**Grange Junior School**

**Teaching, Learning & Curriculum Policy**

**School Values: Respect ·Resilience ·Nurture ·Challenge ·Safety**

**Vision: A school where everyone can succeed**

## 1. Introduction

At our school, teaching is driven by a commitment to inclusion, ambition and high-quality learning for every pupil. Through a carefully designed curriculum and consistently strong classroom practice, we ensure that all children, regardless of background, need or barrier, can achieve well and develop the knowledge and skills needed for the next stage of their education.

This policy outlines how teaching and learning are delivered through our five Characteristics of Highly Effective Inclusive Practice:

- Inclusive Culture
- Ambitious, Values-Led Curriculum
- Carefully Sequenced Learning Journeys
- High-Quality, Adaptive Teaching
- Purposeful Assessment

## 2. Intent

### 2.1 **Our Ambition**

We deliver a broad, balanced and ambitious curriculum that encompasses the full National Curriculum, ensuring high expectations and equal entitlement for all. Substantive and disciplinary knowledge are planned progressively, ensuring pupils build deep, secure understanding across English, Maths, Science, Computing, DT, History, Geography, Art, Music, PE, Languages, PSHE and RE.

### 2.2 **Values-Led Development**

Our curriculum is shaped by the values of Respect, Resilience, Nurture, Challenge and Safety. These values underpin all learning experiences and support the development of emotionally literate, reflective and responsible young citizens.

### 2.3 **Inclusion & Equity**

We believe all pupils can succeed. A strength-based approach and a shared language of need ensure that pupils with SEND, those disadvantaged, known to

social care or facing additional barriers are supported effectively without lowering expectations.

2.4 **Reading, Language & Oracy**

Reading sits at the heart of learning. We prioritise accuracy, fluency, vocabulary development and oracy so that pupils can access the full curriculum and develop a lifelong love of reading.

## 3. Implementation: Characteristics of Highly Effective Inclusive Practice

### Characteristic 1: Inclusive Culture

#### High Expectations

- Clear, intentional and consistent language reinforces routines and school values.
- Pupils experience appropriate challenge through well-pitched tasks.
- Mistakes are viewed as learning opportunities, fostering resilience and confidence.

#### Sense of Belonging

- Pupils feel safe, valued and nurtured within a physically and emotionally secure environment.
- Mutual trust and respect underpin strong, positive relationships.
- High-quality teaching is driven by respectful, constructive interactions between pupils, teachers and peers.

#### Positive Learning Environment

- A purposeful, positive classroom environment uses verbal and non-verbal cues to support regulation and reduce dysregulation.
- Resources and seating are intentionally organised to promote pupil regulation, independence and success.
- Visual scaffolds enhance engagement, understanding and participation, building independence and resilience.

#### Behaviours for Learning

- An inclusive classroom culture built on mutual respect and trust enables all pupils to succeed.
- Clear, consistent behavioural expectations and boundaries are explicitly taught, creating a safe, predictable and routine-based environment.
- Rules, sanctions and rewards are applied consistently and fairly, in line with school policy and individual support plans.

## Characteristic 2: Ambitious Curriculum

### Vision & Values

- Our curriculum clearly sets out the knowledge, skills and values pupils will learn, fully aligned with the National Curriculum.
- Shared school values are embedded across all subjects, preparing pupils to become safe, healthy and responsible citizens.
- Social, emotional and mental-health skills are woven throughout the curriculum and wider opportunities, supported by strong, nurturing relationships with pupils and all stakeholders.

### Pedagogy

- High-quality CPD equips teachers with strong subject, cognitive and developmental knowledge to deliver an adaptive, inclusive and challenging curriculum.
- Teachers use collaboration, flexible groupings and targeted scaffolding to meet individual needs effectively.
- Retrieval practice, modelling and questioning develop pupils' resilience, reflection and aspiration.
- A shared belief that all pupils can achieve, supported by a strength-based, nurturing and challenging approach, helps pupils be at their "Brain Best."

### Approaches

- We create a positive, inclusive environment that balances challenge, nurture and respect, helping pupils become reflective and resilient learners.
- Learning journeys are purposeful and creative, shaped by pupils' needs and interests, and designed to build cohesive, progressive substantive and disciplinary knowledge underpinned by the National Curriculum.
- Quality-first teaching ensures equity and high expectations for all, with adaptive teaching, personalised scaffolding and flexible groupings informed by timely assessment.
- A rich curriculum is strengthened through memorable experiences and enrichment so all pupils, including those facing barriers, benefit from wider opportunities.

## Characteristic 3: Sequenced Learning Journeys

### Clear Intent

- Learning journeys are cohesive, with clear objectives and outcomes that build on prior learning and introduce appropriate challenge.

- Success criteria set high expectations and give pupils a clear understanding of the steps needed to achieve success.

**Clear Sequence**

- Key ideas are revisited over time and taught through varied examples so pupils can apply knowledge in different contexts.
- Learning journeys progress logically across the year group and key stage, ensuring knowledge builds sequentially.
- Lessons are sequenced so pupils secure foundational knowledge before tackling more complex concepts that deepen thinking.

**Accessible to All**

- Task adaptations are carefully designed to ensure all pupils experience success while maintaining high expectations.
- Teachers use strong knowledge of pupils' abilities to anticipate difficulties and adapt support and resources to remove barriers and build independence and resilience.

**Mastery**

- Essential knowledge, skills and principles are clearly identified so pupils can learn and master critical components.
- Mastery of foundational concepts builds confidence and supports pupils' future success.
- New ideas are taught by linking them to prior knowledge and applying understanding to increasingly complex and challenging contexts.

## Characteristic 4: High-Quality Inclusive Teaching

**Modelling**

- Modelling makes abstract ideas concrete, highlighting potential pitfalls and showing pupils how to avoid them.
- New material is introduced in clear steps, explicitly linking to prior learning so pupils can master key concepts and tackle more challenging tasks.

**Cognitive & Metacognitive Strategies**

- Tasks are broken into clear, manageable stages to scaffold pupils through metacognitive and procedural steps towards independent practice.
- Pupils are explicitly taught to edit, self-reflect and evaluate their learning to build independence, resilience and academic success.
- Questioning is used purposefully to check prior knowledge, assess understanding and break down problems.

**Scaffolding**

- Guides, scaffolds and worked examples support pupils in applying new ideas and are gradually removed as their expertise grows.
- Regular, well-supported practice helps pupils consolidate learning through repeated opportunities to apply skills.
- Talk scaffolds strengthen the quality, focus and expectations of peer dialogue.

**Flexible Groupings**

- Pupils are grouped purposefully for specific learning outcomes, with groupings monitored for their impact on attainment, behaviour, engagement and motivation.
- Paired and group tasks support success, and pupils are explicitly taught how to work together effectively through clear guidance, support and practice.

**Resources, including the use of Technology**

- Carefully selected concrete resources support pupils in understanding abstract concepts and are matched to the intended learning outcomes.
- Learning Support Assistants are deployed effectively to enhance engagement and improve pupil outcomes.
- Well-informed use of technology ensures pupils with SEND are both supported and appropriately challenged.

## Characteristic 5: Purposeful Assessment

**Builds on Prior Learning**

- Learning journeys are shaped by strong knowledge of pupils' needs, interests and backgrounds, ensuring purposeful, creative progression in substantive and disciplinary knowledge.
- Assessments identify pupils' prior knowledge and any pre-existing misconceptions.
- Tasks and questions are designed to reveal gaps in understanding so teaching can respond effectively

**Assessment for Learning (AfL)**

- AfL identifies strengths and areas for improvement at the point of learning, supporting pupils to make progress.
- Ongoing AfL checks understanding throughout the lesson and shapes the direction of learning.
- Timely 'power pauses' and mini-plenaries refocus learning, address misconceptions and challenge thinking.

**Feedback & Marking**

- Feedback is clear, purposeful and connected to prior knowledge so pupils understand, engage and develop effective learning strategies.
- It explains how and why pupils have or have not met the success criteria and provides clear steps for improvement.
- Positive reinforcement highlights progress and celebrates improvements to motivate and support learners.

**Summative Assessment**

- The Hampshire Assessment Model (HAM) supports accurate milestone judgements against Age-Related Expectations (ARE).
- Assessment information identifies target groups and informs bespoke support for pupils, including those facing barriers to learning.
- Venn diagrams help teachers identify pupils with the potential to meet ARE or achieve greater depth in reading, writing and maths.

## 4. Impact

Our approach ensures that pupils:

- Are resilient, reflective and motivated learners.
- Feel valued, respected and safe, with a strong sense of belonging.
- Understand how their brains learn and show emotional flexibility.
- Maintain a positive attitude to learning and attend well.
- Work collaboratively, showing compassion, equality and respect.
- Are both nurtured and challenged, with ambition for themselves.
- Become creative, confident learners with strong knowledge and skills for KS3.
- Are equipped for the next stage of education, able to think critically, communicate effectively and stay safe in school, online and in the wider world.

*Note: This revised policy is based on the content within our Grange Junior Curriculum Overview and Characteristics of Highly Effective Inclusive Practice.*

Reviewed: February 2026

Next Review: February 2027