Hadrian Learning Trust

Teaching and Learning Policy

May 2024

Next annual update September 2025

Hadrian Learning Trust

Curriculum, teaching and learning policy

SECTION 1 INTRODUCTION

Overall ambition

Our approach to curriculum planning, teaching and learning is rooted in our [ethos](#) and our wider [educational offer](#) to our young people. Our overall intention is to enable learners to enjoy acquiring and developing the knowledge, understanding, skills and character to thrive and flourish in our community and in the wider world. We encourage all: to have **respect** and consideration towards others in our school, local community and global environment; to **engage** by being curious, taking part and being open to new experiences and different perspectives, and to **aspire** by being keen to gain knowledge and skills, have healthy ambition, set sights high, work hard, persevere and achieve their goals.

We seek to educate our young people to develop the fundamental habits of attending well, of being punctual, of being organised, of being well-presented, of having a good attitude to learning and adhering to the rules. We commit to enabling them to be **capable readers**, to have good **numeracy skills**, to have **good character and values**, to know how to stay **safe and healthy**, to have **strong subject knowledge and skills**, and to understand **their place in the wider world**. We intend that learners **enjoy** their time with us, have **enriching experiences**, develop their **interests and talents**, and are enabled to move on from us **well-placed to lead fulfilling and enjoyable lives**.

The individual school curriculum intent statements for [HMS](#) and [QEHS](#) demonstrate how the aims of the Trust are met within each school. Curriculum policies for each subject, derived from this global policy, have been created by curriculum leaders to show how this global policy applies in their subject.

Supporting learners facing disadvantage

Quality first teaching sits at the heart of our provision for learners facing disadvantage, including those with special educational needs, that can leave them vulnerable to having gaps in their learning and to falling behind their peers. We commit to supporting them to overcome the disadvantage (through providing advantage). This involves teachers (and relevant support staff) **knowing each young person's profile** (background, interests, strategies to use, etc), **actively trying to build a positive relationship** with them**, knowing specifically where they are with their learning** in relation to the curriculum intentions, and **working with real determination and perseverance to enable them to reach the intended end points, which are as ambitious for these young people as they are for their non-disadvantaged peers**.

With specific regard to learners with SEND, our approach is guided by the Education Endowment Foundation (EEF) recommendations from the [Special Educational Needs in Mainstream Schools Guidance](#), with each school's specific approach [here](#) (HMS) and [here](#) (QEHS).

Literacy and reading

Supporting learners to have life-equipping literacy skills, not least to access the school curriculum, permeates the curriculum across all subjects. Teachers explore disciplinary literacy and explicitly teach key vocabulary in lessons as we believe that vocabulary acquisition, reading and broader literacy skills are key to success. We promote a reading culture both in lessons and through wider curriculum opportunities.

Full details of how each school supports reading and literacy skills development can be found in the individual school strategies and policies [here](HMS) and [here](QEHS)

Supporting personal development and careers education

Teachers' responsibilities to learners extend beyond the academic to include providing for their **broader development**. Specifically, this means consciously supporting learners: to develop their **wider life skills** (listening, speaking, problem-solving, creativity, staying positive, aiming high, leadership and teamwork); to be **confident**, **resilient** and **independent** and to develop **strength of character;** and to be able to **debate** ideas and issues in a considered way.

It means supporting the schools' work to enable learners to know how to **eat healthily**, **maintain an active lifestyle** and keep **physically and mentally active**, and to enhance learners' **spiritual**, **moral**, **social** and **cultural** development. It means consciously helping learners **prepare for life in modern Britain** through developing their **understanding of British values** of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs, and promoting **diversity** and **equality of opportunity**.

Teachers also have a responsibility to **prepare learners for future success** in education, employment or training by making explicit connections between their subject and **career opportunities** and, where appropriate, providing meaningful opportunities for learners to **encounter the world of work** in their field.

Evidenced-based approach

The curriculum and pedagogical approaches used to deliver the curriculum at Hadrian Learning Trust are rooted in robust educational research. Approaching the curriculum in this way means leaders and teachers can be confident that the methods used are effective in supporting students to know, do and remember more over time. Research including that published by John Hattie, Barak Rosenshine, Dylan William, Tom Sherrington, Christine Counsell and the Education Endowment Foundation sits at the heart of our approach.

SECTION 2 SUBJECT-SPECIFIC CURRICULUM PLANNING

Our approach to curriculum planning

To enable our learners to **know more, do more and, crucially, remember more** (in other words, to be *secure* in their learning) the curriculum planning in each subject directs teachers to carefully select and systematically (and sequentially) teach the facts, the givens (i.e. the **substantive** or declarative knowledge, sometimes referred to as the 'what') as well as the **procedural** or disciplinary knowledge needed for the application of the facts, (i.e. the 'how'). This creates the **powerful** knowledge we want our young people to have; that is knowledge combined with taught disciplinary ways of thinking that enables knowledge to then be applied effectively. In this way, we develop learners as geographers, mathematicians, historians, designers, etc. Within this, the **key vocabulary** of each subject is systematically taught, so that our young people have the knowledge of key terms required for good subject literacy. Across the subjects, learners are encouraged to read high quality texts.

Careful thought is given to the **sequencing** of each individual subject curriculum, as meaningful learning occurs when learners are enabled to make sense of their learning and organise it coherently within what they already know. Our curriculum design in each subject ensures that the sequencing of content is based on **awareness of prior learning** and careful thought of how progression of knowledge – substantive and procedural - builds over time (across each year and key stage), from simple to complex where components of knowledge combine to form composite

knowledge. Within this, curriculum planning identifies the knowledge that is particularly foundational, i.e. the **core/hinge/critical knowledge** that if not secure will undermine future learning. Curriculum planning clearly identifies the intended gains in this knowledge by particular **end points**, e.g. end-of-topic, units, years, key stages. Subject leaders liaise with counterparts at Hexham Partnership schools to ensure cross-school coherence and continuity.

Integral to our good curriculum design, and speaking directly to the intended core/hinge/critical knowledge gains, is **well-considered assessment** so that teachers (and school leaders) know how our young people are progressing with their learning. Day-to-day, lesson-by-lesson, this is typically in the form of low stakes 'quizzing'-style assessment and answer checking, with teachers **adjusting their short-term planning** (often within lessons themselves) to quickly address gaps, for individuals, small groups or, if necessary, a whole class. At certain points, for example at the end of a topic, half-term or, indeed, year, summative assessment of learning security is undertaken, with outcomes compared with intentions for that point in time. Learners who are not where they need to be will primarily be supported by their class teachers to address gaps in learning, which may involve doing additional tasks at home, attending catch-up support 'drop-ins' within the relevant departments, and so on. In addition, subject leaders and their teams **regularly re-visit planning, to adjust aspects including teaching methodologies** in light of reflections on what has worked or hasn't worked as well as intended.

To enable learning to become secure (and largely remembered) our teachers give lots of opportunities for learners to **revisit previously taught** topics and skills. They also provide them with effective resources to help them review what has been taught. Knowledge organisers are part of this toolkit of resources used by teachers to support students to organise their learning, be clear on the foundational knowledge in each subject and support retention over time. They can be used as every day teaching resources, referred to regularly throughout lessons, or as a revision tool to prepare for assessments. To make what is covered relevant to our particular school community, planning takes into account our **local context**, for example through the topics selected or examples used. In certain circumstances, this might mean building learning around specific aspects of our geographical and historical contexts, or it might mean using cultural examples beyond those to which our young people would typically be exposed. Teachers also highlight **the links between knowledge and skills both in and across curriculum areas** so that learners can transfer their understanding and strengthen their learning.

Each subject has a **long-term plan** which maps the sequence of learning alongside the development of substantive and procedural knowledge and skills. From this, leaders develop detailed **medium-term** planning for blocks of learning which are used to ensure a consistency across all classrooms, which then informs short term lesson planning.

All subject leaders and teachers are required to have a clear understanding of the above as it applies to their curriculum area.

SECTION 3 LESSON DESIGN AND IMPLEMENTATION

The components of lesson design and implementation

All teachers are required to plan well-structured lessons informed by the long- and medium-term planning. Each lesson, or series of lessons, is required to feature the following (adapted from Tom Sherrington 2022), with teachers providing **narrative/commentary** throughout implementation in order to make the learning process 'visible' for the learners:

1. **Clarify learning intentions**. These are shared and explained to students. In some lessons these will be shared by students writing them into their books, in others they will be shared verbally.
2. **Activate and consolidate prior knowledge.** A wide range of retrieval practices are used to support this period

of learning. In many cases this takes place at the start of the lesson as a 'do now' task.

3. **Explain and model.** Teachers introduce new learning in small, cumulative chunks, using techniques such as dual coding and concrete examples to support students understanding**.** Teachers model success, sometimes referred to as guided practice, often referring to success criteria and specific examples.

4. **Gradual handover.** The teacher slowly removes their guidance through providing well-scaffolded tasks to support students to achieve the learning intentions.

5. **Independent practice.** Teachers provide learners with varied independent learning opportunities to allow them to secure their learning.

6. **Review and consolidate.** Learning is reviewed and learners have the opportunity to reflect and to find and correct errors in work. This should be based on a wide range of feedback.

In implementing the above, teachers will pay particular attention to **hinge learning** intentions and the need to check for understanding of this as lessons progress, and to **adapt** teaching as required. Teachers and subject leaders experience of what works well and what does not will inform **ongoing adaptations to curriculum planning**.

When planning lessons, teachers must give due consideration to these components as summarised in the lesson design template which can be found here.

The approach to lesson(s) design speaks to what we refer to at Hadrian Learning Trust as the **10 Elements of Great Teaching**, which are based on Rosenshine's Principles of Instruction (Barak Rosenshine, 2010) and are for teachers to use to support their lesson planning and delivery within the Sherrington structure. The 10 elements are:

1. Create a positive climate focused on learning
2. Diagnose and act upon student starting points
3. Explain new material clearly and precisely in small steps
4. Share what success will look like through clear modelling
5. Plan and teach for retention
6. Regulate cognitive load
7. Develop disciplinary literacy
8. Activate students' metacognitive skills
9. Check understanding through high quality evidence
10. Feedback to move learners forward

When these are applied effectively, learners will be able to **know**, **do** and **remember** more; they will have breadth and depth of knowledge that is **secure**. A full overview of the 10 elements of great teaching and how they would be demonstrated in a lesson can be found here. Guidance on element 1 – creating a positive climate for learning – is contained within each school's behaviour policy – here (HMS) and here (QEHS).
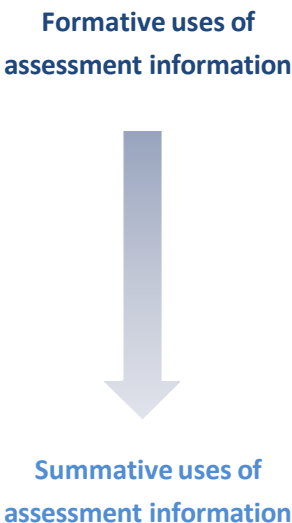
Assessment, adaptive teaching and feedback

Whilst assessment, feedback and adaptive teaching are discrete aspects of curriculum, teaching and learning, they are most valuable when they are used to inform each other and, as such, are **inextricably linked**. Ongoing assessment of and for learning ensures that planning is adapted to address the needs of all learners so that ambitions for all are realised. Subject leaders' and teachers' approach in these areas is influenced by the Education Endowment Foundation guidance report Teacher feedback to improve pupil learning.

Assessment of knowledge, understanding and skills will be visible in all classrooms, taking on many forms as shown in figure 1 below – from frequent, purposeful questioning to longer, higher stakes assessments at the end of periods of learning. All such assessment will be used by the teacher (and learner) to help them infer what the learner does and

does not know.

Figure 1: Types of Assessment

Formative uses of assessment information

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Summative uses of assessment information

Assessment type	Characteristics and Examples
Low stakes, frequent assessment	• Questioning strategies • Retrieval practice • Questions and answer tasks • Exit tickets
Periodic assessment	• Quizzes • Short tasks • Homework
Formal assessments, tests or mock examinations	• Closed book • Unseen questions or tasks • Prepared for in advance • Take place at an agreed point in the curriculum • Exam conditions • SEA accounted for • Marks or grades given against criteria

Our approach to **adaptive teaching** is rooted in the "5-a-day" strategies in the [EEF guidance report on Special Educational Needs in mainstream schools](section 3). The research for this report found strong evidence that high quality teaching for all students which had particular benefit for those with SEND includes 5 strategies:

1. **Explicit instruction**: The HLT lesson design is built around Rosenshine's principles of instruction and is a teacher-led approach with new learning introduced in small chunks followed by guided practice and independent practice.
2. **Scaffolding**: Temporary support is offered to students as needed so that they can successfully engage with their learning and complete tasks that they could not yet do independently. This support could be visual, such as a series of images to promote ideas, written, such as sentence starters or key words or verbal, such as an opportunity to talk through ideas with a peer before independent work. Assessment is used so that the teacher can judge when to gradually remove the scaffold so that the student can progress appropriately to completing tasks independently.
3. **Cognitive and metacognitive strategies**: Cognitive strategies include skills such as memorisation techniques to support revision or subject specific strategies such as how to solve a problem in maths. Metacognitive strategies refer to the ways in which pupils monitor and direct their learning to develop independent learners who are aware of how they learn.
4. **Flexible grouping**: This refers to allocating students to groups flexibly based on the individual needs that they currently share with other students. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. This is to avoid students identified with SEND or considered as low-attaining being grouped together and segregated from the rest of their peers.
5. **Use of technology**: Research suggests use of the following can be successful: instructional apps—apps that provide instruction, modelling, or practice opportunities for a wide range of skills; non-instructional apps—apps that provide tools to aid learning, such as note-taking apps; and speech-generating apps to augment the communication skills of pupils with communication difficulties. Specific examples might include the use of visualisers to support clear teacher modelling, use of laptops for students who need support with written work or

use of apps such as Sparx Maths that provides opportunity for independent practice.

These adaptive teaching strategies must be used by teachers to **adjust planning prior to the lesson** to meet the specific needs of the students in each class, and to **modify practice during the lesson** as teachers use the outcomes from ongoing assessments to adapt their approach, to ensure gaps in knowledge are addressed and the learning becomes secure. Departments across HLT have their own bespoke approach to these 5 strategies to maximise their impact within different subject areas.

Examples of **short term** in-lesson adaptions may include scaffolding, re-modelling and providing additional examples or practice opportunities to ensure that students are secure in the core or threshold knowledge and skills identified in our curriculum planning before moving on. Teachers understand the importance of these knowledge and skills for students to make sustained progress.

In the **medium term**, teachers will use assessments to support future planning such as revisiting specific parts of a topic or knowledge through retrieval tasks. **Longer term**, subject leaders will work with teachers to adapt long term planning and curriculum sequencing to reflect any trends in assessment outcomes, ensuring subsequent cohorts are given the best opportunity to make progress.

To further support SEND learners a consistent format is used in lesson resources. A pastel background and dyslexia friendly font (Arial) is used with guidance on the minimum font size of 18 for presentations and 12 for printed resources. Lesson resources are made with cognitive load in mind; new learning is introduced in small chunks with minimal text used and images and diagrams included when they aid the learning. This consistent approach to resources supports learners with particular needs, such as dyslexia, and also ensures that all students know what to expect in a lesson.

Meaningful feedback to learners done well supports their progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a learner is and where the teacher wants them to be. It is imperative that the feedback provided is both effective and beneficial in supporting learning as well as being manageable for teachers.

The following methods of feedback will feature across Hadrian Leaning Trust:

Immediate feedback as part of effective questioning techniques
All learners should be afforded the opportunity to engage in whole class discussions and sharing of knowledge through well-planned and purposeful questioning encompassing continuous formative assessment.

Verbal feedback
Verbal feedback will be a regular feature of all lessons to guide learners towards success, provide support where needed and to deepen knowledge and understanding. Teachers will typically narrate the learning to develop metacognitive approaches.

Written feedback
Written feedback may be provided by the teacher, the student (*self-assessment*) or their peers (*peer assessment*) and should typically be in relation to identified success criteria. Written feedback by the teacher will be in **green pen**. The format and frequency will vary according to the subject and be used when it is most relevant to move learning forward. This could include: reviewing the success criteria, highlighting elements of successful learning, coding for spelling, punctuation and grammar, or formative written comments. **Taking Learning Forward (TLF)** is the established approach to written feedback at Hadrian

Learning Trust. Teachers will provide opportunity for students to complete TLF activities, indicating further actions by which the students can improve their learning, where this is relevant and impactful. Self-assessment of written work and written responses to feedback (written or verbal from a teacher or peer) will take place in **red pen** and peer assessment of written work will take place in **blue pen**.

In subjects with a high volume of practical work or in which students' work is not in a written form (for example, art, technology and music) students will respond to feedback (written or verbal from a teacher or peer) by further development of their work in the most appropriate medium.

Whole class feedback may be used to share common strengths, mistakes, gaps in knowledge and misconceptions with clear next steps identified.

There is no prescribed frequency of assessment or feedback. Leaders and teachers work closely to plan assessment and feedback alongside curriculum content and make space in their planning for adaptation. Based on the principles established within this policy, leaders have implemented an approach to assessment and feedback which has the most impact in their subject area whilst supporting a manageable workload. These are contained within the curriculum policies for each subject.

Homework

At Hadrian Learning Trust we value homework and ensure it is built appropriately into all curriculum areas. The Education Endowment Foundation (EEF) states that 'homework has a positive impact on average (+ 5 months)' on progress. Homework support is offered in both schools and some learners, including disadvantaged children, are targeted to attend. Homework is recorded in pupil planners and **via the relevant software** to increase parental engagement and understanding of expectations**. The school-specific homework policies can be found** here **(HMS) and** here (QE).

APPENDIX 1 - Roles and Responsibilities

Subject teachers are responsible for:
- Reading and applying the trust curriculum, teaching and learning policy.
- Delivering the intended curriculum as set out by the curriculum or subject leader
- Supporting the curriculum leader in the development of long-, medium- and short-term curriculum planning.
- Supporting the curriculum or subject leader in the development of assessment and feedback approaches.
- Using the information gathered through assessment to adapt their curriculum to ensure all learners are able to know, do and remember more*.*
- Engaging with CPD, including educational research to further develop their understanding of curriculum, teaching and learning.
- Engaging with quality assurance processes and the actions that arise following them.

Curriculum and Subject Leaders are responsible for:
- Developing a broad and rich subject curriculum which allows learners to do, know and remember more.
- Developing long, medium- and short-term planning which supports teachers in delivering the ambition of the subject and trust curriculum intents.
- Developing assessment and feedback approaches which allow teachers to accurately adapt their curriculum to support all learners in knowing, doing and remembering more.
- Sharing the trust curriculum, teaching and learning policy with all teachers.
- Developing the subject curriculum, teaching and learning policy and sharing this with the teachers of their subject.
- Providing and supporting CPD to ensure they and the teachers of their subject are aware of current research and national initiatives which may be relevant.
- Supporting the senior leadership team in managing the quality assurance processes across their subject to ensure the ambitions of the subject and trust policies are realised in all classrooms and where they are not, supporting teachers in developing the curriculum and associated pedagogy in a timely and appropriate manner. For example, supporting the writing of action plans, providing bespoke CPD opportunities and mentoring and coaching individual teachers.
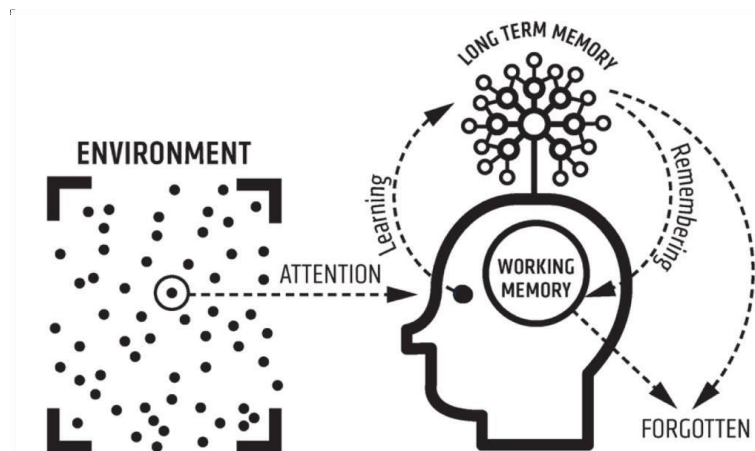
Senior Leaders are responsible for:
- Sharing the curriculum, teaching and learning policy with all curriculum and subject leaders and the wider teaching staff.
- Frequently reviewing and refining the curriculum, teaching and learning policy.
- Providing sufficient CPD to curriculum and subject leaders and teachers to ensure they are aware of current research and national initiatives which may be relevant.
- Leading and managing the quality assurance processes across the trust to ensure the ambitions of the policy are realised in all classrooms and where they are not, supporting leaders and teachers in developing the curriculum and associated pedagogy in a timely and appropriate manner. For example, supporting the writing of action plans, providing bespoke CPD opportunities and mentoring and coaching individual leaders and teachers.

APPENDIX 2 – The science of learning

To ensure our pedagogical approaches enable all learners to know, do and remember more over time, we must understand the science behind learning. Figure 1 is an image depicting how information is transferred from the environment to the long-term memory. It demonstrates that some new information is lost, and some is transferred to the long-term memory. Once saved in the long-term memory, we have to practice remembering this information, otherwise we lose it. Simply put, without actively remembering knowledge and practising skills, we forget them.
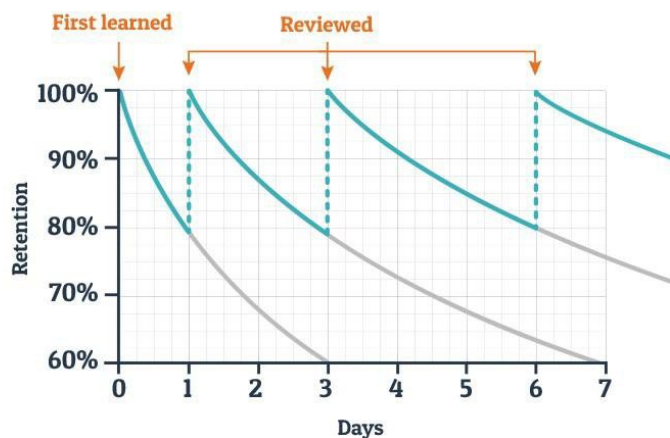
Figure 2: A model for the Learning Process (https://teacherhead.com/2020/03/10/a-model-for-the-learning-process-and-why-it-helps-to-have-one/)

This is supported by the Ebbinghaus forgetting curve (figure 3), which demonstrates that the time which elapses between re-visiting information is vital to the ability to recall and remember the information.

Figure 3: Ebbinghaus Forgetting Curve

To ensure our learners are supported in revisiting information, often referred to as spaced repetition, subject curricula are designed to ensure sufficient time is given not only to transferring knowledge securely to the long-term memory in the first instance but that learners have opportunities, in class and through independent study, to revisit previously learned knowledge and skills. In addition, teachers use a wide range of retrieval practices as part of their

lessons and homework to increase retrieval strength. Teachers understand that for retrieval practice to be as effective as possible, it needs to involve recalling learned information from memory (with no or little support) (Kate Jones 2019), enabling learners to be able to know, do and remember more over time.

From Year 9 onwards, as part of the personal development programme, learners are taught about memory and how to develop effective independent study habits and skills. Subject leaders and teachers apply these strategies to their subjects and give learners the opportunity to develop confidence in using the strategies to enhance their subject specific knowledge and understanding. Below is a list of some of the strategies taught

- Flash cards using the Leitner method
- Knowledge dumps
- Mind maps
- Self-quizzing
- Practice testing

Emphasis is placed on the importance of remembering without support as we know this is what leads to learners knowing, doing and remembering more over time.