

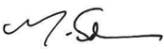


Ireby Church of England Primary School

'Created to do Good' Ephesians 2:10

Teaching and Learning Policy

Signed by:

_____  _____ Head Teacher

Date: 15th September 2026

This policy is reviewed and amended as and when required

School Governance:

Responsibility of the Head teacher and staff

Curriculum Intent, implementation and Impact Policy

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1 Our Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our curriculum policy supports our vision by teaching our children to be resilient providing a secure structure which embraces challenge and enables children to learn from mistakes. Our curriculum policy supports the process of learning, creating a clear pathway for staff and children to follow, develop their talents and to flourish.

2 INTENT

This section outlines our overall curriculum plan, including its structure, sequencing and the specific knowledge and skills pupils are expected to acquire.

Our aim

Our curriculum aims to inspire pupils to become curious, confident and enthusiastic learners with a broad understanding of our world and its people. The intention is for pupils to develop the skills and knowledge across all national curriculum areas.

Our curriculum is designed to develop pupils' understanding of how learning across subjects connects people, cultures, and communities worldwide. The aim is to encourage pupils to become open-minded, active citizens who can appreciate diversity and engage meaningfully with the wider world.

Additionally, our curriculum supports teachers in developing their own subject knowledge and pedagogical skills, enabling them to deliver engaging and well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring that all pupils are supported to participate fully and achieve their potential.

Statutory and non-statutory guidance

National curriculum

Our curriculum fulfils the statutory requirements for all subjects outlined in the National curriculum (2014).

Ofsted research review

Our curriculum is based on principles outlined in Ofsted's research reviews.

New research and developments

Our curriculum, supported by Kapow, is continually evaluated and refined through regular curriculum reviews, internal audits and feedback from other schools.

Updates are informed by the latest subject-specific research, changes to National curriculum guidance and developments in pedagogy. This ensures the curriculum remains current, effective and relevant.

Broad and Balance Curriculum

Strands

Every subject has specific strands based on the National curriculum which run throughout the curriculum.

Each curriculum area has been planned with these identified strands running through each unit, ensuring balanced coverage of the different areas related to that subject. More detailed information can be found in each subject's policy.

Progression

Each subject has a progression of skills, knowledge and vocabulary document which provides an overview of the skills and knowledge covered in each phase and strand for that subject.

It explains how skills and knowledge are developed to support pupils in reaching the key stage outcomes as outlined in the National curriculum.

New learning tends to be weighted toward the start of each key stage, allowing ample opportunity for it to be revisited and practised in later years. As a result, knowledge accumulation may look heavier in some year groups than others.

Spiral curriculum



Our curriculum has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical** – pupils revisit key knowledge and skills in different contexts, as well as familiar themes across every subject area
- **Increasing depth** – each time a skill is revisited, it is covered with greater complexity.
- **Prior knowledge** – prior knowledge is utilised so pupils can build upon previous foundations rather than starting again.

Broadening Horizons

Each subject defines specifically how it will support our children to broaden their horizons. For example, this can involve starting with familiar contexts, such as the pupils' local area, and concrete experiences with materials, animals and plants, before learning to explain phenomena using subject specific language, models, and evidence.

Our curriculum supports pupils' development from learning within their experience towards a deeper understanding of abstract concepts.

Wider Knowledge and Skills

Digital literacy

Each subject states clearly how it will support the development of children's digital literacy. For example, our curriculum integrates technology through digital representations, research tasks and interactive activities. This helps develop the children's ability to find, evaluate and use information effectively. In Key Stage 2, every child has their own dedicated laptop which they use on a daily basis. This daily interaction across every subject strongly supports their progress in digital literacy.

Oracy

Lessons encourage discussion, debate and presentations across a range of topics. This enables pupils to articulate their understanding, justify their opinions and engage in collaborative learning. Throughout our curriculum, pupils use oracy to enhance their learning by thinking aloud, questioning and discussing activities. They develop essential skills such as choosing appropriate vocabulary, organising their ideas and listening effectively.

Sustainability

Every curriculum subject states how it specifically promotes awareness of environmental issues by enabling pupils to explore topics such as climate change, the use of natural resources, biodiversity and the impact of human activity on ecosystems.

Across a range of subjects, pupils develop an understanding of sustainability and the importance of caring for the natural world. Understanding climate change is crucial for comprehending the interconnected systems that sustain life on Earth. As outlined in the Department for Education's 2023 guidance, educating pupils about the planet's evolving conditions is a national priority. The guidance encourages all schools to create climate action plans and provide sustainability-rich learning environments. By investigating environmental issues through for example science, PSHE and geography, pupils are encouraged to think critically, act responsibly and feel empowered to contribute to a more sustainable future.

Critical thinking

Every subject area identifies how it will support the development of our children's critical thinking. For example they can analyse data, compare different perspectives and draw conclusions from findings. This helps them question assumptions and form reasoned conclusions based on their discoveries.

Personal development

Every subject area identifies how it will support our children's personal development with focus on SMSC, British Values and Cultural Capital.

SMSC

Our curriculum supports SMSC (Spiritual, Moral, Social and Cultural) development by encouraging children to:

- Explore different perspectives
- Collaborate with others
- Appreciate cultural diversity through subject-specific content

British Values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Cultural capital

Ofsted defines cultural capital as the essential knowledge and experiences that pupils need to succeed in education and life, emphasising schools' role in providing access to enriching opportunities.

Our curriculum broadens pupils' experiences through experiencing our world, meeting people, learning from them and participating positively in our communities.

Our curriculum helps pupils appreciate cultural diversity, develop global awareness and communicate with confidence in an increasingly connected society.

Continuity of learning

Our curriculum subjects align with the statutory EYFS guidance. Key themes and skills introduced in EYFS are revisited and developed further in Key stage 1, ensuring continuity and progression.

This transition is aided by the continuity of learning created by the curriculum strands, which run from EYFS to Year 6. Subject leaders can pinpoint how knowledge develops in Reception and how this creates the foundation for learning in Key stage 1.

Building on early experiences

Lessons build on curiosity, exploration and discussion, which are central to EYFS learning. As pupils move into Year 1, more structured activities are gradually introduced. In Key stage 1, oracy, questioning and storytelling help children transition from informal to more formal subject-based learning.

Development of key skills

Our curriculum supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS and strengthened in Key stage 1.

Adaptive teaching strategies ensure all learners are supported as they transition to more formal learning approaches.

Cross-curricular links

Our curriculum connects with EYFS Early Learning Goals, making links with communication and language, understanding the world and expressive arts to create a seamless transition. It fosters independence and confidence, supporting children as they adapt to the expectations of Key stage 1 learning.

Inclusion and Diversity

Our curriculum has been designed to represent a range of cultures and races. Where appropriate, colonial choices and their impact on a range of issues are explored. Our curriculum's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.

Within sensitive units, questions have been included to support children's lived experiences and backgrounds. Resources and case studies are carefully considered to encourage the children to think about their role in society and to respect the many ways in which people's lives have been influenced. Our curriculum supports children in

appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups.

Developing Inclusive classrooms

At Ireby we develop inclusion through every curriculum subject area and through every lesson we teach. We use a range of strategies to support inclusion. These can include:

Quality questions

A great question makes our children think and challenges their mind. But often children, like most people, need time to think and process their thoughts before they can offer a quality answer. At Ireby, we recognise this and give our children time – if a question is worth asking – we want to explore the very best quality answers.

Shared discussions/ team and partnership work

We create classroom partnerships so that children can discuss and articulate their ideas share responses with their peers. We will often model how these partnerships work successfully so that there are equal opportunities. Learning how to listen with attention is a vital part of this process. The teachers will spend their time listening to the quality and equality of discussions (ensuring all are involved) – making sure good examples are shared with the class and making interventions only if they lead to improved learning outcomes.

Feedback from children

Children give feedback through a range of medium. We utilise whiteboards, especially in maths, for children to take their time and demonstrate their thinking. We also utilise technology. Throughout our curriculum children use Microsoft Teams to share ideas. We often work collaboratively on a question and children contribute through a shared document which is visible to all. This allows teachers to give immediate feedback and model improvements in the moment.

During feedback, teachers will select pairs or individuals and ensure that all children have the opportunity to speak. We know our children – we know who would be quiet – who would be lay low and let others dominate. By gentle encouragement and through rehearsing thoughtful answers and possible teacher intervention – we give all our children the opportunity to be part of their lesson – equal opportunities – for all.

'Hands-up' is no longer useful to us as an inclusive tool as we recognise that it promotes inequality through those who dominate through language and confidence.

No Hands up

Asking children to respond to 'hands up' is a common part of schools' teaching but at Ireby, we recognise that this can cut down opportunities for learning and talk.

At Ireby we therefore don't favour a hand's up approach to answering questions as we understand that children from families who are accustomed to talking already have the confidence and oral skills to grasp opportunities to speak, and will engage themselves readily in questions and answers. Other children, however, might hold back from responding, including shy ones, those who are new to learning English and those whose oral skills are less well developed. As a result, the language gap widens further. If six children raise their hands and only one is chosen to answer, the other five are excluded, even if they had something worthwhile to say, whilst other children may stay silent altogether.

Calm learning environments

When children are learning to read and write, a noisy environment, where other activities are taking place at the same time, makes it difficult for them to hear what the teacher and other children are saying, particularly for those who have hearing difficulties or impairments, those with speech, language and communication needs and those who find it difficult to pay attention.

If these children cannot hear clearly, it limits their opportunity to think clearly and therefore their chances of responding are immediately limited.

Calm, quiet classrooms give them the best chance to interact and make progress in reading, writing and across our curriculum.

To importance of listening attentively

When listening to feedback from pairs or individuals our staff listen attentively. We listen for specific vocabulary and opportunities to model or probe for higher-quality responses – for learning opportunities or to praise high-quality and share it with the class.

We might take something that was said and ask them to reframe their response, or reframe it for them by modelling. We might ask others to contribute their ideas for improvement, being careful to foster a culture where feedback accepted as learning. Teachers work hard to ensure all are included.

IMPLEMENTATION

This section outlines how the curriculum is taught in the classroom –including teaching strategies, learning activities and the use of resources.

Timetabling and structure

Each subject policy will define the time dedicated to teaching in the timetable as we as the class structure. For example, we dedicate two hours to geography each week. There are three geography classes. Key Stage 1, Lower KS 2 and Upper KS 2 which allows us to plan a two-year rolling programme. This will vary between some subject.

Our school day

Our school day officially starts at 8.45am, but children start to arrive from 8.30am. The day starts calmly, with purpose and focus. Between 8.30am and 8.45am, children use laptops to access on-line learning tasks for example on Spelling Shed or TT Rockstars for their times tables. At 8.45am across KS 1 and KS 2, there is a focused 15 minute handwriting session (see handwriting policy) supported by Read, Write, Inc. Between 9am and 9.15am there is a structured spelling session supported by Read, Write, Inc. At 9.15am we start either phonics or English. Phonics is taught in specific coloured groupings and English starts from Year 2 for those who have graduated off phonics.

The timings for break are strictly adhered to and by 10.30am all children across KS 1 and 2 will be back in class for their daily maths lessons.

Routine, calm and rigor is an ingrained part of our learning culture.

CPD

All curriculum areas are supported by specific schemes which in turn supports teachers in delivering the curriculum effectively through clear and informative CPD videos and

Units also build on knowledge or activate prior learning and outlines cross-curricular links.

Example of a unit structure

Key Stage 2 End points:

- design, select and debug programs that accomplish simple goals, including controlling an armature which executes simple actions, such as, discovering their own number
- use sequence, selection, and iteration in programs, such as: variables and values from input and output
- use logical reasoning to explain the simple algorithms that they write and control simple systems, such as algorithms and programs
- understand computer networks, including the Internet. How can you join multiple machines, such as the Internet itself, and the opportunities this offers for communication and collaboration
- use simple techniques of encryption, appreciate how data is selected and stored, and be discerning in analysing digital content
- select, use and combine a range of algorithms, including a combination of a range of digital devices to design simple data storage systems, systems and control that automate their own processes, including automating a learning environment
- use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of uses for technology and understand how to protect their data and content

Key Stage 3 End points:

- design and select algorithms that accomplish simple goals, including controlling an armature which executes simple actions, such as, discovering their own number
- use sequence, selection, and iteration in programs, such as: variables and values from input and output
- use logical reasoning to explain the simple algorithms that they write and control simple systems, such as algorithms and programs
- understand computer networks, including the Internet. How can you join multiple machines, such as the Internet itself, and the opportunities this offers for communication and collaboration
- use simple techniques of encryption, appreciate how data is selected and stored, and be discerning in analysing digital content
- select, use and combine a range of algorithms, including a combination of a range of digital devices to design simple data storage systems, systems and control that automate their own processes, including automating a learning environment
- use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of uses for technology and understand how to protect their data and content

Key Stage 4 End points:

- design and select algorithms that accomplish simple goals, including controlling an armature which executes simple actions, such as, discovering their own number
- use sequence, selection, and iteration in programs, such as: variables and values from input and output
- use logical reasoning to explain the simple algorithms that they write and control simple systems, such as algorithms and programs
- understand computer networks, including the Internet. How can you join multiple machines, such as the Internet itself, and the opportunities this offers for communication and collaboration
- use simple techniques of encryption, appreciate how data is selected and stored, and be discerning in analysing digital content
- select, use and combine a range of algorithms, including a combination of a range of digital devices to design simple data storage systems, systems and control that automate their own processes, including automating a learning environment
- use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of uses for technology and understand how to protect their data and content

Our teachers also produce unit overviews which we share with all children at the start of a unit (glued into children's books). This also shows all vocabulary, all pre and post learning – so we know where this unit fits into our sequence, the outcomes for the unit and the sequence of learning objectives for each unit. This is referred to with the children as they journey through the unit.

Lesson Structure

From Key Stage 1 onwards, every lesson we teach follows a similar structure. This structure allows children to become familiar with their learning as they embed routines. It also supports children's transition from KS 1 to KS2. Teachers use the vocabulary of this structure with the children and the structure is also highly visible in children's books and floor books. The structure is:

- **Recap and recall** - Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning. Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.
- **Attention grabber** - A short, engaging activity designed to hook pupils into the new learning in the lesson. This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.
- **Main event** - The core part of the lesson, where children engage in activities that develop their understanding of the learning objective. This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.
- **Wrapping up** - A final reflective activity that consolidates learning. This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

If you were to spend time in our lessons, our aim to ensure that you would observe a consistency of approach across our teaching staff and through every lesson.

SEND

Our curriculum is designed to be fully adaptable for pupils with SEND. Every lesson has support on how activities adapted and modified to meet the needs of all learners.

Children learn in a variety of ways. As such, our lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

Embedding adaptive teaching throughout our curriculum ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Knowledge retention

Spiral curriculum

Every curriculum area incorporates a spiral curriculum model, ensuring that children revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

- **Revisiting key concepts** – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- **Progressive depth** – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- **Knowledge retention** – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- **Skill development** – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.
- **Adaptive learning** – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

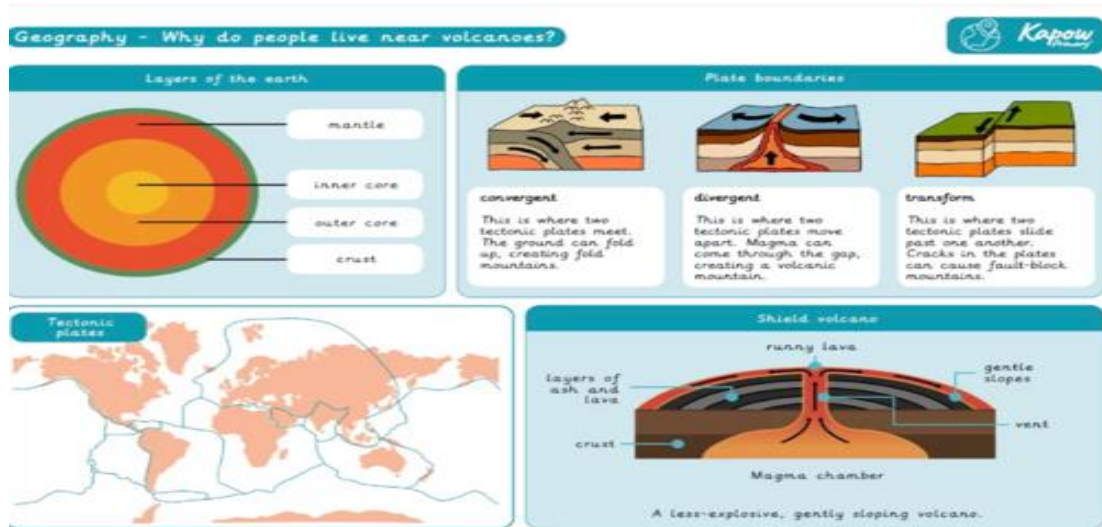
Knowledge organisers

Every unit of work across our curriculum is supported with a knowledge organisers. These are a structured document designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention. Knowledge organisers will be found at the start of every unit in every child's book and is shared with them across lessons.

- **Essential knowledge at a glance** – summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.
- **Key vocabulary** – provides a list of subject-specific terms with definitions to develop pupils' language and understanding.
- **Clear and visual layout** – organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.
- **Support for retrieval practice** – helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.

- **Teacher and pupil-friendly** – acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.



Example of a knowledge organiser

Recap and recall

- **Activates prior knowledge** – helps pupils make connections between new and existing learning, reducing cognitive overloads
- **Strengthens memory pathways** – retrieval practice has been shown to improve retention more effectively than passive review.
- **Identifies gaps in understanding** – teachers can quickly assess what children remember and address misconceptions before introducing new content.
- **Builds confidence** – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.
- **Promotes spaced learning** – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Assessment during the lesson

Formative assessment is embedded throughout our lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.
- **Discussion and peer interaction** – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.

- **Use of success criteria** – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- **Short reflections in the Wrapping up** – lessons end with brief written

Understanding a high-quality outcome

Teachers understand what a high-quality outcome will look like and will have made expectations clear to children through teacher modelling. This approach is heavily supported throughout our English curriculum.

Teachers understand that it is the quality and clarity of our modelling that sets the expectations for high-quality outcomes. If teachers do not clearly model a high-quality outcome, then we cannot expect children to achieve a high-quality outcome. Only when our modelling is high-quality, can we set high expectations for all our children.

The teacher's role is to support all children to achieve these high standards through the fostering an inclusive environment which encourages equal opportunity for all (see above).

Teachers may use tools such as visualisers to model high-standards and celebrate success.

IMPACT

This section outlines how the curriculum checks what pupils know, understand and are able to do as a result of studying subjects.

Assessment

Formative

Lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative

Each unit across the curriculum has an assessment quiz which we complete at the start and end of a unit, and Knowledge catcher, which allow teachers to measure pupils' understanding at key points. These tools help gauge how well pupils have retained key knowledge and skills over time.

Evidencing progress

Written outcomes

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice

Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Assessment spreadsheets

The Assessment spreadsheet helps to help track pupils' attainment over time. This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

Endpoints

All units work towards children achieving the standards outlined on the 2014 National Curriculum. Endpoints for each subject can be found on subject specific policies.

Moderation of standards

Teachers use national exemplification materials to make judgements about the standards of the children's work. All our teachers discuss these standards, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

Teachers continually moderate levels of children's work every term. It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.

External moderators, organised by the Local Authority (LA), visit our school every few years to moderate and confirm our assessment judgements in the EYFS and at the end of Key Stage 1. Similarly, the proper administration of Key Stage 2 SATs is moderated every few years by the LA, as part of statutory regulations. We were last moderated in KS 2 in June 2026.

4 Evaluating our impact

Understanding the standards

Once a lesson has started, learning objectives will be shared and high-standards modelled. Teachers then start to use strategies that enable us to constantly gain feedback from our children on how they relate to our teaching and how they are progressing towards the expected standards.

Feedback: Verbal and written

Once we have formatively assessed children's learning during or after a lesson, we then give appropriate feedback (written or verbal). Giving and responding to feedback is a highly effective way to support children's progress ([EFF 'Feedback'](#)).

We recognise that in order to maximise this learning opportunity, teachers need to have expert subject knowledge to give the right advice in the right way as well as an understanding of the standards expected during the lesson.

Verbal Feedback

During a lesson this is done 'in the moment' directly to a child, and demands confident teaching strategies, subject knowledge and understanding of the standards.

Our objective is to give clear and concise feedback which addresses misconceptions or gives opportunities to further learning and achieve our standards for that lesson. Where verbal feedback has been given, teachers will mark the work with a VF (in green). We then give children opportunity to respond, which they are expected to do in purple pen. When

monitoring our effectiveness, we look at whether or not VF led to progress towards the standard.

Written feedback/ Marking:

Written feedback can be given during a lesson or between lessons. It has most impact when discussed with a child. All written feedback is completed before the children start the next lesson in that subject.

When giving written feedback, teachers have agreed the following:

- Teachers look for evidence that a LO has been met to the required standard, during or across lessons, independently.
- Pink pens will be used to denote where that evidence is found – this could be the form of a tick or a simple comment.
- Where teachers notice a misconception or opportunity to improve the quality of children's work towards the expected standard, a mark will be made in green pen. We use this sparingly and may be limited to 1 or 2 greens for a piece of work (depending on the child).

Teacher's use the following marks:

- Ticks (pink)
- Green dots
- Underline in green for spelling
- Where Verbal Feedback has been given (VF) marked in green pen.
- Where teachers had to model in books, or sit with a child for longer periods during a lesson to ensure that standards were met, teachers will mark that work with a Teacher Support (TS) in green pen.
- When a teacher has sufficient evidence that a child has achieved the expected standard 'independently', they will highlight the LO for that lesson using a green highlighter.
- Where a child's work has an imbalance of TS or VF marked on it, even if this helps them to achieve the standard during the lesson, the LO cannot be highlighted green. Instead, highlighting should be delayed until there is clear evidence that the objective has been met.
- As teachers, we are the intervention. We use our professionalism and rigour to support every child to achieve the objective. This could be in the moment, between lessons or early in the next lesson. The aim is for all LO to eventually be highlighted green at the earliest opportunity.

Common errors

Teachers will note common errors that are made by a significant number of pupils and use them to inform immediate teaching points during a lesson or influence future teaching;

Self and peer review

When appropriate, children may review their own or another child's work, but this would be with the learning objective and success criteria for the work and clearly modelled exemplar in mind. It will involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher.

The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own. Children will often analyse high-quality work in order to identify clear success criteria.

Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next steps in learning.

Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus; e.g subject specific vocabulary or some common exception words.
- if it is something related to the pupil's spelling learning.

We do not correct all spelling and grammar in a piece of work as evidence shows this is likely to demotivate a child and led to potential disengagement.

To support our aims, we recognise the need for high-quality continued professional development of all our staff including; the sharing of good practice, collaborative work with colleagues in other schools and training from recognised sources of expertise which we achieve through engagement with on-line resources that support our curriculum deliver, CPD across our cluster schools and through our participation in the WELL project and other national organisations.

Identifying children's need:

All children are assessed against the outcomes for each unit of work and their progress towards specific 'end points' for each subject across our curriculum and their ability to commit skills and knowledge to long-term memory. Across every curriculum subject, we are rigorous in assessing, reporting with our aim being that no child is left behind.

Our expectation, is that children make progress towards these end points as a result of quality-first teaching, i.e normal class lessons and in the moment interventions (the teacher is the intervention).

If, as a result of our daily formative assessment, we recognise that a child is not meeting the LO independently we:

- Use our professional judgement to assess if it is specific to a particular objective, or set of objectives and whether misconceptions can be addressed through the adaptation of our normal class teaching, VF or TS.
- If that is the case, it can be resolved quickly through VF or TS and we should see the child making progress and achieve standards independently.
- If it is the case that a child is not meeting objectives and that, despite adaptations to our class teaching, progress is not being made and their continues to be a reliance on TS or VF, then we swiftly move towards intervening through wave two intervention.
- Wave 2 is a time scaled, small group or 1-1 teaching intervention led by a professional with the necessary skills and materials appropriate to an individuals needs. It will need to be completed at some point during the school day, whilst taking every care not to narrow the curriculum for a particular individual. Impact is tightly monitored. Our expectation, is that it supports children to meet the LO or required standard in each curriculum area – Wave 2 intervention will have a particular focus

on reading, writing, spelling, grammar and maths skills as we seek to effectively utilise our scarce resources.

- If, despite **Wave 2 intervention**, a child does not make progress towards meeting objectives and is still unable to achieve required standards independently, we then:
- Assess the appropriateness and effectiveness of the Wave 2 intervention provided. If it is found that it was of a quality that should have led to progress then we move to the next step.
- **Wave 3 intervention:** teachers contact our external SEND advisor to ask for a formal assessment of needs. Outcomes will then be implemented and monitored. At this point, refer to our SEND policy.

Presentation of work in children's books:

All children are taught to have pride in their work and the presentation in their books. Every piece of work must reflect this. Dates and learning objectives must be clear and underlined. Our handwriting policy states that initially, the first sentence in any piece of written work should reflect the work being completed in a child's handwriting session. As their fluency improves, so this expectation will rise as the year progresses.

As the school year progresses, so work must also be indepth and be of sufficient quantity that sufficiently demonstrates the building of skills over time. At every stage, teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, mathematics. These have been taught and may be on display. They make it clear what well presented work in the subject looks like. Children's work will be celebrated.

Teacher's handwriting must model the style at each handwriting stage (see our handwriting policy) relating the year group being taught. where the child is not able to read and respond in the usual way, other arrangements for communication must be made

Our learning environment:

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong. Strong relationships are built on mutual respect and care for all and support the delivery of our Christian vision, 'Created to Do Good' Ephesians 2:10.

Class display is used to support the building of skills and knowledge over time and to commit knowledge to long-term memory. An example of this could be facts and figures vital to learning – such as phonics sounds or times tables, or more complex connections through the development of a timeline that links every period of history we study or working walls for English.

Class display is also used to inform and to celebrate children's work and progress. Displays should be informative, well organised and accurate. Handwriting, where used should model required standards identified in our handwriting policy.

Our classrooms are bright, airy spaces; conducive to learning. They are tidy and highly organised. The children are trained to be part of keeping it this way. These are life skills that will support their future development.

The role of Parents and carers and extended family

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

Daily interaction

The head teacher and staff meet parents twice a day, every day. Families are welcomed at the school gate and staff mingle with parents informally at the end of each day on our playground. Through this approach we develop strong relationships with every parent, and discuss progress and support on an ongoing basis. We also just get to know them as people and chat about their daily lives – we have many fascinating parents and getting to know them often helps us support our curriculum.

One-One parent meetings

If we feel that a discussion goes beyond an informal playground chat, we invite parents in for a coffee and more indepth chat.

Parents' Evenings

In the autumn and spring term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss how the pupils have settled into their new class, the importance of attendance and punctuality and how they can support their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against end points in the Key Stage and again discuss ways to support their child.

Written pupil reports

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year.

We write individual comments based upon children's learning and how they interact in school. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6, we also provide details of the standards achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics, and at the end of Year 6, on Standard Assessment Tests (SATs), in reading and mathematics. Where Year 6 SATs results differ from teacher assessments, this will be reported to parents. Test results do not always demonstrate accurately the levels at which a pupil is working.

We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual learning journal with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.

At the start of each term, each teacher gives parents and carers an update that identifies the main areas of learning for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the learning during the term.

We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum,

teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:

- holding parents' briefings to explain our school strategies for various aspects of the curriculum such as phonics.
- sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school (class newsletters)
- explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with younger children, and support for older children with their projects and investigative work;
- welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements beyond the school gate through parent voice.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance and punctuality record possible;
- to ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside school that are likely to affect a child's learning or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

At different times we also invite parents in to class to learn alongside their children.

This builds our relationships and supports our Christian vision and every week, we invite parents in to discuss and choose books in our library working with our teachers.

Evaluating the effectiveness of this policy:

The headteacher and teachers responsible for monitoring and evaluating the effectiveness of this policy in achieving the Christian vision and aims of our school. This will be achieved through:

The finding of these evaluations feedback in to our School Self-Evaluation and into our School Improvement Planning.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;

- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the effectiveness and impact of our school's Curriculum, Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if necessary.

Appendix

Agreed colours and symbols for marking

Teachers/ Teaching Assistants

- Use pink pens for positive comments relating to the achievement of the expected standard or LO – including ticks and comments
- Green pens for points of improvement including:
 - Dots
 - Comments
 - Modelled examples
- VF where verbal feedback was given and children have improved the quality of their work
- TS where higher levels of modelling or 1-1 teaching intervention was required during the lesson or between lessons
- SP where spelling requires review
- Highlighted LO where sufficient evidence is available of independently meeting the standard
- Highlighted amber where the balance of TS or VB has not provided sufficient evidence of independently achieving the standard
- 'I' marked where children have 'independently' met the standard

Children

- Use purple pen/ pencils to improve their work when responding to feedback
- Pink pencils when peer marking for positive comments/ ticks
- Green pencils for improvement points and dots