

**Lyminster Primary** **School**

Teaching & Learning Policy

Sept 2025 – Sept 2027

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| **Approved by:** | Headteacher |  |
| **Last reviewed on:** | September 2025 |
| **Next review due by:** | September 2027 |

**Basic Skills**

**Handwriting:**

* Children are taught and practise forming each letter as they learn the letter sound in phonics (Reception Autumn Term);
* The children are taught to use a ‘lead-in’ and cursive script from early on;
* Once the children have learned each of their Set 1 sounds they practise the letter formation again in letter families and start to learn their joins (see below);
* Throughout Year 2 the children are particularly encouraged to apply their joining and neat, legible cursive script in their independent writing. As this is achieved, the children are rewarded with their Pen Licence. The aim is for every child to achieve their Pen Licence during Year 2, however all children will begin Key Stage 2 writing in pen;
* Once letter formation and the basic joins are secure, and applied away from the point of teaching, practise becomes focussed on the children’s spellings, progressing to dictations and sentences;
* Children who are not secure at joining and/or formation, should continue to have targeted support based around letter and join families;
* Children are expected to practise their handwriting a minimum of 3 times per week, although 5-10 minutes would be sufficient;
* A multisensory approach to handwriting practice, particularly for learning letter and join formation, is shown to be effective and is fully encouraged.

Printing Letter Families:

1. Long Ladders (down and off in another direction) – l, i, j, t, u, y

2. One armed robots (down and retrace upwards) – b, h, k, m, n, p, r

3. Curly Caterpillars (anti-clockwise round)– c, a, d, e, g, o, q, f, s

4. Zig Zag letters – v, w, x, z.

Baseline Joins

When this is secure, children will begin to work on baselines joins:

in, un, um, am, ine, ime, an, ar, aw, ir, hu, ti, ki, du,

ey, ay, ip, up, it, nt, ent, ant, ill, all, ib, if, ub, th, ck, ch.

Children will practise these joins first. The focus to begin with will be on diagonal joins, first to the letters without ascenders then those with. Once the children are confident with this, they will be encouraged to apply these skills to their independent writing.

Horizontal Joins

*As appropriate* the children will be introduced to horizontal joins (top joins), first to letters without ascenders and then those with:

op, ou, ow, ov, ri, ru, ve, we, re,

fe, fu, fi, ob, ol, wh, rk, rt, ot, of, fl, ft

**Spelling:**

* Pupils in Years 2-6 (and from some point in Year 1 at teacher discretion), practise a set of 10 spellings each week, based on the national curriculum objectives and word lists for their age group. They are tested on the spellings weekly;
* These spelling words are sent home weekly for the children to practise at home using the Look/Cover/Check approach;
* Spelling words, lists and patterns are reviewed/revisited as per an annual schedule (as per the RWI scheme); it is also expected that words the children had difficulty with are revisited;
* Children are expected to find ways to use their spelling words in their writing on that and subsequent weeks;
* All year group prescribed spellings are accessible for the children to refer to when writing;
* Various activities are used to reinforce the learning of spelling – always including syllabification and a dictation. Multisensory approaches are encouraged. These activities should take place at least 3 times a week though preferably MORE;
* In Years R and 1 spelling is taught through Read Words and Green Words, particularly in our Red Write Inc Phonics sessions.

**Reading & Phonics:**

* We use the Read Write Inc Phonics scheme in Years R and 1 – groupings and practicalities determined and monitored by the Lead Practitioner;
* As the children move into Year 2, Guided Reading is introduced to further develop comprehension and analysis, and phonics starts to becomes an intervention for those children who are not yet secure (by Year 3);
* For children in KS2 who are not yet secure, Freshstart or Rapid Reading are used as interventions;
* Once the majority of the class is phonetically secure and able to decode, Guided Reading can be mainly based on a whole-class text (see below for how this is to be timetabled), which can be linked to other learning journeys or chosen for pleasure, range of genre etc;
* Children who are not able to meaningfully access this text should have their own Guided Reading or RWI group, depending on their phonic ability – this will be inevitably adult-dependent so teachers will need to timetable with this in mind;
* Wider reading skills and year group objectives are explicitly taught, and the texts and activities must support the mastery of these;
* Children should be accessing and interrogating the text as independently as possible, and the texts should be age appropriate;
* Children who are learning to read phonetically, will take home a RWI ‘Read at Home’ book precisely matched to their phonetic ability, as well the book from their phonics lessons for further practice. They will also bring home a word recognition book to help develop wider skills, eg ORT;
* All children in the school will bring home a Reading for Pleasure text from the school or class library;
* Children who can already read, will also read a book at home and at school from a narrower selection tailored to their actual ability;
* Class readers will be in continual use promoting pure reading for pleasure.

Reading Lessons progress through the school and are timetabled as per the ‘[Reading Timetable](https://lyminster.sharepoint.com/%3Ax%3A/r/sites/FullStaffTeam/Shared%20Documents/Curriculum/Subject%20Resources/English/Reading/Reading%20timetabling.xlsx?d=wa01870af8aa54fe791612c072c3c12c3&csf=1&web=1&e=vecH62)’ document, using a weekly structure of Fluency Practice and Vocabulary Checks, progressing to Close Reading with increasing independence, and finally to Extended Reading and Book Talk. Over the course of the year, and following the ‘[Reading Overview’](https://lyminster.sharepoint.com/%3Ax%3A/r/sites/FullStaffTeam/Shared%20Documents/Curriculum/Subject%20Overviews/Reading%20Overview.xlsx?d=wfba19c5d54d74b92bd7f6239fdbd2175&csf=1&web=1&e=B5vERD), the children experience a wide variety of text types, genre and literature, linked to their writing and wider curricula where this is beneficial.

**Vocabulary, Grammar and Punctuation:**

* New vocabulary is explicitly introduced to the children using a ‘Word of the Day’ approach – this word is displayed alongside those the children have been recently learning and those discovered by chance;
* The children must try to use the vocabulary words independently in their writing, and adults and children can both try to use them orally as much as possible;
* Grammar and punctuation skills from the National Curriculum are taught explicitly and practised discretely in short daily slots;
* They are also taught separately in context as part of the writing journey, and expected to be applied.

**Mental Mathematics, Times Tables & Bonds:**

* These can be practised as part of Early Morning activities, starters to Mathematics lessons, transition activities etc;
* Each child is to have an individual target for Mental Magicians, which they can practise at home and at school using Times Table Rock Stars, for example;
* In addition, each class will have a Times Table or National Curriculum objective which they are working on together;
* These whole class objectives will need explicit teaching, and general strategies for learning times tables will need to be taught. See below for an overview of which times tables are taught when\*;
* Mental Magicians targets are assessed weekly and certificates/bands issued – these are celebrated in weekly Celebration Assemblies;
* Children who earn a diploma come to the front for particular recognition;
* Children who appear ‘stuck’ can be moved to the more developmental system devised by Miss Smith or similar until they are ready (see Sharepoint);

\*We use the [Times Table Planner](https://thirdspacelearning.com/resources/resource-ks1-ks2-times-tables-planner/) devised by Third Space Learning to plan when and how this content is taught.

**Learning Environments**

**Key Principles:**

* The learning environment is the ‘third adult’ in the room – we make it work for us as opposed to being just another job to do;
* Central to the above point is making sure that stimulus relates to the key expectations for that year group – and reflects suitably high expectations;
* Roughly 50/50 balance between stimulus and celebration;
* Where work is celebrated it should be clear, somewhere, which child the work belongs to;
* If the children can’t read it (stimulus) from where they’re sitting, it’s been an utter waste of your time putting it up;
* Bright and colourful without being garish – not every square inch of wall should be covered by any means, and prominent colours should be complementary where near each other;
* Minimize the use of blu-tac on paint, and show other due consideration for our beautiful environment & architecture;
* A display doesn’t come down until a new one is actually ready to take its place;
* Displays, once ‘up’, are appropriately maintained, curated and updated so that they remain relevant and never become ‘tatty’.
* Each of the following elements are expected in the learning environment but do not necessarily need to each be a separate board:

**Rights Respecting Display:**

* Interactivity;
* Prominent position for ‘Thought of the Week’ – so it isn’t tatty and blu-taced to a screen!
* RR Ambassadors to take control of how evidence etc is displayed;
* Be careful of terminology – we are Rights Respecting because we take heed of the United Nations Convention on the Rights of the Child (UNCRC), so the overarching principle should not be referred to as RR (adjective, never a noun), but UNCRC;
* Class Charter – must be prominent and child-owned (so cannot be completed before September). This also sits ‘below’ (metaphorically but could also be literally) the School Rules;
* Display should show progression from EYFS to Y6 – are you challenging your children’s thinking, or ticking a box?
* Behaviour Display:
* School Rules
* Vocabulary focusses on ‘rights’ of all, and ‘impact’ of behaviour choices – on self and others;
* Zone Board;
* Dragon Points, for particular class foci (eg completing reading records, good presentation etc), rewards that don’t necessarily merit ‘moving up’ or would need to be moderated, or have been issued outside the classroom by other staff;
* Golden Time Minutes, for whole class reward (can be ‘fined’, by SMG only, for untidy cloakrooms etc);
* ‘Wow Board’, to record children who have reached the top of the zone board (or amassed a certain amount of Dojo Points etc) or who have done something equally exceptional – 5 merits on the Wow Board gets a badge from SMG. we should use this as a visual check on ourselves: are disparities justified?
* For more information see our Behaviour Policy.

**Other Display:**

* Visual Timetable – can simply be on a whiteboard in upper school in particular but needs to be there;
* Near internal door: Child Protection Guide, First Aiders;
* Near external door: Evacuation Guide, EAP Summary;
* Inside cupboard door: Medical Needs, Pupil Profiles (vuln), Permissions (eg photo);
* Near whiteboard: Timings of day (can just be part of visual timetable, space to record number in class that day);
* Monitor list

**Door:**

* Class Name;
* Class-based staff (with photos);
* Link country (incl information on link school – in time);
* Class Author;
* Space for ‘We Are Reading…’ (photocopy of current front cover of whole class reading for pleasure text).
* Desk-tops:
* Desk Tidy with all necessary stationery (all of KS2 will start with pens – pen licences will be issued in Y2);
* Phonic and/or spelling mats (as appropriate to stage) will be available on table-tops at all times. In lower school in particular these will be very specifically RWI-based;
* Hundred Squares will also be available on all tables, in all classrooms, during all Maths lessons at the bare minimum;
* Other visual and tactile aids appropriate to age and phase will be available in clearly-labelled drawers, and children will be actively trained and permitted to access them as appropriate at any time.

**Working Walls:**

* Working Walls in our school are DYNAMIC (constantly changing to stay up to date) and ACCESSIBLE (easy to view and utilise for the children) displays, which scaffold the children’s CURRENT learning.
* Worked examples/visual models of current basic skills foci, ie the grammar point you are teaching, the times table you are learning, the spellings you are practising, the calculation method you are trying , etc;
* Vocabulary/sentences etc that they can magpie for their current work specifically;
* Subject specific vocabulary for current units (particularly in Maths), with definitions or models where feasible.

**Curriculum & Timetabling**

**Key Principles:**

* Our approach to pedagogy and the curriculum reflects our vision, mission and aims, and specifically the following 10 key terms agreed upon by the whole school community:
1. Enquiry;
2. Problem-Solving;
3. Life-Skills;
4. Real;
5. Enjoyment;
6. Identity/differences;
7. Personal Growth;
8. Child Voice;
9. Immersion;
10. Local knowledge/Community-Connectedness;

(See also our [Curriculum Statement](https://www.lyminster.w-sussex.sch.uk/about-us/curriculum))

* ‘It’s not always about the hour – it’s about the 5 minutes’ – contact time is short, and precious, and different objectives need different timetabling structures in order to work. This may include short, sharp and very regular practise as alluded to above, but may also apply to ‘blocking’ curriculum time so long as the impact on absentees is risk assessed;
* Every child has an entitlement to a broad and balanced curriculum, and to be able to find their talents and have these nurtured;
* Fundamental literacy and numeracy skills (‘basic skills’) underpin everything and remain our priority.

**Other Specific Requirements:**

* One full day per week is dedicated to the wider curriculum, however this day is not the sum total of foundation learning;
* ‘Newsround’ or a similar source of current events/news is expected to be shared and discussed/debated on most days, though this should not regularly exceed 10 mins;
* Ensure you do have some ‘wiggle room’ in your timetabling for class admin, to ensure systems can be effective (eg allowing enough time at the end of each day for the children to be able to take responsibility for their own classroom). However, this should never lead to ‘slippage’ of time, eg lessons overrunning not because of learning opportunities, but because they can;
* 5 mins daily fitness – can be used as a brain break or at a scheduled time. Children should be left out of breath – in an actual PE lesson they should sweat;
* Before we begin teaching writing at a text level each year in Key Stage 2, we complete the ‘Place Value of Grammar’ unit to give a grounding for grammar teaching;

* In planning Writing units we follow a ‘journey’ approach where the children first deconstruct a model text, use this starting point to build their skills through word and sentence level, and then plan, draft and edit their own outcome. Publishing should be encouraged where appropriate. Talk for Writing can be used as compatible with this model, as well as IPEEL for non-fiction pieces. Journeys should also extend to include a more individual and less scaffolded piece of writing in the same genre or context for pre-assessment (‘Cold Write’) or post-assessment (‘Hot Write’) purposes;
* At least one writing journey per half term should be a narrative or creative piece;
* Children should write for pleasure and with control over content, form and audience (‘Freewriting’) each week;
* In Mathematics lessons and units, new concepts are explored first in their concrete form, then in pictorial representation, before the children can be confident applying them abstractly. The White Rose scheme is used, particularly for Long and Medium Term Planning, however within this framework teachers may supplement with other resources etc;
* For each wider curriculum (Foundation & Science) subject, the curriculum content should match the Subject Ladder, and the pedagogical approaches should be aligned with the Curriculum Statement (both overall and that for the specific subject). Please see the [Curriculum](https://www.lyminster.w-sussex.sch.uk/about-us/curriculum) section of our website.

**Workbooks**

**Key Principles:**

* Workbooks should reflect the pride children take in their work, and the high expectations of the teacher, however presentation concerns should never outweigh learning concerns (eg opting not to do or include certain developmental activities such as brainstorming);
* Progression – how learning has built across and between units of work should be clear;
* As much of each learning journey as is practicable should be included in the most relevant workbook, as opposed to being scattered;
* A range of evidencing (written work, photographic etc) should be included as relevant to the age of the child – this should be representative without being onerous (not every practical lesson needs to be evidenced);
* Workbooks should be the most valuable assessment base, without the need for duplication, form-filling or excessive use of more arbitrary assessment tasks, and as such should contain a significant amount of independent work regardless of the relative ability of the child;
* [Marking and Feedback Policy](https://www.lyminster.w-sussex.sch.uk/about-us/policies2) should be adhered to at all times.

**Specific Expectations:**

* Workbooks are labelled on the front using school labels;
* Age-appropriate ‘Every Times’ are displayed on the inside-front covers;
* All work is dated – short date in KS2; long date in KS1;
* Titles are ‘We Can’ statements, and learning-centred;
* Editing Pages on the right for significant pieces of work
* One line used to cross out, preferably with ruler. In Maths, this line may be diagonal.

**Quality of Teaching (Instruction & Delivery)**

[Our School Pedagogy](https://lyminster.sharepoint.com/%3Aw%3A/r/sites/FullStaffTeam/Shared%20Documents/Curriculum/A%20Lyminster%20Pedagogy.docx?d=waf63786ac831407bb4bc371eeac8bccb&csf=1&web=1&e=xyCW2N)

**Assessment:**

Lyminster uses three main forms of assessment to inform teachers, support staff, pupils, parents and governors of pupils’ attainment and progress:

* **Formative assessment**

Used by teachers and pupils day-to-day to evaluate knowledge and understanding, to identify gaps or misconceptions and to inform learning and teaching (Assessment for Learning)

* **Summative assessment**

Used by teachers, senior leaders and pupils to evaluate learning and progress at the end of a teaching period (a block, half-term, term or year)

* **National standardised summative assessment**

End of year key stage data, used to compare groups, cohorts and schools nationally (Reception, Year 1 Phonics, Year 2 and Year 6) and by pupils and parents to understand individual pupil performance.

Our approach to assessment focusses on teaching and learning and is based on high expectations for children of all abilities. It enables us to inform parents and pupils about progress, attainment and areas for development and ensures that children are fully involved in feedback and reflection on learning (see also [Feedback & Marking Policy](https://www.lyminster.w-sussex.sch.uk/about-us/policies2)).

All assessment is in accordance with the statutory and non-statutory 2014 National Curriculum programmes of study and is inextricably linked to our curriculum.

Summative data is captured and recorded for whole school analysis 3 times a year.

Annual reports detailing attainment by subject are sent to parents at the end of the Spring term, in addition to termly parents’ evenings to discuss individual progress, achievements and areas for development. More information on our assessment and reporting arrangements can be found below:

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| --- | --- | --- | --- | --- |
| Ongoing: | Term: | Child Voice: | Reporting to Parents: | Other In-School & National Requirements: |
| Yr R/1 children encouraged to set targets for themselves on an ongoing basis as part of everyday adult interactionTapestry updated and shared with parents/carers in real-time for Yr R childrenFormative assessment within lessons and between lessons (assessment for learning)Children reflecting themselves, with peers and with their teachers on progress and learning during plenary sessionsA manageable balance of self-, peer- and teacher-feedback on outcomes/written workRecorded ‘Next Step’ feedback on significant, developmental pieces of work onlyGap analysis by teachers against NC objectives (available on TT)Weekly Spelling Tests and Mental Maths gradingsPlanned assessment opportunities identified in MTP (eg ‘hot writes’ or entry/exit tickets)Other assessment tasks set sparingly at the discretion of the teacherNeeds Analysis while planning units of work – which groupings would work best and which children require additional support/challengePre-teaching & same-day interventions used where possible‘Open Door’ policy for parents/carers | Autumn | (Yrs 2-6) Children are guided to set goals for their learning and think about how they can set about achieving theseParents Evening – teachers, parents and children review and discuss targets together; teachers set their own targets for children for the yearChildren vote on Golden Dragon nominations | ILPs if applicableParents’ Evening Discussion | ModerateHalf-termly standardized testing in Y6Update StepsEYFS BaselineGolden Dragon Award NominationsProgress Meeting Discussion – vulnerable children/groupsUpdate ILPs & Provision MapsModerateHalf-termly standardized testing in Y6; termly tests in Y2-5Update Steps |
| Spring | (Yrs 1-6) As part of the written report, children reflect on their progress against targets and other achievements and produce a written overview including setting their own new targets (Child Voice also captured on Yr R reports)Children vote on Golden Dragon nominations | ILPs if applicableAnnual Written Report including TT Pupil Summary (Yrs 1-6)Optional Parents’ Evening to discuss all of the above | Golden Dragon Award NominationsProgress Meeting Discussion ModerateHalf-termly standardized testing in Y6Update StepsUpdate ILPs & Provision MapsHalf-termly standardized testing in Y6; termly tests in Y2-5Golden Dragon Award Nominations |
| Summer | Children share the progress they have made, with their parents, during the Summer Term Parents’ Evening (while waiting)The child produces another written reflection (updating the Spring Term version) for the Summer Term Assessment Report for parentsChildren vote on Golden Dragon nominations | Parents’ Evenings – ‘The Last Push’ILPs if applicableTT Pupil Summary and any other assessment information (in particular NCT results) sent to parents with the Pupil Voice written statement | Y6 SATsY4 MTCStandardized testing in all other NC year groups to inform final teacher assessments only (can also take place in the Autumn)Additional in- and inter-school moderation for statutory assessment year groupsModerateGolden Dragon Award NominationsUpdate ILPs & Provision MapsY1 Phonics Screening & Y2 Re-takesEYFS ProfileUpdate Steps (Final)Progress Meeting Discussion - Handover |