

TEACHING AND LEARNING POLICY

Responsible: Governing Body & Headteacher

Agreed: September 2025

To be reviewed: Every two years (earlier if legislation/practice changes)

Reviewed (and notes if applicable): February 2026 (explicit reference to EEF 5-a-day principles, updated Maths, Geography and History in light of new schemes)

SECTION A – OVERALL PRINCIPLES

1. Aims

This policy sets out how we ensure high-quality teaching and learning. We aim to:

- Create an environment where children learn well and love learning
- Establish consistent expectations for teaching and learning across the school
- Promote high standards and raise achievement for all
- Involve children, parents/carers and the wider community in learning

2. Our guiding principles

At St. Peter & St. Paul, our vision is "Striving for excellence together in a caring Christian community." Our values of **Respect, Compassion and Courage** shape all that we do.

Children learn best when they experience these values in action:

- **Respect** – They feel safe, secure and valued, with their needs met, their voices heard and their learning celebrated
- **Compassion** – They belong to a caring community, are supported appropriately, can learn from mistakes and manage emotions in a safe environment
- **Courage** – They are motivated, ambitious and resilient, willing to persevere with challenge, take risks in learning, and apply knowledge in new contexts

We believe high-quality learning happens when children:

- Understand the purpose and relevance of their work
- Connect new learning with prior knowledge
- Have clear outcomes, resources and space to learn
- Work independently and collaboratively
- Practise, apply and refine skills over time

3. EEF Five-a-day Principles for High-Quality Teaching

At our school we embed the Education Endowment Foundation (EEF) 'Five-a-day' principles as universal, daily features of high-quality, inclusive teaching. Teachers develop a repertoire of these strategies and use them flexibly in response to individual needs. These apply to all children, including those with SEND, and act as the starting point for classroom teaching.

1. **Explicit instruction** – Teacher-led approaches with clear explanations and worked modelling, with frequent checks for understanding. This is followed by guided practice leading to independent practice.
2. **Cognitive and metacognitive strategies** – Teaching children how to plan, monitor and evaluate their learning, and managing cognitive load so new content transfers to long-term memory.
3. **Scaffolding** – Providing temporary supports (e.g., writing frames, partially completed examples, vocabulary mats) that are gradually faded as children's independence increases.
4. **Flexible grouping** – Organising children into temporary groups based on current need or level of mastery (e.g., short, focused catch-up groups) and returning them to the main class when appropriate.
5. **Using technology** – Employing technology purposefully to model worked examples, support practice, and capture and share learning (e.g., using a visualiser to examine and improve examples).

How we implement the Five-a-day in daily practice:

- All planning references the relevant Five-a-day strategies to be used in sequence (model → guided → independent).
- Frequent, low-stakes checks for understanding are built into lessons (e.g., cold-call, mini whiteboards, exit tickets).
- Scaffolds are planned, explicit and temporary, with clear prompts for fading and independence.
- Groupings are fluid and responsive to assessment information rather than fixed by prior attainment.
- Technology choices are intentional and add value to modelling, practice or feedback rather than being an add-on.

4. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play (see our Home-School Agreement)

Teachers will:

- Meet the Teachers' Standards and follow all school policies, including the curriculum
- Know children well, adapting teaching to meet individual needs with flexibility and resourcefulness
- Use agreed assessment for learning strategies, marking and feedback effectively
- Provide inspiring lessons and learning opportunities
- Identify and use appropriate resources to support learning
- Have high expectations, celebrate achievement, and model themselves as learners
- Engage parents/carers through termly newsletters, fortnightly ParentHub updates, and clear communication about home learning
- Share progress at Autumn and Spring parents' evenings and in an annual written Summer report

Support staff will:

- Know children well and adapt support to meet individual needs with flexibility and resourcefulness
- Use agreed assessment for learning strategies, effective marking and feedback
- Help provide inspiring lessons and learning opportunities
- Share observations with teachers and check understanding of expectations

- Identify and use appropriate resources to support learning
- Have high expectations, celebrate achievement, and model positive learning behaviours
- Meet the expectations set out in all school policies, including the curriculum

Subject leaders will:

- Design and resource well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Ensure lessons enable children to make strong progress from their starting points
- Use budgets effectively to provide necessary resources
- Drive improvement by identifying challenges and supporting teachers
- Allocate time for children to achieve breadth, depth and excellence in their subject
- Monitor progress through a range of evidence, data and moderation, addressing any weaknesses identified
- Share clear subject intentions and promote collaboration, ideas and good practice among staff
- Meet expectations set out in school policies, including the curriculum

Senior leaders will:

- Have a clear and ambitious vision for delivering high-quality, inclusive education.
- Celebrate achievement and maintain high expectations for all staff and children.
- Hold staff and children accountable for teaching and learning.
- Plan, implement, and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources effectively to support teaching and learning.
- Provide guidance, coaching, and mentoring to staff.
- Organise and monitor CPD to improve staff practice and subject knowledge.
- Promote teamwork, including peer support and buddying arrangements for staff.
- Identify underachievement and intervene promptly.
- Ensure compliance with school policies and procedures, including the Curriculum document

Children will:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Attend all lessons on time, ready to learn, and with the necessary equipment.
- Be curious, ambitious, engaged, and confident learners.
- Know their learning targets and understand how to improve.
- Apply maximum effort and focus to their work.
- Complete home learning activities as required.
- Meet the expectations set out in school policies and procedures.

Parents and carers of children at our school will:

- Value learning and support their child as a learner.
- Ensure their child is ready and able to learn each day.
- Support good attendance.
- Take part in discussions about their child's progress and attainment.
- Communicate promptly with the school to share relevant information.
- Provide resources as required to support learning.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning activities.

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on children's progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Ensure that other school policies promote high-quality teaching and are being effectively implemented.

5. Planning

Lessons will be planned well to ensure good short, medium and long-term progress.

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

6. Learning Environments

Staff will:

- Ensure that all areas of the school used for learning are safe, clean, and ready for children to use.
- Arrange learning spaces to promote engagement and participation, including:
 - Clearly labelled, comfortable, and attractive zones, such as reading corners and quiet areas.
 - Displays of material children have previously learned about and can identify.
 - Accessible learning resources, including practical equipment.
 - Seating layouts that allow all children to see the board and participate.
 - Displays that celebrate and support children's learning.

See also **our Learning Environment policy**

7. Differentiation or Adaptive Teaching

(EEF Five-a-day alignment: Explicit instruction; Scaffolding; Flexible grouping; Cognitive & metacognitive strategies; Using technology).

Teachers will plan for guided → independent practice sequences, build in checks for understanding, and purposefully fade scaffolds.

Teachers will:

- Take into account the backgrounds, needs, and abilities of all children when planning and delivering learning.
- Differentiate or adapt learning to meet the needs of:
 - Children with special educational needs and/or disabilities (SEND)
 - Children with English as an additional language (EAL)
 - Disadvantaged children
 - More able children
- Deploy support staff effectively to provide targeted assistance.
- Work with the SEN coordinator (SENDCo), children with SEND, and their parents/carers to establish appropriate materials and support to enable good progress.
- Use ability groupings in certain subjects where appropriate.
- Provide scaffolds such as writing frames and word banks to support learning.

See also the **SEND policy** and **Information Report**.

8. Home Learning

Teachers will:

- Set home learning that supports children in making links between their learning at school and the wider world.
- Ensure home learning tasks are reasonable in challenge and length, with a clearly stated purpose.
- Provide all home learning via Google Classroom (Years 1–6) and Tapestry (Reception).
- Provide, loan, or make accessible any necessary equipment or resources for home learning.
- Encourage children to complete home learning in a supportive, secure environment with focused time set aside.

9. Marking and Feedback

Teachers will:

- Provide feedback that clearly explains what children are doing well.
- Identify next steps for children to continue improving their work.
- Follow the guidance outlined in Section D – Marking and Feedback.

10. Assessment, Recording and Reporting

In line with the Monitoring and Assessment Calendar, teachers will:

- Track children' progress using a combination of formative and summative assessment.
- Provide regular targets for children and discuss these during termly parents' evenings.
- Provide children with a written report at the end of the Summer term.
- Follow the assessment calendar provided by SLT to ensure consistency across the school.

11. Monitoring and Evaluation

In line with the Monitoring and Assessment Calendar, school leaders and subject leaders will:

- Monitor teaching and learning to ensure all children make the best possible progress from their starting points.
- Evaluate the impact of teaching on children' learning through:
 - Conducting learning walks.
 - Reviewing marking and feedback.
 - Holding termly pupil progress meetings.
 - Gathering input from the school council and other identified groups
 - Carrying out planning scrutinies.
 - Conducting book scrutinies.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum document
- Learning Environment policy
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Home-school agreement
- Equality information and objectives

SECTION B – DELIVERY OF TEACHING AND LEARNING

LEARNING OBJECTIVES AND SUCCESS CRITERIA

- All lessons should have clear learning objectives and success criteria which are shared with the children and other staff working within the classroom.
- These will generally be in a written format, but for more practical or creative lessons like P.E. or Art they may be discussed verbally
- These should be explicitly discussed and referred back to during the lesson

Learning Objectives (LO)

- Define what students should know or be able to do by the end of a lesson.
- Must be specific, measurable, and outcome-oriented.
- Use action verbs like *identify*, *explain*, *apply* to clarify expectations.
- Focus on learning not task driven

Success Criteria (SC)

- Describe what successful learning looks like—like a checklist for pupils.
- Written in child friendly language and broken down into small steps
- Can be developed with the children as appropriate
- Help pupils:
 - Understand expectations
 - Self-assess their work
 - Become more independent
 - Receive focused teacher feedback

Symbols



Learning objectives are to be shared and introduced with the symbol



Success criteria are to be shared and introduced with the symbol

EYFS

- LO and SC should be written and shared with all staff but do not need to be presented to children in a written format.
- These can be used as a basis for discussion and questioning the children

GENERAL EXPECTATIONS FOR ALL SUBJECTS

Across all subjects, lessons follow the model → guided → independent sequence with frequent checks for understanding (EEF Five-a-day: Explicit Instruction).

Plan and evidence temporary scaffolds that are gradually removed to promote independence (EEF Five-a-day: Scaffolding).

Across all subjects, teaching and learning should reflect the following principles:

Curriculum Coverage

- Follow the National Curriculum and the school's Long Term and Medium Term Plans to ensure breadth, balance, and progression from EYFS to Year 6.

Teaching and Learning

- Lessons should be practical, engaging, and purposeful, with clear learning objectives and success criteria.
- Teachers model subject-specific skills and knowledge, providing opportunities for children to explore, practise, apply, and reflect.
- Prior knowledge should be revisited and built upon, with progression made explicit to children.
- Accurate subject-specific vocabulary should be taught, modelled, and expected in children's responses.

Inclusion and Access

- Learning is adapted so that all children (including SEND, EAL, and disadvantaged) can access the curriculum meaningfully.
- More able children should be provided with open-ended challenges and opportunities to deepen and extend learning.

Assessment and Evidence

- Assessment should be ongoing, drawing on observation, discussion, practical outcomes, and written evidence as appropriate.
- Outcomes at the end of each non-core unit should be recorded on Sonar.
- Evidence should reflect the process of learning as well as the final product or performance.

Teacher Expectations

- Be familiar with the progression, lesson plans, and outcomes for the subject before teaching.
- Prepare and organise resources in advance.
- Model positive learning behaviours: enthusiasm, curiosity, resilience, and creativity.
- Celebrate effort, progress, and achievement, not only final outcomes.

Professional Development and Subject Resources

- Teachers are expected to engage actively with professional development opportunities, including training, subject meetings, and self-directed CPD, to strengthen subject knowledge and pedagogy.
- Staff should make use of CPD programmes recommended by subject leaders and senior leaders, including online platforms and school-based training. Teachers are encouraged to request CPD if they feel less confident in an area, seeking guidance from subject leaders or SLT.
- Subject leaders will share relevant resources, research, and updates to support effective teaching and learning. Staff are expected to access and apply these resources in their planning and delivery.
- Sharing good practice is part of our culture; staff should be open to learning from colleagues and contributing ideas that support the development of high-quality teaching across the curriculum.

ENGLISH

Reading

Key Stage 2

- **Whole-class reading:** 4-5 sessions per week (25 - 30 minutes). Provide opportunities for shared, modelled, and independent reading, focusing on comprehension, fluency, vocabulary, and inference skills.
- **DEAR (Drop Everything And Read):** 3 sessions per week (15 minutes) + 2 Early Morning Work slots. Promote sustained independent reading and a love of books. Use a variety of texts, including fiction, non-fiction, and poetry.
- Monitor and support reading progress through discussion, observation, and assessment of reading outcomes. All children to complete Star assessments at the end of each half term to guide appropriate level of home reading book.

Key Stage 1

Phonics

- Phonics is introduced at the beginning of Reception and continues through to the first term of year 2
- Daily phonics lessons to be delivered by trained members of staff with catch up groups delivered to children where necessary.
- Year 2 make use of "Rapid Catch-up" where necessary, based on regular assessments.
- Class teachers are responsible for uploading data at the end of the 6 week block onto Little Wandle

Reading Groups

- Reading groups are matched to phonic ability with books challenge and engage readers.
- Reading groups are delivered 3 times per week for approximately 20 minutes.

Spelling

- **Weekly teaching:** 4-5 sessions per week of Active Spelling (20 minutes each). Explicitly teach structured spelling rules, patterns and the etymology of words following the Active Spelling Scheme.
- Encourage children to apply spelling knowledge in independent writing.
- Assess spelling through quizzes, dictation, and written application in context.

Writing & Handwriting

Model the writing process explicitly (think-alouds, shared writing) before guided and independent application (EEF Five-a-day: Explicit Instruction).

Use writing frames and partially completed examples when helpful, and fade these supports over time (EEF Five-a-day: Scaffolding).

- Teach writing through carefully sequenced units that build skills progressively. Model the writing process: planning, drafting, editing, and presenting.
- Teach precise vocabulary related to grammar, punctuation, and composition throughout the week as part of the writing process.
- **Handwriting:** 2 sessions per week (15 minutes). Promote legible, fluent, and joined writing making use of the PenPals scheme. Handwriting pens to be used in English and non-core subjects, once a teacher judges appropriate and only for writing rather than drawing.
- Adapt writing tasks for SEND, EAL, and disadvantaged learners; provide open-ended challenges for more able writers.

MATHS

Coverage

- Follow the National Curriculum for Maths as set out in the school's Long Term Plans.
- Power Maths (supported by White Rose) provides a structured, mastery-based approach that ensures clear progression, small steps, varied fluency, and opportunities for reasoning and problem-solving across all year groups.

Cool Maths (EMW – Early Morning Work)

- 3 sessions per week. Focus on fluency, reasoning, and problem-solving. Use structured, progressive sequences, including hands-on activities where appropriate.
- Include a *Last Lesson, Last Week, Last Term, and Next Week* question.
- Use information from EMW to support planning and adapt tasks to meet the needs of all children, providing scaffolds and extension tasks as required.

Maths Fluency

- This fluency work is an integral element of the Power Maths mastery approach, supporting children's recall, flexibility, and number sense within the wider curriculum.
- Strengthen mental calculation, number facts, and recall through games, timed challenges, and practical problem-solving.
- Progress is monitored and used to inform teaching.

Teaching & Learning in Maths

Build in frequent, low-stakes checks for understanding (e.g., mini-whiteboards, hinge questions) (EEF Five-a-day: Explicit Instruction).

Plan temporary scaffolds (e.g., worked examples, stem sentences) and fade them as fluency increases (EEF Five-a-day: Scaffolding).

Use short, responsive groups for prerequisite knowledge or misconceptions, returning children promptly to whole-class learning (EEF Five-a-day: Flexible grouping).

Use the visualiser and digital tools purposefully to model worked examples and share solutions (EEF Five-a-day: Using technology).

- Taught daily for 1 hour.
- Planning and teaching will demonstrate a clear sequence of learning which can be seen in the 'learning journey' of the children's work. This will include:
 - Development of knowledge and skills
 - Explicit instruction / modelling
 - Appropriate scaffolding (limited but appropriate use of worksheets)
 - Flexible groupings
 - Mindfulness of the differing needs within the class
 - Allowing for retrieval practice
 - Taking account of prior knowledge
 - Children having opportunities to represent their own mathematical thinking
 - Anticipating common misconceptions
 - Opportunities for reasoning and problem solving
- Problem solving and reasoning need to form part of every lesson and be modelled explicitly.
- Correct vocabulary to be modelled and used by all staff, and expected in children's responses.
- Use of concrete, pictorial and written representations should be modelled and used where appropriate; if used to support work, make this clear.
- Children should have easy access to concrete materials in all lessons.
- Promote collaborative learning alongside independent practice.

Practical Matters

- No rubbers to be used in Maths (apart from drawing activities). Whole numbers (or calculations) to be crossed out and rewritten. (This allows staff to see where children may have gone wrong / to look at what they have changed.)
- Learning walls – to be used, updated, and appropriate.
- Layout – calculations to be presented to the children horizontally; they write the calculations in books as required. No expectation of answers to be written separately.
- Word problems to be stuck into books (either individually – pre-cut by staff so children are not wasting time in lessons – or as a sheet) – answers to be written separately so these are clear.
- Corrections – children to do a maximum of 3 corrections per piece of work (if more are needed, consider additional support / intervention). If calculations, whole piece needs to be rewritten. Corrections to be completed in purple pen. This applies across all aspects of the curriculum.

SCIENCE

Curriculum Coverage

- Follow the Science curriculum as set out in the school's Long Term and Medium-Term Plans.
- Follow the disciplinary skills document that coincides with the MTP.
- Teach *Working Scientifically* explicitly and ensure it is embedded within all theory-based lessons.
- Prioritise practical science wherever possible.

Teaching and Learning

- Provide purposeful, hands-on science wherever practically possible, ensuring activities have a clear learning point.
- Secure progression throughout the school by drawing on prior knowledge, making use of low-stakes quizzing and Explorify where possible.
- Teach and expect children to use vocabulary that is set out in the MTP.
- Promote collaborative approaches when working scientifically.
- Encourage children to ask their own questions so that curiosity about the world around them is fostered.
- Provide opportunities both inside and outside the classroom for children to build their scientific knowledge.

Inclusion and Access

- Provide support and scaffolds for less able children in science, e.g. knowledge organisers, vocabulary mats, and stem sentences.
- Where possible, complete Science lessons in the afternoon when adult support is available to allow for focused questioning for less able children.
- Provide challenge for able learners by extending their thinking and asking "why?" or "what happens next?"
- Use a variety of methods for recording learning – children do not have to write down everything.

Cross-Curricular Links

Ensure technology use adds value to modelling and practice, rather than being an add-on (EEF Five-a-day: Using technology).

- Maths & Computing for data handling, including recording, showing and interpreting results.
- English for writing about investigations or linking with topics such as a food journey.

Assessment and Evidence

- Use TAPs for assessment as set out in the MTP for all year groups.
- Record outcomes on Sonar using the agreed information for consistency.
- Assess both *Working Scientifically* and subject knowledge.

Teacher Expectations

- Keep a floor book for Science to be used as an integral part of lessons. All pictures from investigations should be included here rather than in individual books. Floor books will also support the recall of prior knowledge. Adults in the room should have 2–3 focus children weekly and record quotes from lessons.
- Watch Twig Science Reporter each week (news update) to help support Science Capital.
- Ensure every Science display includes "A Scientist Like Me" on the working wall, linking to careers associated with that branch of Science.
- All working walls must include key vocabulary.
- Be familiar with the disciplinary skills and MTP before beginning a lesson or sequence of lessons.
- Ensure all equipment is prepared and working accurately in advance of lessons.
- Promote curiosity and support children to investigate their own questions rather than relying solely on ready-made ones.
- Keep up to date with new resources by checking the useful documents collated by the subject leader.
- Engage in CPD if less confident in a topic, making use of programmes such as ReachOut CPD or contacting the subject leader for support.

COMPUTING

Curriculum Coverage

- Follow the Computing curriculum as set out in the school's Long Term and Medium Term Plans.
- Cover coding, data handling, digital creativity, and e-safety at an age-appropriate level across all year groups.

E-safety and Responsible Use

- Teach online safety through each Computing unit, PSHE, and safeguarding work.
- Model safe, respectful, and responsible use of technology.
- Ensure children know how to report online concerns.

Teaching and Learning

- Provide purposeful, hands-on use of technology, not only teacher demonstration.
- Secure progression from EYFS to Year 6 by revisiting and building on prior knowledge.
- Teach and expect children to use precise vocabulary (e.g., algorithm, debug, input/output).
- Include both independent problem-solving and collaborative projects.

Inclusion and Access

- Adapt tasks to support SEND, EAL, and disadvantaged children, ensuring fair access to resources.
- Provide challenge for more able learners through open-ended programming and design tasks.

Assessment and Evidence

- Record Computing work digitally or on paper.
- Assess understanding through observation, discussion, and outcomes, not only written work.

Cross-Curricular Links

- Use Computing to enrich other subjects (e.g., Science data handling, History presentations).
- Ensure technology use is creative and purposeful, not an add-on.

Teacher Expectations

- Be familiar with lesson plans, progression, and outcomes ahead of lesson delivery.
- Ensure equipment/resources are prepared and working.
- Model curiosity, resilience, and positive attitudes to technology.

PHYSICAL EDUCATION (PE)

Use short, fluid groups for targeted skill practice based on current need, then reintegrate (EEF Five-a-day: Flexible grouping).

Curriculum Coverage

- Follow the PE curriculum as set out in the school's long-term coverage map to ensure children experience a broad range of skills, including Dance, Gymnastics, Games, OAA, and Swimming.
- PE is delivered in weekly two-hour sessions (usually in the afternoon) by qualified coaches or HLTAs.
- Swimming is taught in upper KS2 for 30 minutes each week over a term.

Teaching and Learning

- Focus on skill acquisition, fundamental movement skills, and fostering healthy, active lifestyles.
- Use games, challenges, and cooperative activities to keep children motivated and engaged.
- Provide opportunities to develop and apply skills across different games and sports.
- Encourage children to attend sporting events to develop teamwork and collaborative skills.
- Ensure progression from EYFS to Y6 by following schemes of work for areas such as Dance and Gymnastics.

Inclusion and Access

- Adapt activities to support SEND, EAL, and disadvantaged children.
- Modify tasks through adapted equipment, varied rules, or peer support.
- Provide challenge for more able learners through open-ended activities and personal goals.

Assessment and Evidence

- Collect evidence regularly lesson, such as photographs or videos, and save on the Z Drive.
- Assess children's PE skills against unit learning objectives, recording outcomes on SONAR at the end of each unit.

Teacher Expectations

- Establish consistent procedures for warm-ups, transitions, and use of equipment.
- Prepare fully for lessons, with clear knowledge of progression, objectives, and expected outcomes.
- Ensure all equipment is prepared and in working order.
- Celebrate effort and improvement as well as performance.

RE

Curriculum Coverage

- Long-term and medium-term planning follows the *Lincolnshire Agreed Syllabus (LAS) 2025*.
- RE is taught weekly, with teaching time equating to:
 - Key Stage 1: 36 hours per year Key Stage 2: 45 hours per year
- Parents/carers retain the right to withdraw their children from all or part of the RE curriculum.
- **Note:** RE is a distinct subject and is separate from collective worship. Collective worship complements RE but is not a substitute for curriculum RE teaching.

Aims of RE

The principal aim of RE is to help children develop knowledge, insight, skills and understanding about a wide range of religions and worldviews, enabling them to play a full part in a diverse society. Children will:

- develop thinking skills to help them navigate an increasingly complex world;
- understand *how* as well as *what* to learn, through disciplinary and substantive knowledge;
- recognise that diversity exists both between and within religions and worldviews;
- know and understand about non-religious and secular perspectives;
- reflect upon, and respond to, the ways in which local, national and world events are linked to beliefs, communities, identities, expressions of faith and conflicting interpretations;
- understand the impact religions and worldviews have on people's lived experiences.
- **Through RE, children are encouraged to demonstrate our school values of courage, respect, and compassion in their learning and interactions.**

Teaching and Learning

- RE lessons should provide opportunities for discussion, reflection, and questioning, alongside written or practical tasks.
- It is not essential for children to record every piece of RE learning; however, sufficient evidence must be captured to demonstrate progression over time. This includes:
 - double-page end-of-unit summaries in books,
 - assessment tasks,
 - scrutiny of children's work,
 - pupil interviews.
- Teachers must avoid personalising or generalising faith experiences. For example, say "*Some Christians go to church on a Sunday*" rather than "*I go to church on a Sunday*".

Inclusion and Access

- Lessons must be adapted to support SEND, EAL, and disadvantaged children.
- Teachers should also ensure challenge and extension for children working at greater depth.
- A wide range of resources should be used to reflect different communities and perspectives.

Assessment

Formative and summative assessment should be based on:

- the key questions set at the beginning of each unit,
- the learning outcomes outlined in unit plans, which are structured around the LAS progression strands. Moderation activities (e.g., staff discussions and scrutiny of work) will support consistency across year groups.

Teacher Expectations

Teachers are expected to:

- be familiar with lesson plans, progression documents and learning outcomes ahead of delivery;
- ensure resources are prepared and working prior to the lesson;
- use high-quality questioning and agreed subject vocabulary;
- create opportunities for reflection, dialogue, and respectful debate.

MUSIC

Curriculum coverage

- Follow the National Curriculum for Music as set out in the school's Long Term and Medium Term Plans.
- Provide opportunities for children to develop skills in singing, listening, composing, and performing across all year groups.
- Ensure children encounter a diverse range of musical styles, genres, and traditions.

Large group singing

- All children take part in a weekly 30-minute whole-school or large-group singing session.
- Sessions focus not only on learning songs but also on:
 - Exploring composer intent and musical context
 - Developing understanding of style, structure, and form
 - Using and applying precise musical vocabulary
 - Understanding and experimenting with dynamics, tempo, and expression
 - Building confidence, teamwork, and listening skills through collective performance

Teaching and learning

- Teach music through practical, active engagement: singing, playing, composing, and listening.
- Use questioning and modelling to encourage children to think critically about what they hear and perform.
- Build progression from EYFS to Year 6 by revisiting and deepening understanding of rhythm, pitch, notation, and performance.
- Encourage children to reflect on their own musical responses and performances.

Inclusion and access

- Provide scaffolds and adapted resources for SEND, EAL, and disadvantaged children.
- Ensure all children can participate fully in practical activities, with challenge and extension for more able musicians.

Assessment and evidence

- Assess musical progress through observation, discussion, and performance, rather than extended written outcomes.
- Record key evidence through photos, audio/video, or teacher notes where appropriate.

Cross-curricular links

- Use Music to enrich learning in other subjects (e.g. rhythm in Poetry, historical context of music in History).
- Reinforce school vision and values through collaborative music-making and performance opportunities.

HISTORY

Curriculum Coverage

- Long-term and medium-term planning is based on the National Curriculum programme of study and the Kapow resource.
- Three units of history are taught per year from Year 1 to Year 6.
- EYFS continually develop their sense of 'past and present' through their own lives and experiences, using their family and personal history as starting points.
- **Substantive Knowledge** – historical knowledge about a topic or period of time, including:
 - Substantive concepts (e.g., empire, trade)
 - Chronological knowledge of periods or significant individuals' lives
- **Disciplinary Knowledge** – understanding how historians study the past, including:
 - Similarity and difference
 - Continuity and change
 - Significance
 - Cause and consequence
 - Sources and evidence
- Through history, children are encouraged to demonstrate the school values of **courage, respect, and compassion** in exploring and understanding different perspectives and experiences.

Teaching and Learning

- History learning should inspire curiosity and questioning about changes over time.
- Progression from EYFS to Year 6 is ensured by revisiting and building on prior knowledge.
- Historical enquiry encourages children to ask questions, draw conclusions from evidence, and act as historians using artefacts, images, and other primary and secondary sources.
- Children should be supported to express ideas clearly and appropriately, both orally and in writing.
- Lessons should provide enrichment opportunities, such as role-play, field trips, or immersive classroom experiences, to bring history to life.
- Accurate, age-appropriate historical vocabulary should be modelled, displayed, and reinforced throughout lessons.
- Activities should be adapted for SEND, EAL, and less confident learners, while providing extension opportunities for more able pupils.
- Timelines should be displayed in topic books to show when events occurred. In Year 2, children compare Year 1 and Year 2 timelines, and from Year 3 onwards, timelines are built cumulatively to connect new and existing knowledge.
- Sensitive topics should be handled with care, ensuring children can engage safely and thoughtfully when exploring challenging or difficult historical events.

Assessment

- Units of work should have a topic title page at the start of each new unit in the topic book.
- Evidence of learning can include photographs, observations, discussions, and written work.
- Assessment should be sufficient to demonstrate progression over time and support moderation across year groups.

Teacher Expectations

Teachers are expected to:

- be familiar with lesson plans, progression documents, and learning outcomes ahead of delivery;
- ensure resources are prepared and functioning prior to lessons;
- model how to investigate the past by asking questions, analysing evidence from primary and secondary sources, and showing how different accounts and interpretations of history are constructed;
- maintain a safe and inclusive classroom environment where all children feel confident to contribute and explore historical ideas.

GEOGRAPHY

Curriculum Coverage

- Long- and medium-term planning is based on the National Curriculum programme of study and the Kapow resource.
- Three units of geography are taught in each year group from Year 1 to Year 6.
- In EYFS, children continually develop their 'Understanding the World' through making sense of their immediate environment and community, building curiosity about the wider world.
- Substantive knowledge includes:
 - Locational and place knowledge
 - Human and physical processes
 - Geographical skills and fieldwork
- Disciplinary knowledge includes:
 - Asking geographical questions (e.g. *Why is this place like this?*)
 - Conducting geographical enquiries
 - Developing geographical skills, including map reading

Teaching and Learning

- Geography learning should inspire children to understand the world around them.
- Progression is planned carefully from EYFS through to Year 6, with prior knowledge revisited and built upon.
- Children engage in geographical enquiry: asking questions, investigating, gathering information, processing data, and drawing conclusions.
- Children are encouraged to *be geographers*: curious, explorative, and able to understand how people and environments interact and change over time.
- Children express their ideas clearly and appropriately, both orally and in writing, using accurate and age-appropriate geographical vocabulary.
- Activities are adapted to meet the needs of SEND, EAL, and less confident learners, while providing challenge and extension opportunities for more able children.
- Fieldwork is integrated as an important part of the geography curriculum, giving children first-hand experiences of places.
- Children learn to interpret a range of geographical information including maps, diagrams, globes, and aerial photographs.

Assessment and Evidence

- Each unit of work begins with a topic title page in children's topic books.
- Photographs are used to capture evidence of fieldwork and practical learning.
- Assessment takes place through observation and discussion, as well as through written work.

Teacher Expectations

- Teachers are familiar with lesson plans, progression, and outcomes ahead of delivery.
- Resources are prepared in advance to ensure lessons run smoothly.
- Teachers model the accurate use of geographical tools such as maps, Digimaps, compass points, common symbols, and coordinates.

ART

Curriculum Coverage

- Follow the Art curriculum as set out in the school's Long Term Plans.
- Follow the relevant Access Art pathway, introducing children to a diverse range of artists and exploring a wide variety of materials, techniques, disciplines, and themes.
- Art is taught in three units per year, usually spread across a half-term, although some topics may be focused over a day or two.

Teaching and Learning

- Demonstrate techniques clearly and provide opportunities for children to explore and experiment with different mediums and approaches.
- Ensure progression from EYFS to Y6 by revisiting and building on prior knowledge and skills.
- Expose children to a wide range of artists and art styles, teaching them the vocabulary to discuss and critique artwork.
- Encourage children to express preferences, explain opinions positively, and reflect on their own work and that of their peers. Model giving constructive, positive feedback.

Inclusion and Access

- Adapt tasks as needed so that all children can access the learning.
- Provide challenge for more able learners through open-ended activities and personal goals.

Assessment and Evidence

- Children's artwork is recorded in sketchbooks; photos of pieces created on separate paper should be added to the sketchbook if these are final pieces.
- Assess understanding and skill development through observation, discussion, and the work produced.
- Assess children's learning at the end of each topic and record outcomes on Sonas.

Cross-Curricular Links

- Use Art where possible to enrich other subjects, e.g., English or History.

Teacher Expectations

- Be familiar with lesson plans, pathways, progression, and expected outcomes before teaching.
- Ensure all resources are prepared in advance.
- Model curiosity, enthusiasm, resilience, and positive attitudes toward both the lesson content and children's work.

DESIGN AND TECHNOLOGY (D&T)

Curriculum Coverage

- Follow the Design and Technology curriculum as set out in the school's Long Term Plans.
- Provide opportunities for children to develop creative, technical, and practical skills across a range of projects.
- Ensure coverage of the key strands: designing, making, evaluating, and applying technical knowledge.
- Teach food technology as part of the curriculum, including principles of nutrition, healthy eating, and basic cooking skills.

Teaching and Learning

- Teach D&T through practical, hands-on projects where children design, make, and evaluate products for a real or imagined purpose.
- Model techniques and provide opportunities for children to experiment with materials, tools, and processes safely.
- Ensure progression from EYFS to Y6 by revisiting and building on prior knowledge, skills, and understanding.
- Teach and expect children to use accurate technical vocabulary to describe processes, materials, and evaluations.
- Encourage children to reflect on their own and others' work, explaining strengths, suggesting improvements, and learning from mistakes.

Inclusion and Access

- Adapt tasks so that all children can participate meaningfully in practical work.
- Provide scaffolds and structured support for SEND, EAL, and disadvantaged children.
- Offer open-ended challenges for more able learners, encouraging independence and innovation.

Assessment and Evidence

- Record children's design processes and outcomes on paper or digital formats, depending on the project.
- Assess children's progress through observation, discussion, written/drawn planning, and finished products.
- Record outcomes at the end of each unit on Sonar.

Cross-Curricular Links

- Use D&T to enrich other subjects, such as Maths (measurement, shape, scale), Science (mechanisms, materials, forces), Computing (control, programming), and PSHE (healthy lifestyles through food technology).
- Reinforce problem-solving, collaboration, and creativity across the curriculum.

Teacher Expectations

- Be familiar with lesson plans, progression, and expected outcomes before teaching.
- Prepare all resources, tools, and materials in advance, ensuring safe and efficient use.
- Model enthusiasm, curiosity, resilience, and safe working practices.
- Celebrate children's effort, creativity, and innovation as well as final outcomes.

PSHE

Curriculum Coverage

- Long-term and medium-term planning follows the school's PSHE curriculum, closely aligned with the *Jigsaw PSHE* scheme.
- Each year group (Reception to Year 6) will cover the following units:
 - Being Me in My World
 - Celebrating Difference
 - Dreams and Goals
 - Healthy Me
 - Relationships
 - Changing Me

Teaching and Learning

- PSHE lessons are planned weekly to meet children's needs in an ever-changing world and address sensitive issues such as bereavement, family changes, and wellbeing.
- Lessons aim to establish a safe, open, and positive learning environment based on trusting relationships between all members of the class, adults and children alike.
- Ground rules should be agreed and owned at the start of the year and reinforced throughout the year using *The Jigsaw Charter*. The first lesson of the *Being Me in My World* unit supports this process.
- Weekly lessons should last 30–45 minutes and include both 'connect us' and 'calming' activities (using the Jigsaw chime bar where appropriate).
- Lessons must incorporate the use of the Jigsaw characters (soft toys), which should be visible in the classroom at all times.
- Through PSHE, children are encouraged to demonstrate the school values of **courage, respect, and compassion** in their interactions and learning.

Inclusion and Access

- Tasks should be adapted to support SEND, EAL, and disadvantaged children.
- Staff should be aware and sensitive to personal information, including family circumstances such as split families or same-sex parents.
- Lessons should provide opportunities for challenge and extension for children working at greater depth.

Assessment

- Children are not required to formally record learning in PSHE lessons.
- Teacher assessment is primarily through professional observation of children's verbal responses, engagement, and contributions during lessons.
- Evidence should be sufficient to demonstrate progression over time and support moderation across year groups.

Teacher Expectations

Teachers are expected to:

- be familiar with lesson plans, progression documents, and learning outcomes ahead of delivery;
- ensure resources are prepared and working prior to the lesson;
- maintain a positive, inclusive classroom environment that encourages open discussion and reflection;
- follow the Jigsaw Charter and consistently reinforce agreed ground rules.

FRENCH

Curriculum Coverage

- French is taught across Key Stage 2 using the *Language Angels* scheme as a core resource, ensuring full coverage of the National Curriculum for Modern Foreign Languages.
- Long- and medium-term planning follows the progression of Language Angels units, ensuring continuity and progression in knowledge and skills across Years 3–6.
- The curriculum is designed to develop the four key skills of language learning:
 - Listening
 - Speaking
 - Reading
 - Writing
- Children also gain cultural awareness, developing an understanding of French life and traditions alongside the language itself.

Teaching and Learning

- French lessons are designed to be engaging and interactive, giving children the confidence to speak and respond in the target language.
- Lessons build progressively on prior knowledge, revisiting and reinforcing vocabulary and structures to embed learning over time.
- Children are encouraged to use accurate pronunciation and intonation when speaking, and to practise listening carefully for meaning.
- Activities are varied to include songs, games, role-play, and interactive tasks to make learning enjoyable and memorable.
- Opportunities are provided for children to write words, phrases, and short sentences, building towards expressing their own ideas in French.
- Teachers adapt activities to support SEND and EAL learners, while providing extension and challenge for more confident linguists.
- Links are made to other subjects (e.g. geography, history, RE) where appropriate to deepen cultural and contextual understanding.

Assessment and Evidence

- Assessment is ongoing, based on children’s participation and oral responses.

Teacher Expectations

- Teachers are expected to be familiar with the resources before delivery to ensure confident modelling of pronunciation and use of the target language.
- Teachers model enthusiasm and a willingness to “have a go” at speaking French, encouraging children to do the same.
- Teachers prepare and organise resources in advance to enable interactive, practical lessons.

BRITISH SIGN LANGUAGE (BSL)

Curriculum Coverage

- BSL is taught regularly across the whole school, giving all children the opportunity to develop basic signing skills.
- Children learn a progressive range of signs, enabling them to communicate simple words, phrases, and sentences.
- Learning links to everyday communication and supports inclusion and respect for the deaf community, helping children develop awareness and appreciation of deaf culture.

Teaching and Learning

- BSL is taught in engaging and interactive sessions, encouraging children to practise and use signs confidently.
- Children have opportunities to apply BSL in other areas of school life, such as singing, Collective Worship, performances, and celebrations.
- Teachers and staff model the use of BSL in school routines and events, reinforcing its practical use.
- Lessons promote awareness of the deaf community and encourage empathy and understanding of the challenges faced by deaf people.
- Lessons are inclusive, ensuring that all children, including those with SEND and EAL, can access and succeed in learning BSL.

Assessment and Evidence

- Assessment is primarily through observation of children's participation and use of signs in lessons and wider school contexts.
- Photographs and videos of children signing in Collective Worship and performances are used to capture evidence of progress and application.

Teacher Expectations

- Teachers and staff are expected to model and encourage the use of BSL consistently.
- Opportunities to reinforce and revisit signs should be taken across the curriculum and throughout school life.

SECTION D – MARKING AND FEEDBACK

This section sets out specific aspects of what marking and feedback looks like in practice in our school.


GENERAL PRINCIPLES

- Marking codes:
 - Green pen – Teachers
 - Black pen – Teaching Assistants (TAs)
 - Red pen – Supply Teachers
- TAs should mark work for children/groups they have supported.
- Teachers/TAs must use the traffic light system, either confirming the child's traffic light (tick & initials) or adding their own.
- Children must read comments, respond, and tick inside the cloud (see 'Codes Used in Marking') to acknowledge feedback.
- Handwriting in marking must be neat, legible, and age-appropriate in language.
- Marking should consistently reinforce high standards of presentation, including correct letter/number formation and subject-specific vocabulary.
- Grammatical and spelling errors (in all subjects) must be addressed.
- Children must date and self-assess every piece of work:
 - Short date in Maths
 - Long date in all other subjects (age-appropriate)
 - Short date in margin for continuation of work
- KS1 (Y1–Y2): each written piece stamped as independent, teacher-assisted, or TA-assisted.
- KS2 (Y3–Y6): work assumed independent unless stamped/coded.
- Verbal feedback is equally important and recorded with the code (see Codes Used in Marking).
- Cross-curricular extended writing marked in line with English.
- Misconceptions/common errors must be addressed (see Codes Used in Marking).
- Team points may be awarded for effort/success.
- Teachers should share praise publicly where appropriate (e.g. Pupil of the Week, Work of the Week, website, or with another member of staff).

TYPES OF MARKING

- Ticks = correct; dots/question marks = incorrect (see Codes Used in Marking).
- Negative comments must include constructive advice.
- Positive comments should link to the learning objective or highlight specific achievements.
- Children may self-mark or peer-mark in purple pen.
- All work must be acknowledged by the teacher, even if marked by a child or TA.

CODES USED IN MARKING

- I Independent Work
- TA Teaching assistant supported
- T Teacher assisted
- Ⓢ 'Verbal Feedback' i.e. discussed with child (in margin/by the relevant section when an adult has intervened or by the traffic light if referring to the whole piece)
- ? Please clarify
- Correction needed (error)
-  For children to action comments, and tick when complete.

FREQUENCY OF MARKING

- Mark work before the next session wherever possible (except long-term projects, which may be marked at completion).

- Marking may also take place during lessons, allowing immediate feedback:
 - Verbal (code VF)
 - Acknowledgement (tick, initials, traffic light)
 - Written comment
-

FOUNDATION STAGE

- Feedback is verbal (code VF).
 - All work traffic-lighted by adults and children.
 - I, T, TA codes used as appropriate.
 - Comments may be uploaded to Tapestry where appropriate.
-

SEND

- Marking may reference specific targets in a child's School Support Plan.