The Mulberry Primary School

○ Learning and Achieving Together ○

Teaching and Learning Policy

20 26

Policy Status	*Non-Statutory*
Policy Originator	*The Mulberry Primary School*
Creation Date	*2015*
Adopted by Full Governing Body	*July 2025*
Last Review Date	*June 2026*
Next Review Date	*June 2027*

Curriculum & teaching; Achievement

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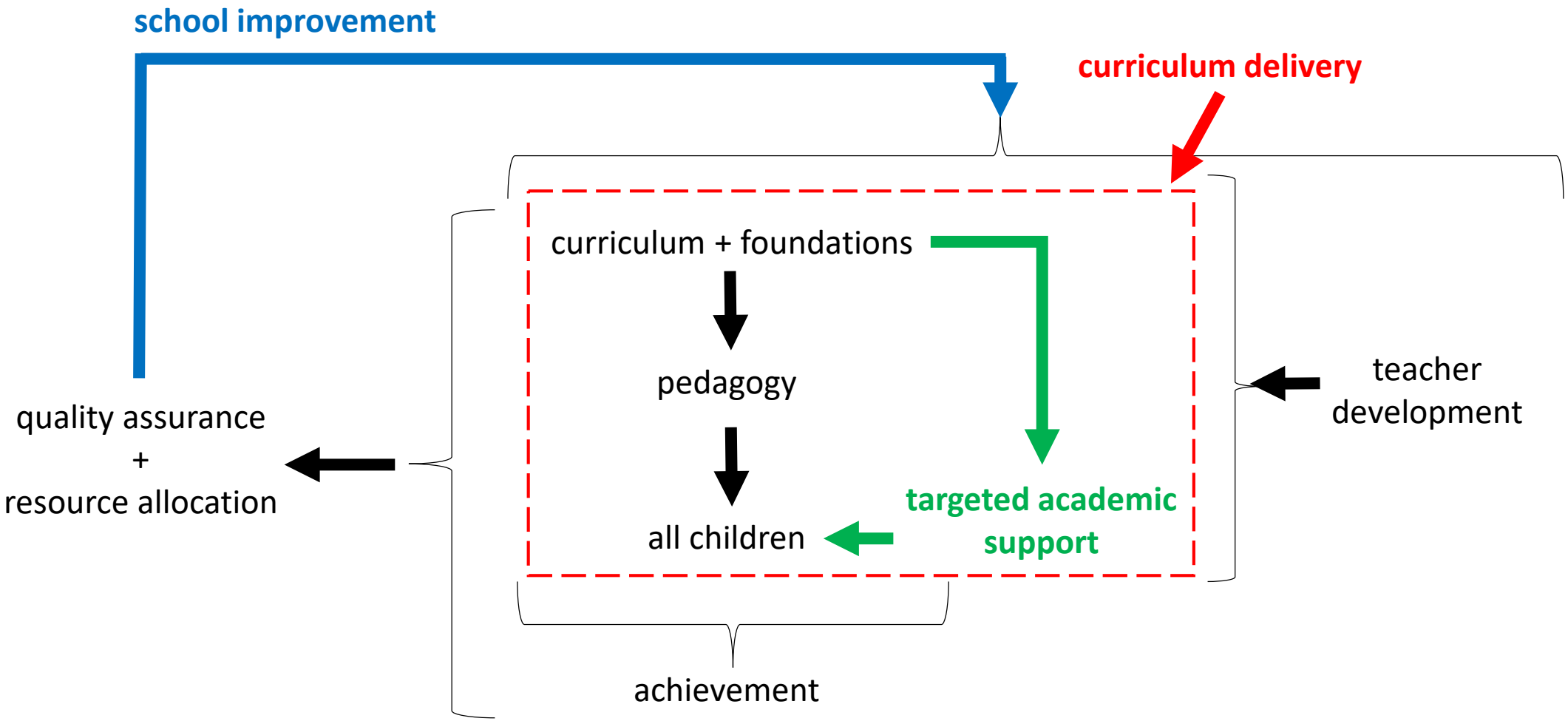
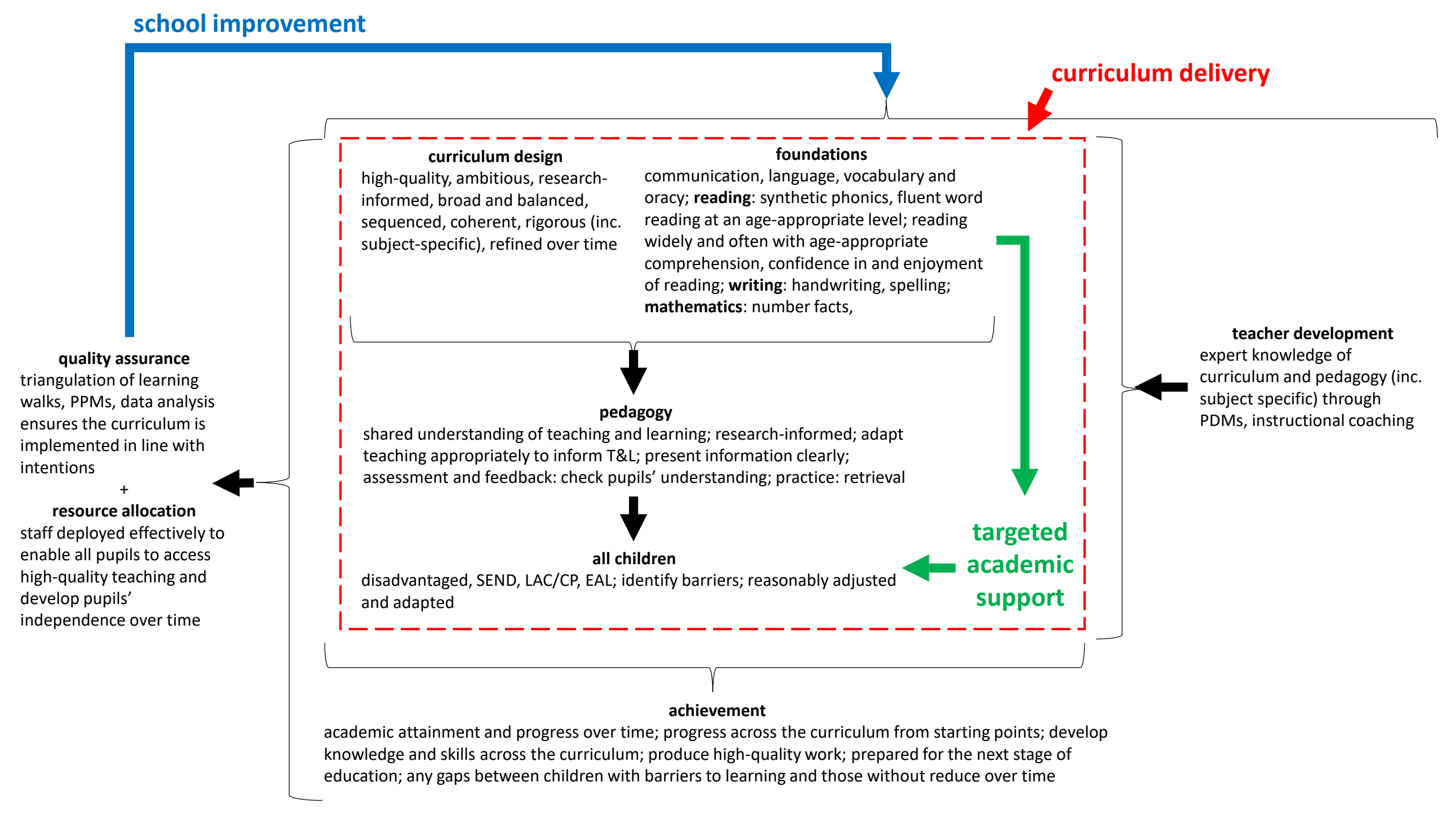


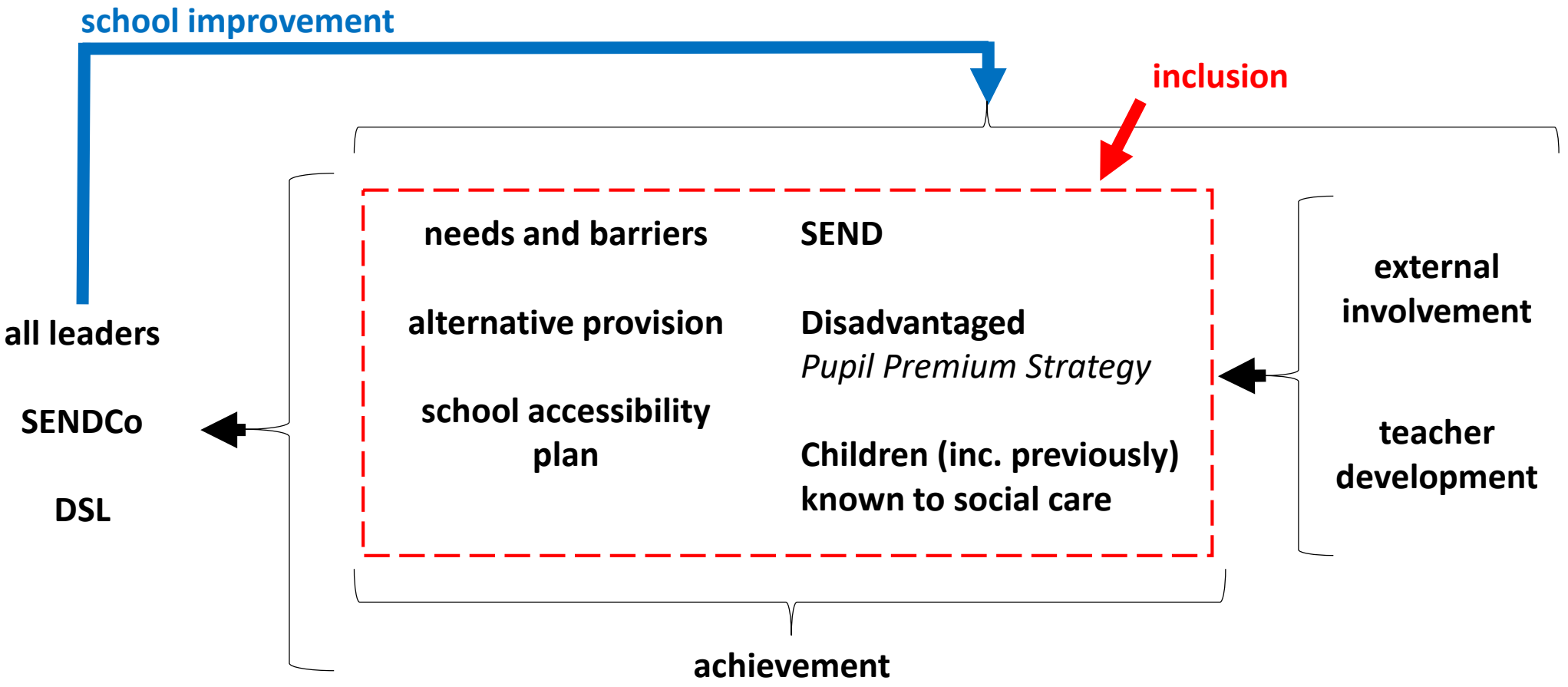

school improvement
curriculum delivery
curriculum design
high-quality, ambitious, research-informed, broad and balanced, sequenced, coherent, rigorous (inc. subject-specific), refined over time
foundations
communication, language, vocabulary and oracy; reading: synthetic phonics, fluent word reading at an age-appropriate level; reading widely and often with age-appropriate comprehension, confidence in and enjoyment of reading; writing: handwriting, spelling; mathematics: number facts,
pedagogy
shared understanding of teaching and learning; research-informed; adapt teaching appropriately to inform T&L; present information clearly; assessment and feedback: check pupils' understanding; practice: retrieval
all children
disadvantaged, SEND, LAC/CP, EAL; identify barriers; reasonably adjusted and adapted
targeted academic support
quality assurance
triangulation of learning walks, PPMs, data analysis ensures the curriculum is implemented in line with intentions
+
resource allocation
staff deployed effectively to enable all pupils to access high-quality teaching and develop pupils' independence over time
teacher development
expert knowledge of curriculum and pedagogy (inc. subject specific) through PDMs, instructional coaching
achievement
academic attainment and progress over time; progress across the curriculum from starting points; develop knowledge and skills across the curriculum; produce high-quality work; prepared for the next stage of education; any gaps between children with barriers to learning and those without reduce over time

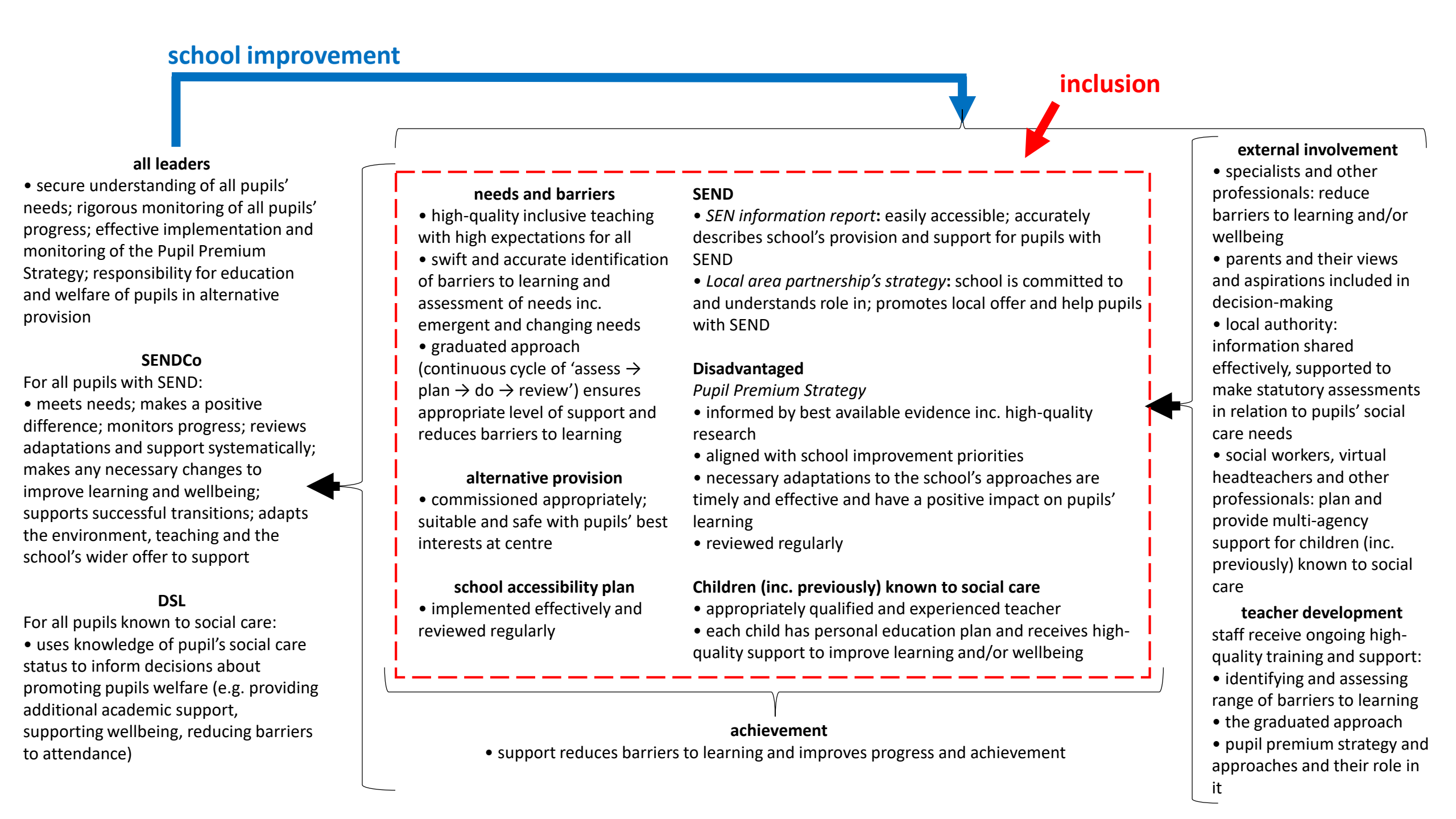
Curriculum and teaching

1. At the Mulberry, we have a high-quality, ambitious **curriculum** which ensures strong **foundations** for all children.
2. This **curriculum**, including strong **foundations**, is delivered by teachers with expert **pedagogy**.
3. Teacher's delivery of the **curriculum** + strong **foundations** with expert **pedagogy** is enhanced by **teacher development**.
4. This enables **all children** to **achieve** and any learning gaps reduce over time.
5. Leadership **assures quality** of this whole process and **allocates resources** to ensure it remains effective.
6. Where children have not secured strong **foundations**, they receive **targeted academic support** to keep up and **achieve** through appropriate **resource allocation.**

Inclusion

Inclusion


school improvement
inclusion
all leaders
SENDCo
DSL
needs and barriers
SEND
alternative provision
Disadvantaged
Pupil Premium Strategy
school accessibility plan
Children (inc. previously) known to social care
external involvement
teacher development
achievement


school improvement
inclusion
all leaders
• secure understanding of all pupils' needs; rigorous monitoring of all pupils' progress; effective implementation and monitoring of the Pupil Premium Strategy; responsibility for education and welfare of pupils in alternative provision
SENDCo
For all pupils with SEND:
• meets needs; makes a positive difference; monitors progress; reviews adaptations and support systematically; makes any necessary changes to improve learning and wellbeing; supports successful transitions; adapts the environment, teaching and the school's wider offer to support
DSL
For all pupils known to social care:
• uses knowledge of pupil's social care status to inform decisions about promoting pupils welfare (e.g. providing additional academic support, supporting wellbeing, reducing barriers to attendance)
needs and barriers
• high-quality inclusive teaching with high expectations for all
• swift and accurate identification of barriers to learning and assessment of needs inc. emergent and changing needs
• graduated approach (continuous cycle of 'assess → plan → do → review') ensures appropriate level of support and reduces barriers to learning
alternative provision
• commissioned appropriately; suitable and safe with pupils' best interests at centre
school accessibility plan
• implemented effectively and reviewed regularly
SEND
• *SEN information report*: easily accessible; accurately describes school's provision and support for pupils with SEND
• *Local area partnership's strategy*: school is committed to and understands role in; promotes local offer and help pupils with SEND
Disadvantaged
Pupil Premium Strategy
• informed by best available evidence inc. high-quality research
• aligned with school improvement priorities
• necessary adaptations to the school's approaches are timely and effective and have a positive impact on pupils' learning
• reviewed regularly
Children (inc. previously) known to social care
• appropriately qualified and experienced teacher
• each child has personal education plan and receives high-quality support to improve learning and/or wellbeing
achievement
• support reduces barriers to learning and improves progress and achievement
external involvement
• specialists and other professionals: reduce barriers to learning and/or wellbeing
• parents and their views and aspirations included in decision-making
• local authority: information shared effectively, supported to make statutory assessments in relation to pupils' social care needs
• social workers, virtual headteachers and other professionals: plan and provide multi-agency support for children (inc. previously) known to social care
teacher development
staff receive ongoing high-quality training and support:
• identifying and assessing range of barriers to learning
• the graduated approach
• pupil premium strategy and approaches and their role in it

Inclusion

1. At the Mulberry, **high-quality inclusive teaching** with **high expectations** for all, and the **graduated approach**, ensure children receive the appropriate level of support and that barriers to learning are reduced.
2. We swiftly and accurately identify the **needs and barriers** to learning for all pupils (disadvantaged, SEND, (previously) known to social care)
3. Where suitable and appropriate, children access **alternative provision** so that they can achieve and the **school accessibility plan** ensures all children access their education.
4. All pupils (**disadvantaged**, **SEND**, **(previously) known to social care**) receive the support they are entitled to and more.
5. **External involvement** reduces barriers to learning and/or wellbeing for all pupils and **Teacher development** gives staff ongoing high-quality training and support to deliver this process.
6. This support reduces barriers to learning and improves progress, enabling all children to **achieve**.
7. Leadership **assures quality** of this whole process to ensure it remains effective.

Mulberry's Shared Understanding of Teaching and Learning

Our shared understanding of teaching and learning is a collection of the core approaches we use in all teaching at Mulberry. They are evidence-informed and support effective teaching.

A shared understanding of teaching and learning is important because it gives us the language to clearly describe what great teaching looks like. It underpins how we approach professional development at Mulberry and allows professional development to be tailored to the individual.

feedback
(gather and give feedback)

techniques for responsive teaching during lessons, asking questions and giving effective feedback

techniques for reinforcing students' understanding, building fluency and confidence

questioning
(drive thought)

practice and retrieval
(ensure consolidation)

explaining & modelling
(optimise communication)

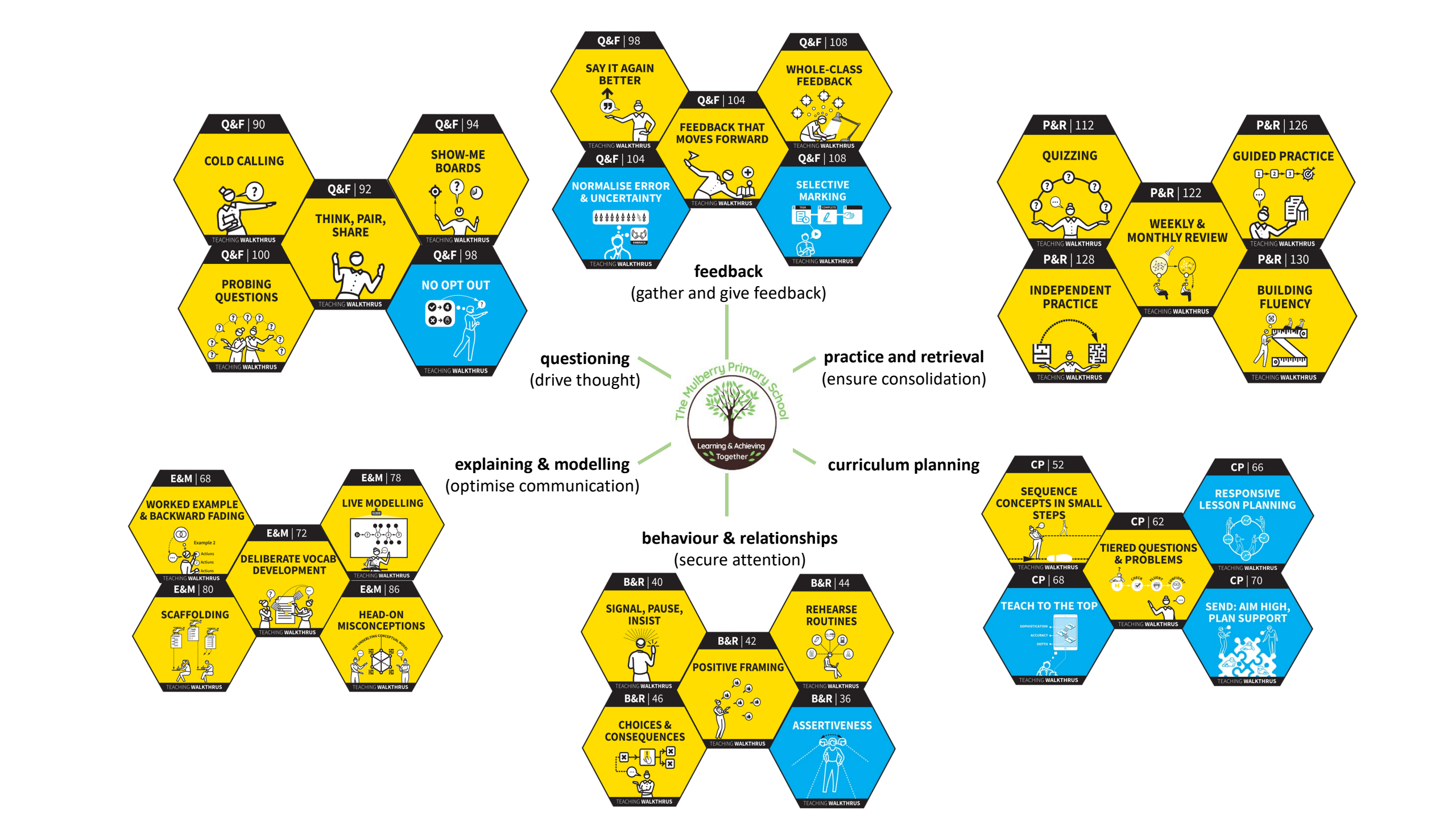
curriculum planning

designing an effective curriculum, rich in knowledge, experiences and challenge

techniques for developing pupils' understanding, linking new ideas to what they know

behaviour & relationships
(secure attention)

establishing conditions for learning with positive relationships and secure routines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(gather and give feedback)
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practice and retrieval
(ensure consolidation)
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ASSERTIVENESS
behaviour & relationships
(secure attention)