University Schools Trust
A transformational education

Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

Teaching and Learning Policy

March 2026

Title:	Teaching and Learning Policy
Source:	CJPS
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Review & Update By:	Maryum Qureshi
Advisory Committee:	CJPS Committee
Approval Committee:	CJPS Committee
Date Approved:	March 2026
Date of Publication:	March 2026
Date of Next Review:	March 2027
Required on Website:	No

0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2025/2026 March	All Sections	New Policy

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

Every child has the right to the best possible education. Cyril Jackson aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Assessment Policy
- Behaviour Policy
- Early Years Policy
- Handwriting Policy
- Health and Safety Policy
- Homework Policy
- Marking and Feedback Policy
- SEND Policy
- Subject Specific Policies
- Teaching and Learning Booklet

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- DfE (2025) Keeping Children Safe in Education (KCSIE)
- Education Endowment Foundation's guidance report on Effective Professional Development (2021)
- Equality Act 2010

4. Roles and Responsibilities

4.1. The Trust / School Committee

The Trust / School Committee is responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring that high expectations are set for all pupils, regardless of their abilities or needs.

4.2. Headteacher

The headteacher is responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring that the needs of all pupils are met.
- Ensuring that teachers are provided with appropriate support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

4.3. Teachers

Teachers are responsible for:

- Monitoring and evaluating their teaching practice.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

5. Continuing Professional Development (CPD)

CPD is essential to improving teaching and learning because it ensures that staff continually develop their knowledge, skills, and practice to meet the needs of all learners.

Cyril Jackson's CPD approach is evidence-based, and trainers plan sessions carefully by including the recommendations from the Education Endowment Foundation's guidance report on Effective Professional Development (2021). Individual CPD sessions follow Kolb's Experiential Learning Cycle (see diagram below), whereby time is allocated for staff to put theory and research into their teaching practice. In Phase Development Meetings, staff discuss and share how theory or strategies have been implemented in their respected phases. Time is also provided to reflect and provide feedback to the trainer. Please see appendix 1.

The yearly overview of whole school CPD is structured termly to ensure that teaching staff have opportunities to build on their knowledge and skills. These sessions are tied closely to whole school priorities and reviewed regularly in line with the school improvement plan.

The Induction Lead is responsible for ensuring that ECTs, teachers new to the school or returning from maternity leave have a clear and bespoke induction programme. This is reviewed regularly to ensure that staff are provided with support to develop their teaching practice.

6. The Curriculum

Cyril Jackson follows the national curriculum. The curriculum has been designed to ensure it is broad and balanced and focuses on subject specificity. It is carefully timetabled to ensure range and breadth, and the content is suitable for the age and ability of the pupils. Subject Leaders are responsible for planning for progression in their respective subjects. They provide termly plans which include a balance of substantive knowledge and disciplinary knowledge. Teachers are provided with time to plan lessons using the medium-term plans and to make relevant adjustments to ensure that the planning meets the needs of all pupils in their classes.

Cyril Jackson is a Language Resource Provision (LRP) therefore the curriculum is designed to ensure pupils with Developmental Language Disorder can access it. The school also ensures that other aspects of learning, such as the development of social skills and self-esteem, form a significant part of pupils' education.

Subject Leaders plan for educational visits to enhance pupils' learning of the curriculum. Teachers are responsible for organising the visits.

For more information on specific subjects, refer to their specific policies.

7. Planning and Preparation

Teachers plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. Teachers are provided with a termly Medium-Term Planning Day to discuss the planning for each subject and to plan for events and educational visits. In addition to this, year group planning meetings take place on a Monday after school. The purpose of these meetings is to discuss the following week to ensure planning meets the needs of all pupils.

Teachers are provided with appropriate preparation, planning and assessment (PPA) time.
Teachers need to ensure that lessons:

- Clearly link to the curriculum.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Have a clear structure with timings planned for.
- Challenge all pupils through the use of scaffolding strategies and adjustments to tasks.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Consider pupil groupings.
- Consider how TAs will be utilised to enhance learning.
- Have a list of resources to be used during the lesson and how these resources will complement teaching.
- Have planned in opportunities for assessment and evaluation.

The planning and teaching of the following subjects is the responsibility of specialist teachers: Physical Education, Art, Design Technology and Spanish.

8. Lessons

Individual lessons focus on deepening and broadening pupils' knowledge, skills and understanding of each subject. A range approaches and tasks are planned to include practical tasks, open-ended investigations and collaborative group work. Teachers use a variety of strategies to develop pupils' independence and to encourage active participation by all pupils.

These include:

- Embedded, dynamic and meaningful partner talk, facilitated by the changing of talk partners regularly.
- Full responses received from all pupils through a 'no hands up' policy.
- Clear modelling of the learning process, thus allowing greater independence.
- Use of visual resources such as task planners, visual vocabulary and sentence stems to scaffold the learning.
- High quality tasks, which may be adapted for some pupils, to ensure an appropriate level of challenge.

All lessons need to be delivered at a pace appropriate to the task and the needs of the pupils. The pace of the lesson should ensure that progress is made within lessons and throughout the unit of work. The pace of a lesson should allow sufficient time for pupils to work independently. No time should be wasted, 'Silent Signals' are used to ensure quick, effective class management. The teachers ensure voice levels are appropriate.

Teaching Assistants (TAs) work in collaboration with teachers to ensure that the learning needs of all pupils are met. They are involved in prior planning and preparation and apply a range of scaffolding strategies to support pupils with their learning, with the aim of developing independence. To ensure that all pupils have access to high-quality teaching with their class teacher, TAs support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, when personalised learning is required, TAs will be utilised on a one-to-one basis with a child in need of additional help.

9. Supporting Pupils

High expectations are set for all pupils, regardless of ability, circumstances or needs. The delivery and content of lessons is carefully planned to ensure all pupils can access and achieve within the curriculum. Teachers plan to ensure that all pupils are adequately challenged; some pupils require additional scaffolding strategies to achieve the same aim. There will be a small number of pupils who will require personalised learning. This is usually when a pupil is working significantly below age-related expectations. In these cases, subject leaders and the SENCo will support the teacher to plan personalised learning tasks for pupils.

TAs will support pupils to access and achieve the aims of these tasks. Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented. Please see appendix 2.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

10. Marking and Assessment

Teachers mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.

Pupils are assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Assessment Policy.

Assessment outcomes are utilised to inform teaching and learning strategies.

11. Learning Environment

The school creates and maintains a learning environment that supports pupils to achieve their full potential. Teachers are responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning. TAs are responsible for maintaining the learning environment in spaces where they teach small groups or lead on interventions.

Teachers ensure that learning spaces are used flexibly to facilitate different learning tasks. Seating arrangements are made to maximise pupils' learning experiences. Arrangements are changed to suit different tasks and to allow pupils to work independently and in groups.

Classroom displays, also known as working walls, are regularly updated to reflect the current learning. Key vocabulary that children are learning is displayed on working walls, as well as modelled examples of learning. Careful consideration is given to ensure that the classroom displays are not visually overstimulating and teachers refer to working walks throughout lessons.

The Teaching and Learning booklet includes subject-specific examples of working walls.

Teachers use the font 'SA Pre-Cursive No Lines Regular_v4' across all resources created for and to be used by the children, including in ActivInspire presentations.

Pupils with visual impairment will require the font 'Arial' in font size 12 or 14.

The Teaching and Learning booklet includes further guidance on visual communication expectations.

12. Working with Pupils and Parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school communicates with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Letters home
- Annual reports
- Website

- Newsletter
- Weduc
- Tapestry

13. Behaviour and Attitude

All members of the school community are responsible for developing a supportive learning culture. Staff make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Rewarding ClassDojo points
- Rewarding marbles in Year 1
- Informing the pupil's parents
- Inviting the pupil to see the headteacher
- Achievement assemblies
- Stickers in EYFS

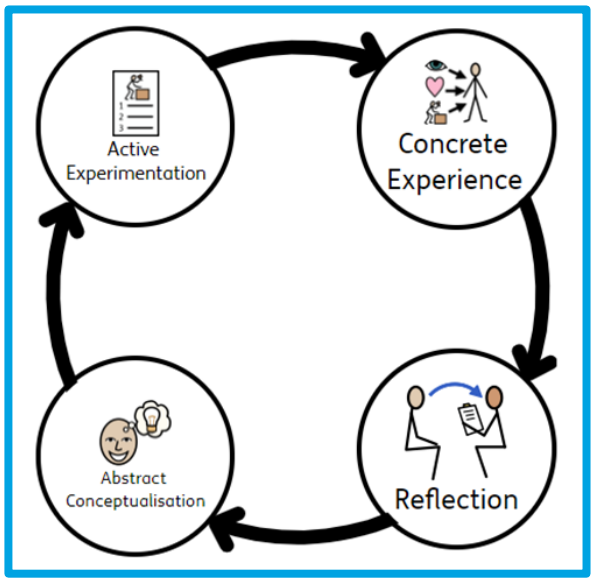
Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.
To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.

Understand and implement effective behaviour management strategies.

14. Appendices

14.1. Appendix 1 – CPD



14.2. Appendix 2 – Supporting Pupils

