Upwell Academy

Teaching and Learning Policy

September 2026

Policy owner	Academy Committee
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Approved by

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Version	Summary of Changes	Consultation Group	Effective Date
1.0	New Policy - no changes	Senior Leadership Team	September 2025

1.1	Update Guiding Principles to include EMAT DNA, Update on reporting	Senior Leadership Team	September 2026

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1. Aims

This policy aims to:

Explain how we create an environment at our academy where children learn best and love to do so:

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our academy
- Promote high expectations and raise standards of achievement for all children in our academy
- Involve pupils, parents/carers and the wider academy community in children's learning and development

2. Vision, Ethos and Values

2.1 Vision

"Rooted in our village, reaching for the future."
We nurture curious minds, kind hearts, and resilient spirits—empowering every child to thrive, achieve, and contribute to a changing world.

2.2 Ethos

At Upwell Academy, we believe that every child deserves the opportunity to flourish. Our ethos is built on:

- **Community**: We celebrate our village heritage and foster strong partnerships with families and local organisations.
- **Belonging**: Every child is known, valued, and supported to feel safe, included, and confident.
- **Aspiration**: We inspire ambition and a love of learning, encouraging children to dream big and work hard.
- **Integrity**: We model honesty, respect, and responsibility in all we do.

2.3 Core Values

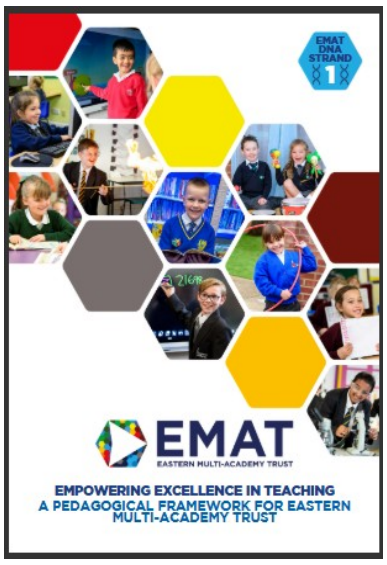
Aligned with our Eastern Multi-Academy Trust's Empower, Motivate, Achieve, Transform framework:

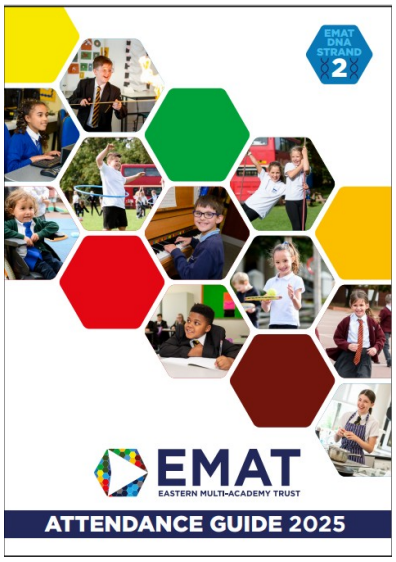
1. **Empowerment** – We give children the tools and confidence to make positive choices and take ownership of their learning.
2. **Motivation** – We cultivate a culture of curiosity, creativity, and perseverance.
3. **Achievement** – We celebrate progress and success, ensuring every child reaches their full potential.
4. **Transformation** – We contribute to the life of our village and beyond, preparing children to be thoughtful, active citizens.

3. Our guiding principles

Pupils learn best at our academy when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn


EMAT DNA STRAND 1
EMAT
EASTERN MULTI-ACADEMY TRUST
EMPOWERING EXCELLENCE IN TEACHING
A PEDAGOGICAL FRAMEWORK FOR EASTERN MULTI-ACADEMY TRUST


EMAT DNA STRAND 2
EMAT
EASTERN MULTI-ACADEMY TRUST
ATTENDANCE GUIDE 2025


EMAT DNA STRAND 3
EMAT
EASTERN MULTI-ACADEMY TRUST
A STRATEGIC GUIDE TO IMPROVING OUTCOMES FOR CHILDREN


EMAT DNA STRAND 4
EMAT
EASTERN MULTI-ACADEMY TRUST
BELONGING
IN EMAT ACADEMIES

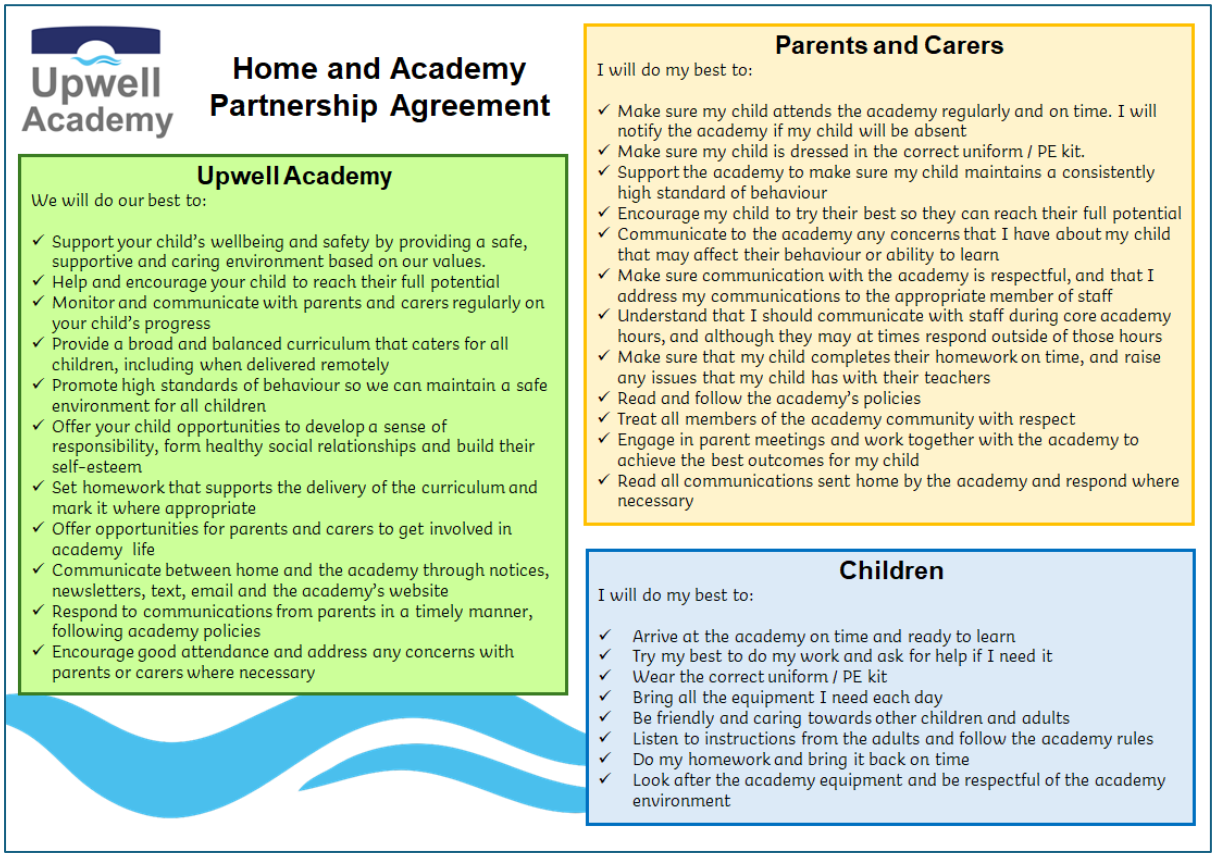

EMAT DNA STRAND 5
EMAT
EASTERN MULTI-ACADEMY TRUST
INCLUSION
IN EMAT ACADEMIES


EMAT DNA STRAND 6
EMAT
EASTERN MULTI-ACADEMY TRUST
WHAT IS
'SCHOOL READY'?


EMAT DNA STRAND 7
EMAT
EASTERN MULTI-ACADEMY TRUST
ENRICHMENT STRATEGY
GUIDE

4. Roles and responsibilities

Teaching and learning in our academy are a shared responsibility, and everyone in our academy community has an important role to play. We have a Home and Academy Partnership Agreement which details the expectations of each role.



This is how we will create the conditions for pupils' learning:

4.1 Teachers

Teachers at our academy will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning: via newsletters, website, in-school events, assemblies and performances
- Support parents/carers that may have questions about homework
- Update parents/carers on their child's progress, meet twice a year and produce an annual written report on their child's progress

4.2 Support staff

Support staff will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

4.3 Subject Leaders

Subject leaders at our academy will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Manage the resources for their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

4.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the academy
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

4.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons and be ready to learn
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our policies.

4.6 Parents and carers

Parents and carers of pupils at our academy will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the academy to share information promptly
- Ensure their child has their PE kit for days when they have PE

- Encourage their child to take responsibility for their own learning
- Support home learning

4.7 Academy Committee

Governors at our academy will:

- Monitor that resources and funding are allocated effectively to support the academy's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the principal to account for its implementation
- Make sure other academy policies promote high-quality teaching, and that these are being implemented

5. Curriculum

5.1 Our Intent

At Upwell Academy, our curriculum is designed to lay the foundations for pupils to grow into confident, capable, and compassionate adults. We inspire our children to strive for excellence, equipping them to become articulate communicators, responsible global citizens, and resilient individuals who embrace opportunities and overcome challenges.

We aim to nurture ambition and curiosity, encouraging pupils to explore a wide range of career paths and personal interests. Our curriculum goes beyond the statutory requirements of the National Curriculum, incorporating the rich heritage of our local community and offering diverse, meaningful experiences. These include educational visits, guest speakers, real-world contexts, and cross-curricular projects that stimulate creativity and deepen understanding.

Language development is central to our approach. We ensure that every child, regardless of background or starting point, becomes a proficient communicator. Our curriculum is broad, balanced, and inclusive, supporting academic achievement alongside physical, emotional, and mental well-being. It promotes creativity, problem-solving, responsibility, and resilience—key attributes for lifelong learning and success.

We celebrate diversity and draw upon the cultural wealth of our community to support pupils' spiritual, moral, social, and cultural development. Our goal is to prepare children for life in modern Britain, fostering respect, empathy, and a strong sense of identity.

5.2 Our Implementation

Learning at Upwell Academy is structured around engaging and diverse topics that embed key curriculum requirements and spark a love of learning. By connecting local, national, and global themes, we promote tolerance, raise aspirations, and encourage children to think critically and creatively.

High-quality teaching across all subjects ensures that pupils acquire essential knowledge, skills, and vocabulary. Vocabulary development is a priority in every lesson, and we enrich learning through partnerships with external organisations and educational visits.

Our curriculum follows a spiral model, building knowledge, skills, and vocabulary year-on-year. We believe that education should develop thinking and problem-solving skills. We provide knowledge organisers at the start of each topic and older children add to them using mind maps.

5.3 Our Impact

We regularly assess pupils across the full breadth of the curriculum using a structured half-termly cycle. This data is analysed to identify gaps in knowledge and inform targeted interventions. Teachers meet with the leadership team to discuss individual progress, ensuring that every child receives the support they need to thrive.

Through our curriculum, pupils at Upwell Academy become independent, aspirational, and successful learners who are well-prepared for the next stage of their education and life beyond our academy.

See our Early Years Foundation Stage (EYFS) policy for more details on our academy's teaching and learning in the early years.

6. Learning environment

When pupils are at the academy, learning will take place in classrooms, outdoor spaces, and halls.

These places will be kept safe, clean, inviting and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Accessible resources for learning such as books and equipment
- An inclusive seating layout that allows everyone to see the board and participate
- Displays that celebrate and support children's learning at all stages.

7. Inclusive and Adaptive teaching

See our SEND policy and information report, and our Statement of equality information and objectives.

Teaching and learning at our academy will be tailored to reflect the diverse backgrounds, individual needs, and varying abilities of all pupils. We will adapt learning to cater to the needs of all our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

We will:

- Always plan for the first 20% first, to ensure all scaffolds are in place. This allows every learner to achieve the high expectations that we demand.
- Include strategies that include using support staff effectively to provide extra support.
- Work in partnership with our SEND co-ordinator (SENDCo), our pupils with SEND, and their parents/carers to establish the appropriate level of support these children need to make good progress
- Use ability groupings for certain subjects/activities when it is appropriate.

- Provide carefully selected resources, such as manipulatives, writing frames and word banks.

8. Homework

See our Homework Policy

Homework is designed to:

- enable pupils to make maximum progress in their academic and social development
- help pupils develop the skills of an independent learner
- promote a partnership between home and the academy
- consolidate and reinforce learning
- allow children to practise skills taught in lessons
- enable children to celebrate and share their learning with parents and carers

However, it is important to remember that homework should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. Children spend more time at home than at our academy, and we believe they develop their skills, interests and talents to the full only when parents / carers encourage them to make maximum use of the experiences and opportunities that are available outside of school.

9. Marking and feedback

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.

Research shows that the most effective feedback is given when it can be acted upon in the moment. As such, this policy advocates ‘in the moment’ marking and feedback by both Teachers and Support staff, where Learning Objectives are highlighted to indicate it has been met and the child, if appropriate, can respond to the feedback in purple.

As an academy we are fully aware of the impact that marking and feedback can have on teacher workload and wellbeing. To support our staff:

- This policy confirms that the sole purpose of marking and feedback is to advance pupil progress and outcomes.

- There is no requirement to engage in detailed marking (e.g. dialogic, deep or triple marking) if this is unnecessary in a teacher's professional judgement.
- We have a shared agreement about what "manageable, meaningful and motivating" marking looks like in our academy.
- We acknowledge that marking and feedback away from the classroom takes a huge amount of teacher time.
- No requirement to use different coloured pens to distinguish marking for different purposes.
- Our policies and practices reflect an accurate understanding of Ofsted's expectations.
- Feedback practice at the academy is having a positive effect on pupil progress. This policy is assessed for workload impact on teaching staff
- Marking-related expectations consider the specific requirements of different subjects and age groups.
- Teachers are not required to evidence in writing when verbal feedback has been given to pupils.
- Teachers can use their professional judgement to decide what pieces of work need to be marked/assessed and in what way.
- Outcomes of any scrutiny of teachers' marking will not be used to make judgements about them.
- Teachers can use their professional judgement and discretion to determine appropriate approaches to the use of marking.
- We are committed to discontinuing marking practices that are not manageable, meaningful and motivating.

10. Assessment, recording and reporting

We see assessment as a key part of teaching and learning, and it is linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

10.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Children** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

10.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Academy leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Children** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

10.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **Academy leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

10.4 Assessment of children with SEND

For children that have SEND, assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. We will also track:

- reading age
- spelling age
- reading comprehension age
- numeracy age

10.5 Recording

We will use Sonar (our assessment tracker) to record a teacher assessment for each subject in the first-half of every term, and the outcome of summative assessments in the second-half of the term. We will also use digital platforms to evidence learning in practical subjects such as music, computing and PE.

10.6 Reporting

We report to parents and carers three times over the course of the academic year: at parents' evenings in the autumn and spring, then as a written annual report in the summer.

The annual report will include

- Brief details of achievements in all subjects and activities that form part of our curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record:
    - The total number of possible attendances for that pupil, and
    - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- At the end of EYFS (Reception):
    - Outcomes against the Early Learning Goals
- At the end of Year1:
    - Outcome of the Phonics Screening Check
- At the end of Year2:
    - Outcome of the Phonics Screening Check re-take (if applicable)
- At the end of Year4:
    - Outcome of the Multiplication Tables Check
- At the end of KS2 (Year 6):
    - Outcomes of statutory National Curriculum teacher assessments in English writing and science
    - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether they met the 'expected standard'
    - Comparative information about the attainment of pupils of the same age in the academy and, in the core subjects, pupils of the same age nationally

11. Monitoring and evaluation

We will monitor teaching and learning in our academy to make sure that all our pupils make the best possible progress from their starting points.

Academy leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Pupil progress meetings

- Gathering input from children (pupil voice)
- Work scrutiny

12. Review

This policy will be reviewed every year by the principal. At every review, the policy will be shared with the academy committee.

13. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Home and Academy Partnership agreement
- Equality information and objectives