



inspiring the journey for
independence together

Learning and Teaching Policy

Reviewed Two

Yearly

Non-Statutory

The Local Advisory Board of each school is responsible for implementation of this policy

Signed: (Chair of the Trust)

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1. Aims

1.1 Learning and Teaching Policy Introduction

Across all schools within the Rivermead Inclusive Trust we strongly believe in our Trust core statement of creating

“Lifelong inclusive learning for all: Equipping everyone for their lifelong journey”

We are also focussed on meeting our Trust core values of ‘CAN BE’

Collaborate Aspire Nurture Belong Excel

The lifelong learning model employed across all Trust schools is underpinned by a culture of mutual **respect** and high expectations for all learners and staff based on a **togetherness** which flows throughout the ethos of the Trust. It is about all practitioners having the highest aspirations for their learners and demonstrating a secure subject knowledge. The model follows three key elements of experiences, knowledge and consolidation.

Experiences – All learners are provided with high quality learning opportunities that are meaningful, **inclusive** and engaging. The aim is to ‘hook’ our learners into the experience and develop their natural curiosity and enthusiasm for the World around them. Teachers’ use a variety of techniques including high quality questioning to immerse the learners in the learning experience. Such opportunities provide all our learners with a way into the first step on developing skills which will be transferable to a range of experiences both inside and outside the classroom. All staff and learners are encouraged to be **imaginative** and take calculated **risks** in making sure the experiences will be the highest quality possible.

Knowledge - Teachers use AFL to plan and deliver high quality sequences of lessons that engage, enthuse and challenge the learners at an appropriate level. All lessons contain a significant element of pupil voice. All sequences of lessons ensure that learners make or ‘good’ or better progress. An effective dialogue occurs to ensure that feedback is meaningful. All learning experiences are underpinned by elements of mindfulness and growth mind-set which allows pupils to be **reflective** and able to see the ‘big picture’ and their learning within the ‘wider world’.

Consolidation – Once competent then learners are given a wide range of opportunities to apply all they have learnt within a range of subjects and contexts. Children **reflect** on and evaluate their learning and make connections between current and prior learning. By applying their understanding to a range of techniques they develop deeper understanding taking **responsibility** for their learning. This greater depth of knowledge builds **resilience** and independence. They are then able to face challenges across the curriculum and in future life

1.2 Aims for Key Stakeholders

1.2.1 General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching with the RIT and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.
- Promote equality for all including those with protected characteristics and ensure that the rich diversity which exists within the Trust is celebrated.

1.2.2 *School Staff*

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing an environment in which Equality and Inclusion sit at the heart of the curriculum offer and celebrates diversity of all.
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential.
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children.
- Addressing issues of entitlement to ensure equality of opportunity for all children.
- Rewarding children for all the good things they do both in School and in the wider community.
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others.
- Providing the skills which encourage children to become confident, independent learners.

1.2.3 *Children*

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;



- Understanding the importance of equality and celebrating the diversity of all members of the Rivermead Inclusive Trust community so it is a fully inclusive environment for all pupils to thrive.
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

1.2.4 *Parents and Carers*

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

1.2.5 *Governors*

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- To appoint a designated link governor who will:
- Meet at least once a year with the Executive Head of the School to gain a strategic overview of the direction of the school.
- Meet regularly with the Head Teacher / Head of School and Deputy Head Teacher to find out about;
- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and appropriateness of resources;
- how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences as part of the
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, annually;
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

1.2.6 Trustees

To support the aims of the Trust through:

- Promoting positive relationships between the Trustees and Governing Body
- To appoint a designated Education and Learner Experience Committee:
- Meet regularly with the Director of School improvement to discuss:
- the Trusts systems for supporting staff and monitoring progress and attainment.
- the allocation, use and appropriateness of resources;
- how the standards of achievement are changing over time.
- Attend training and other related events linked to the committee.
- Report to the main Trust board with recommendations, if appropriate.
- Work with Senior Leaders of the Trust to review the School's Learning and Teaching Policy annually.

1.3 Implementation of the Learning and Teaching Policy

1.3.1 What is 'good learning'?

Across all of the RIT school our Learning and Teaching ensures that all learners are:

- Encouraged to form positive relationships with their teacher, peers and other members of the school community;
- Have clear direction and are praised for all the good things that they do;
- Actively involved in their learning at an appropriate level to match their learning needs;
- Encouraged to become increasingly autonomous learners;
- Appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- Working in an environment which is safe, caring, supportive and stimulating;
- Part of learning which is well structured and delivered;
- Involved in learning which is effectively differentiated;
- Involved in learning which addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Involved in learning which encompasses the values and skills of the school in aiding the development as future effective citizens;
- Involved in learning which enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

2. Expectations in relation to Learning and Teaching Policy

All expectations for Learning and Teaching are assessed against the Trust Evaluation of learning framework. This not only sets the expectations for staff to follow but also provides the framework to which effective learning and teaching is assessed against.

2.1 Evaluation of Learning

The following framework is used by both teachers and leaders to identify key strengths and areas of development in teaching and learning. It is also used to support teachers in their next steps for developments

Core principle	Key Question	Definition		
1.Progress The overall effectiveness judgement for any evaluation of teaching and learning will be	How well do teachers ensure pupils make progress within lessons and over time?	Outstanding impact on learning: All pupils make at least expected progress with	Expected impact on learning: Most pupils make expected progress, accelerated for	Barrier to Learning: A significant number of pupils do not make the expected progress

based on how well pupils make progress		some pupils making accelerated progress. Tracking data shows rapid progress over time.	some and inadequate for none. Tracking data shows good progress over time.	given their starting points. The acquisition of skills is inadequate. Tracking data shows less than expected progress over time.
2.Pupil's engagement	How well does teaching enthuse, engage and motivate pupils, developing their curiosity and confidence together with the skills to learn for themselves?	Outstanding impact on learning: 1. Concentration Pupils demonstrate excellent concentration and are rarely off task, even without direction from an adult. 2. Enthusiasm Pupils demonstrate resilience when tackling challenge activities and display enthusiasm for learning and a commitment to succeed and improve learning. 3. Independence Pupils are highly independent and there are high expectations of independence and responsibility for learning. 4. Attitude to Learning	Expected impact on learning: 1. Concentration Pupils are keen to do well, apply themselves diligently in lessons and work at a good pace with occasional adult direction. 2. Enthusiasm Pupils seek to produce best work and are usually interested and enthusiastic to find out more. 3. Independence Tasks encourage pupils to be independent and manage their own learning 4. Attitude to Learning Pupils' attitudes to all aspects of learning, including in independent, group and whole class work are positive. 5. Behaviour management	Barrier to Learning 1. Concentration Few pupils work effectively without adult direction 2. Enthusiasm Many give up easily when they perceive the task is too hard. A significant number do not enjoy tasks which is reflected in poor completion 3. Independence They are reluctant to work and rely heavily on adult support 4. Attitude to Learning Pupils' attitudes to learning are poor and they do not apply themselves consistently throughout the task. 5. Behaviour management Pupils' lack of engagement and persistent low-level disruption

		Pupils are consistently positive during independent, group and whole class work. As a result of the high expectations set the children take great pride in all of their work including the quality of presentation. 5.Behaviour management The lessons proceed without significant interruption and there is a systematic, consistently applied approach to behaviour management. 6.Teaching strategies Lessons employ a variety of well-judged and often imaginative strategies, activities and resources.	Any disruption to the lesson is fleeing and behaviour management is consistent 6.Teaching strategies Lessons employ a range of strategies, activities and resources which take into account learning styles and pupil interest.	contribute to reduced learning and or disorderly classroom environment 'more than occasionally'
3.Pace	How effectively do teachers and pupils use lesson time to ensure learning is happening at all times and that progress is rapid.	Outstanding impact on learning: There is an extremely efficient use of pace that is expertly matched to the pupil's ability resulting in valuable use of lesson time and	Expected impact on learning: There is a good pace to the lesson and time is not wasted or deferred from learning activities. Teachers listen to and observe groups of pupils	Barrier to learning: There is little monitoring of pupils' understanding which results in pupils not making progress. Teaching lacks pace and

		pupils who are consistently engaged in their learning. Teachers are continually alert to errors and misconceptions and anticipate where they may need to intervene in order to have an impact on learning.	skilfully during lessons in order to reshape tasks and explanations to improve learning through mini plenaries.	consequently, pupils may lose interest and be disengaged. The proportion of teacher talk is too high.
4.Challenge and variation	How effectively do teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific learning needs?	Outstanding impact on learning: Prior learning is accurately assessed resulting in teachers, other adults and pupils being acutely aware of their capabilities. Lesson planning and use of talk partners / peer work will build effectively on this knowledge and through focussed differentiation and variation, deepen extend learning for all. These are explicitly designed to meet the needs of all pupils and sustain their concentration, motivation and application. The support provided by other adults will be precisely targeted. Teaching engages and includes all	Expected impact on learning: Assessment of prior skills, knowledge and understanding is accurate. Teachers and other adults make good use of assessment information when planning to accelerate learning, providing effective differentiation that meets the needs of all groups. The teachers plan effective variation to deepen learning within and across subjects. Other adult support is well focussed and contributes significantly to the quality of learning. Progression is planned well based on a sound understanding of the steps of learning.	Barrier to learning: Teachers take insufficient account of pupils' capabilities and prior learning when planning lessons, resulting in ineffective differentiation. Expectations are low and activities are not matched to the need of the pupils.

		pupils with work that is challenging enough and meets their individual needs of all groups of pupils. Expert pedagogical subject knowledge from the teacher ensures precise support and challenge for all learners. Teachers address all misconceptions and progression is carefully planned. with a precise understanding of the steps of learning.		
5.Quality questioning	How well do teachers use high quality, targeted questions to develop pupils' knowledge, skills and understanding	Outstanding impact on learning: Questioning is used extremely effectively as a method of assessment throughout the lesson. As a result, interventions in the lesson are sharply focussed, directed and timely. Teachers use higher order questions to encourage pupils thinking skills and guide them to make accurate decisions about learning.	Expected impact on learning: Teacher's questions allow for misconceptions to be identified so tasks can be reshaped and explanations given. Open ended questions are used frequently and effectively to guide pupils to improve their knowledge, skills and understanding while closed questions are targeted to check knowledge when needed.	Barrier to learning: Questions are not used effectively to monitor learning throughout the lesson and as a result, pupils fail to make progress. There may only be closed questions or the teachers answer their own questions.

6.Impact of feedback	How effectively do teachers provide accurate and timely feedback and ensure that children are aware of what they are learning and what they need to do to move forward?	Outstanding impact on learning: Pupils are clear about what they are learning and will be provided with detailed direction for improvement. They are able to correctly analyse how to make their own improvements. All forms of feedback between teachers, other adults and pupils are of a consistently high quality and children capitalise on opportunities to interact with this.	Expected impact on learning: Pupils are provided with detailed feedback both orally and through marking. They use this feedback well and know what they need to do to improve. The children are committed to improving their work and make good use of time given to do this.	Barrier to learning: Feedback from the teacher is either minimal or has limited impact. Pupils are unaware of their progress and what they need to do to improve.
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2.2 Expectations for English

When planning, teachers must ensure that they cover all of the objectives identified within the relevant National Curriculum for the phase which they are teaching. Any learning sequence should take into account the following:

- Hook into the text / topic
- Immersion activities
- Speaking and listening and drama activities
- Vocabulary and development activities
- Text deconstruction and analysis
- Sentence level learning activities which are relevant to the text type
- Extended writing opportunities
- Planning, drafting and redrafting opportunities
- Publishing

Extended writing must take place at least once within a teaching sequence.

Speaking and listening and other 'practical activities' should be recorded in the form of photographs. Photographs must demonstrate learning and should be accompanied by a commentary / reflection from the pupil

For more detail in relation to areas such as **Presentation, Marking, feedback and assessment, Handwriting, Spelling** and **GPaS** please see the individual school policies and expectations.

2.3 Expectations for Mathematics

Learning in mathematics should be recorded every day. All practical learning should be recorded in the form of photographs. Photographs must demonstrate learning and should be accompanied by a commentary from the pupil and or teacher.

2.3.1 *Learning sequence*

- Every mathematics learning sequence should start from where pupils currently are within their learning. The school's assessment records should show clearly where pupils are in relation to their Mathematics learning.
- Regular opportunities should be planned for Mental Mathematics including learning and consolidation of pupils' multiplication tables skills.
- At the end of a learning sequence teachers should identify what pupils now know and record this within the schools internal tracking systems e.g. **School Assessment Tracker**.
- Attainment should be recorded in the Trust data portal at the end of terms 2,4 and 6

2.3.2 *Reasoning and mastery*

- All pupils must have an opportunity to apply their learning. Challenges will consist of real-life word problems, reasoning and problem tasks presented in an appropriate context.
- All pupils must be provided with appropriate challenge through adaptive teaching strategies.
- Challenges and reasoning questions should always focus on broadening and deepening learning and should not move onto the next year's objectives.

For more detail in relation to areas such as **Presentation, Marking, feedback and assessment**, and **Mental Maths**, please see the individual school policies and expectations.

2.4 Early Years Expectations within the Rivermead Inclusive Trust

2.4.1 *The Early Years Learning Culture and Environment*

Within the Rivermead Inclusive Trust we believe that our learners learn through play and real-life experience. There is an expectation that every child will achieve, and along with child-initiated learning, drive standards through high quality adult-directed and adult-focussed learning activities. We positively encourage our learners from the very earliest opportunity to be independent learners and take ownership of their own learning. This will

be through directing their own activities and resources wherever appropriate. The role of the staff within the units in our schools is to be able to facilitate the learning process to enable maximum learning chances for our learners.

There should be a range of stimulating resources / opportunities so the child-initiated options in each learning area are maximised. The different learning areas should contain generic resources so the different curriculum areas can be accessed. These resources will generally stay the same and the learners can self-select throughout the school day.
(Continuous provision)

Within each EYFS classroom, some learning areas will contain extra resources or an activity that enhances a specific learning intention for that day or week.

Within the Rivermead Inclusive Trust Schools a free flow EYFS learning environment is key. Other than carpet times children are able to transition between different parts of the units. Therefore, each unit must provide different enhancement resources for the topics being covered. Where safely possible, the outside area must be open at all times during active learning for the learners to free-flow and gain access to the maximum range of learning opportunities. The activities within the units should be welcoming, age appropriate, stimulating and safe. They should reflect the different areas of the EYFS curriculum.

2.4.2 Outside Learning

The outside area should also be safe, stimulating, age appropriate and welcoming. There should be a range of activities which cover the different areas of learning. Outside learning activities should be active and physical. Enhancements must reflect the learning opportunities on the inside. There should also be opportunities to use the extended outside area including trim trails and grass-based areas.

2.4.3 Risk Assessments

A site sweep should be undertaken everyday both inside and out. Any serious risks should be reported to the site manager to be dealt with immediately. Any issues which can be dealt with at a later date should be recorded for the facilities manager via the site manager in each location. Any serious Health and Safety concerns should be reported to the Head of School in the relevant locations.

2.4.4 Assessment as a Tool

Assessment underpins all teaching and learning activities within the Rivermead Inclusive Trust. All staff within the EYFS units should be skilled in making observations and planning future learning opportunities. All staff must have an in-depth understanding of the Development Matters documentation and the school's assessment framework in order to make informed judgements about a learner's learning and progress.

2.4.5 *Baseline Assessment*

During the first term (Autumn 1) of the new academic year the EYFS team will carry out a baseline assessment on each child in Reception. This assessment needs to be carried out once the pupils have settled into the new environment but before any new learning is undertaken. The baseline assessment should be used as a tool to gain an understanding of the learner's starting point for Reception and to plan the next steps. It can then be used to plan lessons, classroom activities and observations.

2.4.6 *Assessments*

Assessment within the units will be ongoing throughout the academic year with pupils being tracked against the end goal of the ELG's. The information gained throughout observations and assessments will be transferred and tracked through the Target Tracker package.

2.4.7 *Observations*

Observations should be recorded using the agreed format for each location. All practitioners should look for observation opportunities as the children free flow between the inside and outside areas. By the end of a half term, all learners should have at least one observation or child-initiated piece of learning for all 7 areas.

2.4.8 *Next steps*

Future next steps should be gained from all learning, for example through observation, guided groups, child-initiated learning, independent and directed. All next steps must influence planning.

2.4.9 *Assessment and Tracking*

All assessment information should be recorded on Target Tracker. Teachers should collect ongoing assessment data i.e. Achievement of statements on Target Tracker as children achieve them rather than doing this at the end of a half term. See individual school assessment policy for further information on assessment.

2.4.10 *The Role of Adults in EYFS*

Each class has a class teacher and at least one teaching assistant. The EYFS lead in each location needs to decide who will lead the adult focus group(s) and which adults float between learning environments to direct, engage, support, question, challenge and observe the other pupils learning. Adult focus / directed activities will also be set up in the outside area that an assigned adult would encourage children across both classes to engage in.

One adult must have view of the outside area at all times when children are free flowing.

- Adult Focus Groups:

- **Nursery**

Across the week in nursery all children must be involved in one Communication, Language and Literacy or Mathematics adult focus activity. These activities may also have cross-curricular links to the other 5 areas of learning to ensure coverage of all areas. Where possible these activities should link with the class's current theme in order to make it purposeful for the children. During the week each child will take part in a range of adult focussed activities.

During an adult focus group session, the adult must share the learning objective, model, question, discuss and directly support individuals with learning activity. When the child is not taking part in an adult focus they will participate in 'active learning', free flowing between the inside classroom and outside area. In this time the child may be directed to an independent activity or initiate their own activity from the resources provided. Adults will support learning with their interventions.

- **Reception**

Across the week in reception pupils will take part in a range of cross-curricular activities, incorporating key skills. The expectations for these sessions are the same as in the Nursery. As the year progresses the length of time adult focus activities will increase as the children are prepared to transition to Year One. Phonics is also taught daily as a discrete session then children have opportunities to apply skills learned in child-initiated time / group work.

2.4.11 Curriculum

All Trust Schools follow the curriculum as outlined in the 2024 statutory framework of the EYFS and Development Matters. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The Prime Areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Equally important are the Characteristics of Effective Learning which ensure children develop the skills to be a learner. These are Playing and Exploring, Active Learning and Creating and Critical Thinking. The curriculum will be planned for both inside and out and teachers will be aware of children's interests and fascinations, these will be used to deliver the Early Year's curriculum.

2.4.12 *Planning*

During the planning process, staff must work collaboratively to plan all of the learning outcomes for the pupils. This collaborative approach ensures that staff plan activities and experiences for children that enable all children to develop and learn effectively.

In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging, differentiated and enjoyable curriculum. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. We also follow the ethos of 'In the Moment Planning' where plans will be made flexible and adapted to account for children's responses and play within sessions. This ensures that the children's interests and needs are met and children's enquiries are explored.

Next steps

Future next steps should be gained from all learning, for example through observation, guided groups, child-initiated learning, independent and directed. All next steps must influence planning.

2.4.13 *Teaching*

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, and providing a narrative for what they are doing, facilitating and setting challenges. It also takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.

Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (Characteristics of Effective Learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.

Teaching will be clearly differentiated and delivered in whole groups, small groups and one to one sessions. Adults will join children in their child-initiated activities creating opportunities for shared, sustained thinking. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

2.4.14 Books and Presentation

Learning journeys:

Each child must have a personal learning record with their name and a photo on the front. Within the Learning Journeys there will be examples of the children's learning in the form of photos, observations and examples of work. These Learning Journeys are a home-school link and parents are encouraged to add examples of learning at home.

Learning Walls:

All EYFS classrooms must have a working wall. These should be kept up to date with current learning in those subjects. It should contain examples from adult led learning and familiar resources that the adults and children can refer to at all time to support learning.

2.4.15 Our Induction Process

Nursery:

Before any pupil starts in our Trust nurseries, they will be invited to attend a play session with their parents or carers. This gives them a chance to meet the class teacher, other EYFS practitioners and play in the nursery setting.

Children joining the school in nursery will receive a home visit from two members of the EYFS team; this will give the parents or carers and EYFS practitioners the chance to create the initial relationship between home and school. It gives the practitioners the chance to ask questions and get to know the child in their own environment, find out any needs they may have, allergies, their likes and dislikes and any further support the pupil may need. In return, the children and parents have the chance to ask questions and share any worries or concerns they may have.

Reception:

- *Walderslade*

For children who are joining the reception class there are transition sessions put into place towards the end of the pupils' nursery year. These transition sessions provide opportunities to play and to meet members of their new class. On the first session whilst the children are playing, their parents and carers have a welcome meeting held by the headteacher to introduce them to the school community. Parents will receive important information about starting school in Reception and its expectations. All children who are joining the school in Reception will receive a home visit from two members of the EYFS team as it allows for two-way dialogue between practitioners and parents/carers.

Members of the EYFS team visit many of the nurseries that the children attend too. The length of transition within Trust schools may vary but the expectation is that within the first three weeks all pupils are in school full time for the full day.

- *Hoo St Werburgh*

As part of the transition process, Reception teachers visit the children within their nursery setting. This allows teachers to visit children within a setting they know and for transition meetings to take place between Nursery Teachers and new Reception Teachers.

There is an evening welcome meeting for all parents before the children attend any transition sessions. The welcome meeting is attended by the school caterers, Hoo Cares counsellor, school uniform suppliers and all staff involved with the EYFS including SLT and SENCO. Logoed book bags and school information packs are provided at this session as well as an input regarding what pupils and children can expect of school. The EYFS Lead talks about the Reception curriculum in detail and discusses what school readiness looks like and how they can support their child with starting school. The school vision and expectations are also shared to provide strong parent / school partnership from day one.

Following this meeting, children and their families are invited to 2 stay and play sessions where they will have a chance to explore the environment and meet the Reception team. Children are then invited to attend a session without parents/carers to further support them with starting school and build new relationships with adults and peers. To ensure a smooth transition, parents/carers are then invited to attend a one to one transition meeting with their child's new class teacher in July, where they can discuss further their child's interests, and needs. Parents/carers also have the chance to ask any questions they may have before they officially start school in September.

- *The Academy of Woodlands*

For children who are joining the reception class there is an evening welcome meeting for all parents before the children attend any transition sessions. The welcome meeting is attended by the school caterers, school uniform suppliers and all staff involved with the EYFS including SLT and SENCO. Logoed book bags, Water bottles and school information packs are provided at this session as well as an input regarding what pupils and children can expect of school. The school vision and expectations are also shared to provide strong parent / school partnership from day one. This meeting is for parents only and not suitable for children to attend.

- *Luton Primary*

For children joining our Reception cohort welcome packs are sent out to all parents once their acceptance of a school place is received. The welcome pack includes details of the transition dates, information about the school and its expectations. A Class Dojo is created for the new cohort and used as a key communication tool to begin developing positive partnerships with parents, this is especially helpful for translation purposes. Transition sessions take place weekly over Term 6, allowing children to become familiar with the EYFS environment and for parents to meet each other informally. The final transition session is a picnic on the school field. All Year R teachers, SLT and HSSW are available during these sessions. Feeder nurseries and childcare settings are contacted to provide further transition information about children joining us. In September all children receive a home visit from two members of the EYFS team.

Following this meeting, transition sessions take place towards the end of the pupils' nursery year. The first meeting will be an opportunity for parents and children to meet their class teacher and explore the classrooms. Subsequent sessions will be a morning or afternoon for the children only, while parents are welcome to meet together informally. The school and communities officer will be available to answer questions during this time.

2.4.16 Working with Parents

All Trust Schools recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development.

The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned a key person, this could be the class teacher or a teaching assistant, who helps to ensure that learning and care is tailored to meet the child's needs. The key person

supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. Parents will be invited into Nursery and Reception to share in their children's learning.

3. The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with IEPs / Individual Behaviour Plans (IBPs) or statements of special educational needs.

4. Teaching and Learning including Learning Behaviours

Throughout all of our schools which make up the Rivermead Inclusive Trust we whole heartedly believe that everyone learner should have the chance to be the very best that they possibly can be. We believe that all learning must be stimulating and engaging and have a real purpose allowing learners to take ownership of their own learning journey.

4.1 Expectations

Within the RIT we have very high expectations of all of our pupils and staff members and we expect everyone to work extremely hard to produce the very best learning possible. This is vital in order for learners to make good or better progress and achieve the goals set for them in the RIT schools. The expectations are clearly laid out within the 'Non Negotiables' and 'English and Mathematics' expectations sections of the handbook.

4.2 Core principles

The core principles clearly outline the core expectations for teaching and learning throughout the school and can be identified within the following areas:

- Progress
- Engagement of learners
- Pace
- Adaptive Teaching

- Impact of feedback
- Quality questioning

These 6 areas are considered in all aspects of teaching and learning, including the content of lessons, learning environments, work in books and all interactions between pupils and between pupils and adults.

5. Assessment, Record Keeping and Reporting

Please refer to each School's Assessment Policy.

6. Inclusion

Please refer to each School's Inclusion Policy.

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at all locations in the RIT is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the schools' Equal Opportunities Policy, all children will be given full access to the relevant curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

7. Learning environments

Across all our RIT schools the learning environment supports and enriches the learning for all our pupils. We encourage all of our schools to be creative and risk taking in order to produce learning environments which engage, act as a learning resource, create a sense of ownership, support and promote learning.

If we set our priority "the removal of all risk", we'll soon have sterile, stagnant, and unstimulating learning environments.

Across the RIT we believe that a well organised and stimulating learning environment will directly impact on the quality of teaching and learning within the school. As a result, it forms a key part of our 360 triangulation of evidence about each school / class.

All our classroom environments will provide the following at an age appropriate level for the age of pupils in that school / class.

- Working wall material including prompts, ideas and examples that have been generated during that lesson / unit of work.
- Key Questions to trigger prior knowledge and or deeper thinking.
- Key words and technical vocabulary are displayed for different curriculum areas.
- Vocabulary and definitions of words or phrases.

7.1 Non Negotiables – Shared responsibility

- To ensure the classroom environment is tidy, free of clutter and is well organised
- The classroom needs to celebrate pupil's achievements in all curriculum areas
- Classrooms must provide an interactive resource to support teaching, learning and assessment.

7.2 Working walls

There is an expectation that working walls will be seen throughout all of our RIT schools. They will:

- Support children's understanding in the process of learning
- Provide a visual resource and a reference to scaffold learning
- Support current learning and pertinent prior learning
- Represent the work in progress and journey steps
- Aid independent learning
- Model essential concepts, processes and vocabulary,

Where possible displays should be **interactive** and encourage thinking, enquiry and engagement with learning.

7.3 Book Corners

Book corners should be inviting, stimulating places to learn and enjoy reading. They should be organised and clearly labelled. They may contain soft fabrics, cushions and key questions to encourage pupils to interact with them.

8. Monitoring and Review

- In conjunction with the Deputy CEO and Director of the School Improvement, the Head and SLT of each school will monitor the effectiveness of this policy throughout the academic year. The Head and assigned Link Governor will report to the Trustees via the DCEO and Director of School Improvement on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements. Although monitoring of the quality of Learning and Teaching will happen throughout the year by the Senior Leadership Teams of the Schools it will be monitored at a 'Trust Level' through the Teaching and Learning schedule which clearly sets out throughout the year key areas to be quality assured and assessed **(See Appendix 1)**
- The monitoring of Teaching and Learning across the Trust will be through a collaborative 'learning walk' style approach in which weekly learning walks will be undertaken by the SLT of the school supported by the core members of the RIT. These walks will have a weekly focus (as decided by the individual schools) and will allow SLT and staff to gain an overview of key priorities for the school. Staff will be provided with constructive, formative feedback and advice on areas for development, as well as celebrating elements of good practice. SLT and line managers will ensure progress to closing any gaps in performance are monitored and challenged.
- Once per term the learning walks will provide an opportunity to gain a greater 'overview' of the quality of Teaching and Learning in each school. SLT will use this opportunity to check that staff are meeting all elements of the relevant standards. This final 'walk' in the termly cycle will consider all elements of the teachers practice and will join up with the scrutiny of books and data to inform a complete picture of teaching and learning across the school.
- This information will be collated and evaluated by Trust personnel, prior to reporting to the RIT Board.
- Should performance fall below the minimum expectations required, further support will be implemented and advice and guidance provide. On-going poor performance will be addressed through the capability policy.

9. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

APPENDIX 1

Learning and Teaching Schedule 2024/25

<u>Term</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Primary Testing / Assessments Yr. 6	September Assessment 9/9 to 27/9 2022 National Paper QLA deadline – 2/10 IFT report 9/10	November Assessment 4/11 to 22/11 2023 National Paper QLA deadline – 27/11 IFT report 4/12	January Assessment 13/1 to 31/1 2018 – National Paper QLA deadline – 5/2 IFT report 12/2	March Assessment WC 24/2 to 14/3 2024 – National Paper QLA deadline – 19/3 IFT report 26/3	KS 2 SATS 12/5 – 15/5	
Primary Testing / Assessments Yr. 1/2 (Phonics)			Spring Assessment 3/2 to 7/3 Spring Diagnostic Assessment QLA deadline – 12/3 IFT report – 19/3		Summer Assessment 12/5 to 13/6 Summer Diagnostic Assessment QLA deadline – 18/6 IFT report – 25/6	
Primary Testing / Assessments Yr. 2-5	Year 2 – 5. Use of optional testing using the PiXL assessment timetable – See Appendix 1 These tests are optional for schools to undertake					
Primary External Testing	September 2023 Reception baseline assessments – within first six weeks of entry				Key Stage 2 SATS – 12 th - 15 th May Optional Key Stage 1 tests	9/6 Year 1 Phonics checking week 2/6 to 13/6 Year 4 multiplication test
Internal assessments		NTS 11/11 to 6/12		NTS WC 3/3 to 21/3		NTS 16/6 to 4/7
Secondary Testing	Baseline assessments	Mock Exam week WC 4/11		Mock Exam week WC 3/3	GCSE / EXAM period	
Data Portal check	WC 14/10	WC 16/12	WC 10/2	WC 31/3	WC 19/5	WC 14/7
Standards Meetings	Luton AOW Inspire	Luton HSW AOW Rivermead	Luton AOW Inspire	Luton HSW AOW Rivermead	Luton AOW	Luton AOW
LAB Meetings	Luton – 23/9 AOW – 19/9 HSW – 24/9		Luton - 20/1 Walderslade 22/1 AOW – 6/2 Rivermead – 3/2 HSW – 28/1		Luton – 19/5 AOW – 8/5	Rivermead – 21/7 Luton – 14/7 AOW – 10/7 HSW – 15/7
Quality Assurance – School Improvement Visits In line	Quality of Education	Quality of Education	School Identified	School Identified	School Identified	School Identified Raise meetings to be monitoring

with tiered support						visit for this term
RAISE – Reflection And Identification School Evaluation						Walderslade – 9.6 Luton -10.6 AOW-11.6 Marlborough – 12.6 HSW-12.6 Rlvermead – 13.6 Inspire – 13.6
Lesson observations – ECT / Schools direct		✓		✓		✓
360 Support	School to School focussed work across the schools / Trust – Dates to be agreed with Head Teachers / Heads of Provision and focus					
Surveys		Wellbeing survey		All provisions to undertake staff, pupil and parent surveys		
	Option to ask pupil surveys to be undertaken as part of the 3 x school improvement visits					
Passport Whole Trust event				Trust passport event		
Moderation Internal and External	Internal own school 23/9	External Writing 2/12 Maths internal (optional) I	Maths – External 13/1 Reading internal	Reading– External 17/3	Reading / Writing KS 2 External 21/4 FS and Year 2 = Reading and Wiring Writing all other year groups	Subject Based Event 30/6
Twilights Trust Twilights = Wednesday due to Sixth Form Partnership School Twilights = Thursday	2/10 Trust (Wednesday) Focus =	7/ 11 School (Thursday)	22/1 Trust (Wednesday) Focus =	27/2 School (Thursday) 19/3 Trust (Wednesday) Focus =		12/6 School (Thursday)
	3x Personal Development Twilights to be arranged too as school discretion as to date					
Trust lead / Subject leader meetings All 4pm	7/10 Trust Leads		3/2 Trust Leads		26/5 Trust Leads	
Well Being week		Week commencing 18/11	Week Commencing 10/2		Week Commencing 19/5	
Deep Dives – Yr.3 Cycle	See Appendix 3 – focus on follow up and impact					





RAISE – Reflectio n And Identifica tion School Evaluatio n						Waldersl ade – 10.6 Luton - 11.6 AOW- 13.6 Marlboro ugh – 12.6 HSW- 12.6 Rlvermea d – 14.6
Lesson observati ons – ECT / Schools direct		✓		✓		✓
360 Support	School to School focussed work across the schools / Trust – Dates to be agreed with Head Teachers / Heads of Provision and focus					
Surveys		Wellbein g survey		All provision s to undertak e staff, pupil and parent surveys		
	Option to ask pupil surveys to be undertaken as part of the 3 x school improvement visits					
Passport Whole Trust event				Trust passport event		
Moderati on Internal and External	Internal own school 25/9	External Writing 4/12 Maths internal (optional)	Maths – External 26/2 Reading internal	Reading– External 18/3	Reading / Writing KS 2 External 22/4 FS and Year 2 = Reading and Wiring	Subject Based Event 1/7

					Writing all other year groups	
All year groups will do 1 term of Peer Reading Moderation						
Twilights Trust Twilights = Wednesday due to Sixth Form Partnership School Twilights = Thursday	4/10 Trust (Wednes day) Focus = Domestic Violence	8/ 11 Trust (Wednesday) Focus = Domestic Violence 2	25/1 School (Thursda y))	22/2 School (Thursda y) 20/3 (Wednes day) Focus = Cyber Security		13/6 School (Thursda y)
	3x Personal Development Twilights to be arranged too as school discretion as to date					
Trust lead / Subject leader meetings All 4pm	6/10 Trust Leads	27/11 All Subject leaders	2/2 Trust Leads	11/3 All Subject Leads	24/5 Trust Leads	24/6 All Subject Leads
Well Being week	Week commen cing 9/10			Week Commen cing 25/3		Week Commen cing 24/6
Deep Dives – Yr.3 Cycle	See Appendix 2 – focus on how implementation is leading to impact					

Other Key Meetings

(Core Groups)

Core Group	Date	Time
SIM (Wednesday)	13/9 – T1 16/11 – T2 (Thurs) 24/1 – T3 28/2 – T4 24/4 – T5 20/6 – T6 (Thurs)	All 10am
Well Being (Wednesday)	13/9 – T1 10/1 – T3 27/4 – T5	All 10am
Teaching and Learning (Thursday)	14/9- T1 (in person) 16/11 -T2 (Teams) 18/1 – T3 (in person) 7/3 – T4 (In person) 2/5 – T5 (Teams) 13/6 – T6 (in person)	All 10am
ECT mentor (Thursday)	23/11 – T2 4/7 – T6	All 4pm
ECT (Tuesday)	19/9 – T1 7/11 – T2 9/1 – T3 27/2 – T4 30/4 – T5 18/6 – T6	All 1.30pm
GDPR (Tuesday)	T1 – 10/10 T3 – 6/2 T5 – 30/4	All 9am
IT core team (Friday)	10/11 – T2 29/2 – T4 20/6 – T6	All 8.30am
Joint Trust staff meeting – Collaboration (Monday)	8/1 29/4	
PSHE lead meetings (Wednesday)	T1 – 4/10 T3 – 7/2 T5 – 8/5	All at 9.15am
Termly well being lead (Thursday)	23/11 – T2 14/3 – T4 4/7 – T6	All 9.30am