Strengthening *cultural capital* through wide-ranging enrichment.

We articulate these aims not merely as outcomes, but as lived experiences that pupils encounter daily through high-quality teaching and a well-designed curriculum.

3. Curriculum Organisation and Planning

Our curriculum structure balances continuity, specialist teaching and progression:

Year 5 pupils are supported through a blend of primary-style and specialist teaching, easing transition and establishing key routines.

Year 6 gradually adopts more secondary-style provision, strengthening independence while

retaining consistency for core subjects.

Years 7 and 8 benefit from full subject specialist teaching.

We enhance learning through:

- Ability setting in English and Maths.
- Targeted intervention informed by diagnostic assessment.
- A planning sequence that ensures coherence:
- Whole-school 'Big Ideas' progression.
- Subject medium-term plans with clear knowledge, misconceptions and assessment opportunities.
- Short-term planning responsive to pupils' needs.

Cross-curricular Humanities units enrich vocabulary, deepen engagement and support disciplinary connections, offering pupils a richer and more integrated learning experience.

4. Inclusive Education and Adaptive Teaching

We ensure all pupils access the full curriculum by applying EEF and Code of Practice principles. This includes:

- Adaptive teaching approaches such as scaffolding, modelling, chunked instruction and pre-teaching.
- Targeted deployment of LSAs to promote independence and access.
- Removing barriers to learning, especially for SEND and disadvantaged pupils.
- Providing meaningful challenge for the most able through depth, open-ended tasks and extension pathways.

Adaptation is planned, purposeful and embedded—not a reduction of ambition, but a means of ensuring that *every* learner succeeds.

5. Teaching and Learning Expectations

Our teaching is grounded in Rosenshine's Principles, the EEF Great Teaching Toolkit and Ofsted expectations. High-quality teaching at WMMS:

Starts with strong subject knowledge and a clear understanding of pupils' prior learning. Teachers use this knowledge to shape explanations, vocabulary and modelling.

Builds learning step-by-step, making use of:

- Clear learning journeys.
- Effective modelling and worked examples.
- Guided practice that gradually releases responsibility.
- Questioning that probes, checks and deepens understanding.

Engages pupils actively, using structured talk, collaborative learning and hands-on activities where appropriate.

Uses assessment continuously, including:

- Live feedback.
- Targeted questioning.
- Reviews of prior learning.
- Responsive adjustment of tasks and scaffolds.

Promotes independence and metacognition, ensuring pupils reflect on their learning, understand success criteria and know their next steps.

6. Staff Development

We invest in teacher expertise as the most powerful driver of pupil outcomes. Staff development includes:

- Weekly professional learning aligned with Walkthrus and EEF guidance.
- Incremental video coaching and peer observation.
- Subject-specific CPD.
- Collaborative planning and moderation across schools in our pyramid in the East Locality.

This creates a culture of continual improvement and shared professional responsibility.

7. Assessment, Feedback and Progress

We use assessment to ensure teaching meets pupils' needs and supports strong progress. Our approach blends continuous narrative explanations with clear principles:

Formative Assessment guides teaching within lessons and over sequences of learning. Teachers use questioning, retrieval practice and live marking to diagnose misconceptions.

Summative Assessment is used strategically to evaluate progress and inform wider curriculum decisions.

Feedback is:

- Specific and actionable.
- Timely, often provided during learning.
- Understood by pupils so they can act upon it.

Pupils are taught to articulate:

- Where they are in their Learning Journey.
- Their next steps.
- How they can improve.

Moderation within school and across schools in our pyramid ensures consistency and accuracy.

8. Learning Environment

Our classroom environments are designed to support attention, independence and high expectations. This includes:

- Learning Walls that provide models, vocabulary and scaffolds.
- Well-organised resources accessible to pupils.
- Display that celebrates success without cluttering learning spaces.
- Positive climates that encourage participation and risk-taking.

9. Enrichment and Extra-Curricular Provision

We offer a broad range of enriching opportunities, including:

- Sports clubs and competitions.
- Artsmark-accredited creative and performing arts.
- Leadership roles such as prefects, sports leaders, eco ambassadors, learning ambassadors, school council ambassadors and mental health ambassadors.
- Educational visits, theatre experiences and residential.

These experiences promote aspiration, cultural capital and personal development.

10. British Values

We actively promote British Values through:

- Democratic processes such as school council.
- Understanding of law and rights.
- Celebration of diversity and tolerance.
- Support for individual liberty and respectful debate.

These values are woven into curriculum content, behaviour expectations and wider school life.

11. Roles and Responsibilities

- **Headteacher:** Strategic oversight of curriculum and pedagogy.
- **Assistant Headteacher (Curriculum):** Ensures progression, coherence and quality of implementation.
- **Subject Co-ordinators:** Lead curriculum design, monitoring and professional development.
- **Class Teachers:** Deliver high-quality teaching and assess progress.
- **Data Officer:** Oversees tracking, analysis and intervention.
- **Governors:** Monitor curriculum effectiveness through structured reporting.

12. Monitoring and Evaluation

We evaluate the impact of teaching and learning using:

- Lesson drop-ins and visits.
- Collaborative book looks and work sampling.
- Pupil voice.
- Data analysis.
- Curriculum reviews.

These processes inform improvement planning and ensure our curriculum delivers strong outcomes for all pupils.