



OUR APPROACH TO LEARNING AT TGMS: THE TEACHING, LEARNING AND CURRICULUM PRINCIPLES



Our Curriculum: Ambitious, Inclusive, Unmissable

Our curriculum is designed to be **bold, inclusive, and deeply purposeful**. It reflects our mission to make learning unmissable and relevant to life in Tylers Green and modern Britain. Key features include:

- **Sequenced learning** across subjects with clear progression of knowledge and skills
- **Reading-rich classrooms** that build fluency, comprehension, and a lifelong love of books
- **Real-world relevance**, with trips, themed days, leadership roles and current affairs projects
- A mindful blend of bought-in and unique, TGMS-planned curricula, designed to enable the principles of Effective Teaching and Learning in the Teaching, Learning and Curriculum Principles.

We follow the National Curriculum but enrich it with personal development, cultural capital, and critical thinking throughout. See our website for each subject's detailed planning and Progression of Knowledge and Skills documents.

SEND and Inclusion

We are proud of our inclusive approach to supporting pupils with Special Educational Needs and Disabilities (SEND). At TGMS:

- All pupils access the full curriculum – there is no narrowing or withdrawal by default
- Classroom adaptations and support are informed by strong systems and early identification
- Timely interventions are purposeful, supported by skilled LSAs and a dedicated AHT for Inclusion
- Parents are kept fully informed and engaged through regular meetings and our SEND Information Report (see our website)

We believe every child can succeed, and our SEND provision is driven by care, ambition, and inclusion.

Class Organisation: Supporting Every Learner

At TGMS, we are proud to be a two-form entry school. Each year group has two mixed-ability classes, and we work hard to ensure that all pupils feel safe, settled, and known. At key transition points (e.g. starting Y3 or the end of an academic year), we reserve the right to mix the classes. When we do so, we consider a range of important factors, including the following (in order of priority):

- Learning styles and academic balance
- SEND needs and known support structures
- Behaviour, well-being and pastoral guidance
- Peer group dynamics and social development
- Pupil and parent voice, where appropriate

These decisions are made thoughtfully by teaching staff and senior leaders to ensure the very best outcomes for all pupils.

Our Learners

We encourage all pupils to become **TGMS Terrific Learners**, who:

- Enjoy challenge and persevere
- Reflect, collaborate and create
- Listen, ask questions, and apply feedback
- Are proud of their effort and progress

These values are the foundation of our teaching, curriculum, and wider school culture. They support our ultimate aim: that every child leaves TGMS as a confident, independent and inspired learner — an **Autonomous Learner**. Our Teaching, Learning and Curriculum Principles, informed by *Teach Like a Champion* (by Doug Lemov) and the work of the Education Endowment Foundation (EEF), outline how this vision is brought to life in every classroom.

Teaching and Learning at Tylers Green Middle School



“Be yourself, be anything, we are the future.”



Our philosophy for EFFECTIVE TEACHING AND LEARNING is that it must be a rewarding and unmissable experience, underpinned by principles of formative assessment and perpetual personal development.

We promote a GROWTH MINDSET culture by normalising challenge and deliberately building habits of effort, reflection and resilience through our TGMS TERRIFIC LEARNER qualities. These are embedded daily to develop metacognitive routines, habit building and guide pupils towards excellence.

Learners receive CONCISE AND QUALITY FEEDBACK to improve their learning and isn't burdensome to anyone involved.

Teachers deliberately MODEL HIGH EXPECTATIONS across the curriculum, using consistent routines and exemplars so that pupils repeatedly see, practise and internalise HABITS OF EXCELLENCE.



We ensure ACCESSIBILITY OF OPPORTUNITY in classrooms that embrace inclusive teaching; SCAFFOLDED LEARNING, using supportive TECHNOLOGY and FLEXIBLE GROUPING informed by DYNAMIC ASSESSMENT.

Learners are given the LIBERTY to develop and apply CREATIVITY, using it as a vehicle to exercise and express their knowledge, what they understand, and can do.

Learners are encouraged to HAVE A VOICE, contributing to the direction of lessons and to become experts in reflection. We promote a healthy culture of DEBATE, enabling our pupils to both extend and challenge key concepts and each other.

**OUTCOME: PUPILS OBTAIN THE SKILLS,
KNOWLEDGE AND MINDSET TO BECOME
AUTONOMOUS LEARNERS.**

TGMS Teaching and Learning Practical Blueprint

1. Growth Mindset Culture and TGMS Terrific Learners

- TGMS Terrific Learners enjoy challenge, listen carefully, ask questions, work well with others and by themselves, and use routines to stay focused.
- We explicitly teach and rehearse these habits through modelling, discussion, feedback and praise.
- Techniques such as *Cold Call*, *Turn and Talk*, and *Habits of Discussion* are used to create inclusive, high-accountability classrooms where all voices are heard.

2. Concise and Quality Feedback

- Feedback is timely, verbal where possible, and directly linked to learning objectives.
- Live marking and immediate verbal feedback are prioritised over written comments.
- Self-assessment and peer assessment (e.g. using EDSA) help pupils reflect and respond.

3. Inclusive Learning Culture through Accessibility

- Accessible learning tasks with a 'high ceiling' - challenge throughout the lesson, including promoting GDS opportunities with the *TGMS Fab 5*
- All pupils access the full curriculum; scaffolds are used to support success without limiting challenge.
- TLAC techniques such as *Means of Participation*, *Wait Time*, and *Brighten the Lines* ensure every pupil is involved and ready to learn.
- Dynamic formative assessment allows for flexible grouping and responsive teaching.
- SEND support is embedded in lessons through high-quality adaptations, not withdrawal by default. Out-of-class interventions (e.g. phonics, pre-teaching, 1:1 support) are time-limited, purposeful, tracked for impact, and to support accessibility of learning opportunity:

For such out-of-class opportunities, the teacher is at liberty to organise how they are timetabled, considering the following principles:

- They can't happen during core subject lessons or PE (to safeguard our commitment to our pupils' health and well-being). However, it will be appropriate for some reading or phonics groups to happen during Guided Reading, depending on the context of the learners and the learning.
- As with the private music lessons, teachers to consider alternating the timings of ongoing interventions to ensure the pupils are not missing the same non-core subject lessons.
- If the intervention falls during a PPA teacher's lesson (e.g. music or RE), the class teacher is to notify them to ensure the pupil is not missing critical learning time in that subject.

4. Encouraging Pupil Voice

- Pupils contribute ideas, ask questions, and engage in structured talk that deepens understanding.
- Techniques such as *Habits of Discussion* and *Cold Call* build confidence and academic fluency.
- Success criteria are co-constructed where appropriate; forums and debates help pupils extend and challenge thinking.

5. Liberty to Exercise Creativity

- Lessons offer opportunities for creative thinking and flexible task design.
- Teachers adapt lesson flow based on live assessment and pupil response.
- Creativity is valued as a way to show understanding, not as an add-on.

6. Modelling Excellence

- Teachers model high expectations through clear explanations, worked examples, and shared routines.
- The "I Do, We Do, You Do" approach supports gradual release of responsibility.
- TLAC techniques such as *Threshold*, *Habits of Attention*, and *Retrieval Practice* ensure pupils are ready to learn, focused, and able to retain and recall key knowledge.

Assessment at Tylers Green Middle School



“Be yourself, be anything, we are the future.”



We use both formative and summative assessments to inform future planning, to ensure that all children make the best possible progress.

Formative Assessment

Our **MARKING AND FEEDBACK POLICY** allows teachers to visit as many pupils as possible each lesson, giving **EFFECTIVE, CONCISE, VERBAL FEEDBACK**.

Pupils mark their own work and **SELF-ASSESS** using EDSA (Emerging, Developing, Secure, Above)

Teachers **MODERATE** all subjects termly with their teams, and moderate writing with partner schools.

Teachers **MODERATE** 15% of their class (5 children) in writing, assessing them against the **PROGRESSION OF KNOWLEDGE AND SKILLS**.

Learners use **ACCELERATED READER** to quiz on books, giving them a **ZPD SCORE** – this tells them which books are appropriate to their ability.

Learners requiring additional KS1 phonics support use **BUG CLUB PHONICS** interventions.

Summative Assessment

Years 3, 4 and 5 complete Reading and Maths **NFER** tests three times a year.

Year 5 completes a SPaG **PRACTICE SATS PAPER** in the Summer Term.

Years 4, 5 and 6 complete a **CAT4** test in the Autumn Term.

Year 6 complete SPaG, Reading and Maths **PRACTICE SATS PAPERS** four times a year.

All pupils complete a **STAR READER** test from Accelerated Reader three times a year.

Teachers make **TERMLY JUDGEMENTS** of the pupils in all subjects three times a year.

TGMS Terrific Learners

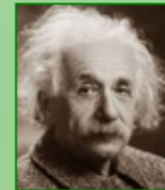


What TGMS Terrific Learners do:

1. Enjoy challenge and don't give up
2. Listen carefully with full attention
3. Ask great questions
4. Work well with others and by ourselves
5. Learn from mistakes
6. Know when to ask for help
7. Build on others' ideas in discussions
8. Practise new skills to make them habits
9. Use routines to stay focused
10. Show creativity in how we think and present our learning
11. Can apply the Three Methods

"I never teach my pupils. I only attempt to provide the conditions in which they can learn."

- Albert Einstein



Observe and Wonder:
Look carefully and ask questions

Investigate and Try:
Try things out; don't give up

Think and Connect:
Use what you know to create