

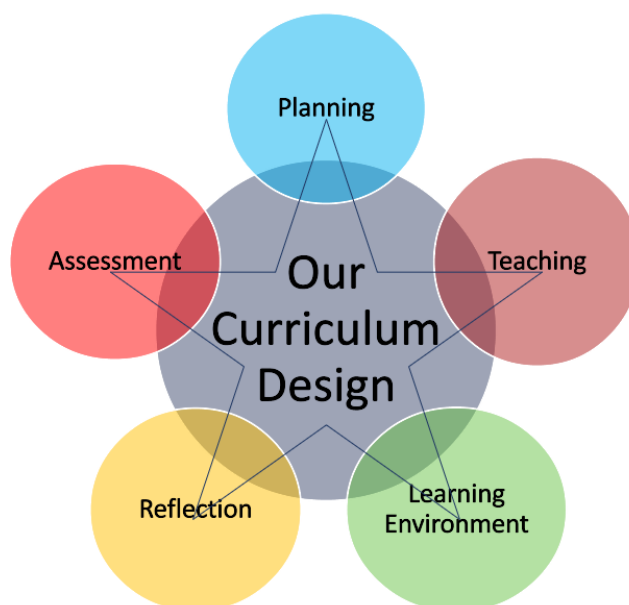
Teaching and Learning – The Pickwick Way

Pickwick Academy Trust is a community of learners: together we provide a wide variety of exciting opportunities for children, and the adults who work with us, to learn, practice, reflect and refine so that pupils make good progress and are successful.

Teaching and Learning – The Pickwick Way supports our schools in ensuring that children remain at the heart of all teaching and learning opportunities. Schools have the freedom, and are encouraged, to shape their curriculum to meet the needs and contexts of their children and communities.

Our focus on early reading and early maths is key to unlocking the rest of the curriculum. This underpins our practice and is integral to the day-to-day experiences of the children in our schools, providing opportunities for all pupils, no matter what their starting points, to learn and thrive. Our model for Teaching and Learning (below) shows that all elements are interconnected and interdependent.

The Pickwick Way means that we have a shared Trust approach and common language to teaching and learning across all our schools, which is underpinned by research-informed practice. Each school is encouraged to innovate and develop an approach that is relevant to their community.



Curriculum

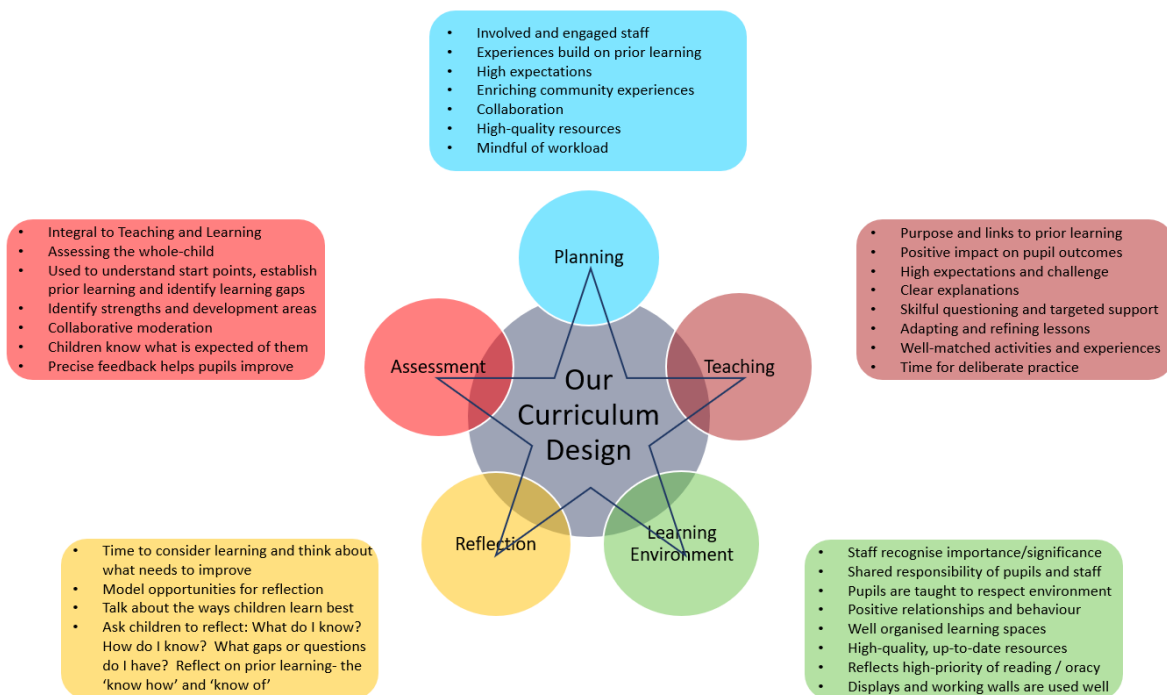
Curriculum Approach – The Pickwick Way:

Please see our [Curriculum overarching statement](#) for further detail. In summary, our curriculum is:

- **Well-sequenced**, so that children are able to build on prior knowledge, make progress and achieve well
- **Knowledge-rich** (know of - substantive, know how – disciplinary) so that children are able to practise applying their knowledge in a range of contexts
- **Enquiry-led** and **experiential** so that children are able to ask and answer questions, develop their curiosity and demonstrate their understanding
- **Inclusive, accessible and diverse**, enabling all children in our schools to access high quality learning experiences with which they are connected and which encompass representation across our society

- **Evidence-informed**, focused on what we understand about pedagogy and cognitive development, so that children’s experiences are relevant, connected and appropriate to their development or support them in knowing and remembering more
- **Localised**, so that children are able to engage in learning that is relevant to them and their community, draw on people, places and stories that enrich their understanding of their local area and build a sense of social responsibility
- **Globalised**, so that children have a wide range of opportunities to develop the international dimension of the curriculum, including a strong awareness of our role is looking after our world.

Planning, Teaching, Learning Environment, Reflection and Assessment the Pickwick Way



Planning

Planning – The Pickwick Way:

- Our staff are **involved** and engaged in discussions with subject and curriculum leaders so that delivery of our curriculum enables children understand concepts so that they know and remember more.
- Experiences are planned so they **build on prior learning**; children are able to make links and build connections to existing knowledge in their long-term memory to enable them to deal with new learning.
- Teachers have **high expectations** of their pupils and provide appropriate scaffolds to ensure that all children can experience success.
- Staff in our schools are creative and seek ways in which they can **enrich children’s experiences**, engaging with the **local community** and using the people, places and stories that help children to learn.
- Teachers work **collaboratively** together, within and across our schools, to support each other and share good practise.

- When planning we are mindful of **workload** and make good use of **high-quality resources** and schemes to enrich our curriculum.

Teaching

High Quality Teaching – The Pickwick Way:

- Children understand the **purpose** behind what they are learning about, where this **links to previous learning** and what they are aiming for
- High quality teaching has **positive impact on pupil outcomes**, in attainment and in the progress children make
- All staff / Teachers and Support staff convey our **high expectations** of pupils: lessons are **appropriately challenging**, providing suitable scaffolds, additional support and intervention where needed and behaviour is led well so that learning is not adversely affected
- **Explanations are clear** and supported by clear modelling and worked examples
- **Questions are used skilfully** to support learning and check progress throughout lessons and sequences of lessons
- **Lessons are adapted and refined** in light of pupils' responses in order to maximise pupils' progress
- A range of appropriate and **well-matched activities** and **experiences** are provided
- Pupils have time to **deliberately practise** and improve their learning.
- **High-quality resources** are used that support and enrich delivery of the curriculum
- Teachers and support staff work together to offer **targeted support** to enable children to be successful.

Learning Environment

High Quality Learning Environments – The Pickwick Way:

- All staff recognise the importance and significance of a positive learning environment for pupils and take **shared responsibility** for ensuring that it is of high quality
- Children take **ownership** and responsibility for their classroom and their school and take pride in these spaces
- Pupils are **taught how to respect** and look after their environment
- **Positive relationships** are integral to the way that we interact with each other in the classroom, around the schools and across our organisation; children see this modelled well by all staff
- Teachers and Support staff ensure that classroom and learning spaces are **organised** so that children can access and use **high quality and up-to-date resources** independently to support them with their learning.
- The classroom and school environment reflects the **high priority** that **reading** has in our schools; this is demonstrated by the word-rich environments, role-modelled reading experiences and a range of opportunities available for children to access good quality texts
- School wide and **classroom displays and working walls** are used well to celebrate and support learning; they are well-organised, accessible, relevant and updated regularly so that they can be referred to and used by children and the adults
- Our schools see **oracy** as a central pedagogical principle and offer a range of opportunities to develop high quality talk and development of vocabulary. Opportunities to develop children's oracy are woven into the learning environment; sentence stems are available to

support children, subject-specific vocabulary is shared and displayed and strategies are evident so that children can develop their skills across the curriculum.

- Children have the **tools to be able to be good learners**: they are involved and engaged in their learning
- Staff understand how **meta-cognitive strategies** can help our children to become better learners so we model our thinking for the children and provide opportunities for them to talk about how they have learned something new.
- Staff understand that the physical and unseen environment affects, and is affected by, the behaviour of our pupils so our schools work hard to ensure that **behaviour supports learning**. We explicitly teach pupils how to behave and talk to them about expectations of them. Our teachers and support staff draw on the expertise within their schools and across our trust to help them support pupils who have behavioural needs. (See [Behaviour overarching statement](#) for further detail)

Reflection

Reflection as a key part of learning – The Pickwick Way:

- All staff understand how important it is to take **time** to consider learning and think about what needs to happen next to improve; we model this for our pupils and provide **opportunities for reflection**
- We talk to children about the **ways in which they learn best**; we encourage children to learn outside of school as well as inside (through extra-curricular activities and home-learning) and begin to develop self-study skills in readiness for the next stage in their learning in KS3 and 4
- We encourage all leaders, teachers and support staff, as well as our children, to be **reflective learners** take opportunities to reflect and consider:
 - What do I know now?
 - How do I know?
 - What gaps or questions do I have / are there that would help me be a better learner or better in my role?
 - Who can help me get better? Who can I help?
 - What next?
- We encourage children and teachers to **reflect on prior learning**, eliciting what children already know ('know how' and 'know of') to support children in their reflections.

Assessment

Assessment to support teaching and learning – The Pickwick Way:

(please see our [Assessment overarching statement](#) for further detail)

- All staff know that **assessment is integral** to our practise and the teaching and learning process and helps to show clearly what a child knows, understands, can do and what they need to do next
- Teachers know that **assessment goes beyond academic achievement** and also looks at the “whole child”, their personal and social development, attitudes to work and each other.
- It is **used at every stage** in understanding starting points, establishing prior learning and possible gaps, checking children's understanding within a lesson or sequence of learning as

well as at the end so that we can make appropriate adaptations as a result of assessment feedback.

- Our schools have clear milestones within their curriculum designs so that they can check that pupils are and so that they can be responsive to pupils' needs, which then helps drive attainment and achievement for all pupils (individuals and cohorts), including disadvantaged learners.
- We support each other in ensuring our judgements about pupils' progress and attainment are **sound and consistent**, both within and across our schools.
- Our **teachers and leaders meet regularly** to share pupils' outcomes so that any concerns are raised as early as possible
- Teachers know when to use assessment in a **formative or summative** way so that its **purpose is clear** and it informs future teaching
- **Children know what is expected of them**, what they are being assessed on and **feedback** helps pupils **what they need to do to improve**.
- Assessment outcomes are **recorded** in a useful, **clear and concise way** to inform future planning.