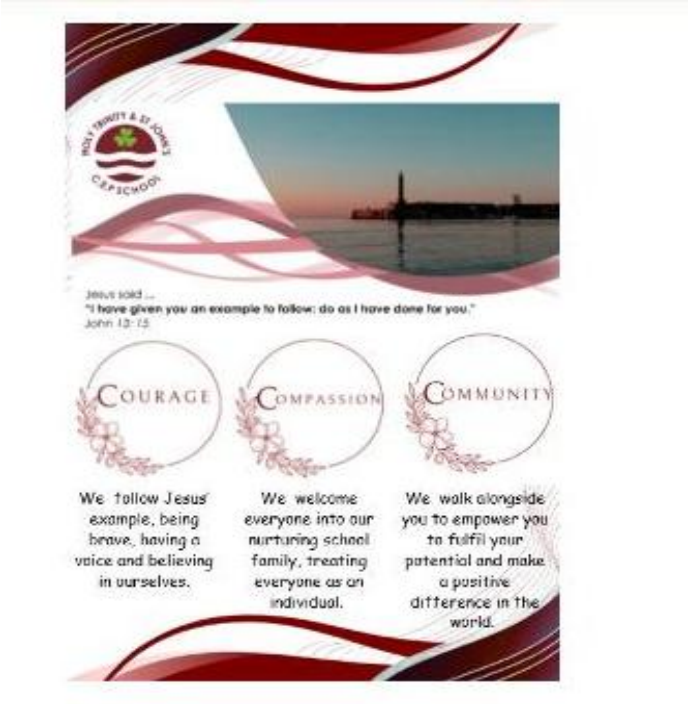
Holy Trinity & St John CE Primary School
Teaching And Learning Policy

Reviewed and ratified
Full Governing Body Meeting: ****** 2026



Holy Trinity & St John's CEP Primary School
St John's Road
Margate
Kent
CT9 1LU
01843 223237
Email: office@htsj.school
Website: www.holytrinitymargate.co.uk

TEACHING & LEARNING POLICY

At Holy Trinity & St John Primary School our Christian vision and school values are integral to our approach. We want to ensure that every child in our care is given the opportunity to develop academically, personally, socially and spiritually and to the best of their ability. This can be achieved by providing an inclusive, caring, supportive, compassionate culture where all flourish. We want to build a sense of self-confidence and courage towards all aspects of school life and for our children to feel safe in a school community where different learning styles are recognised and promoted.

Through the identification of key areas of focus within our School Improvement Plan and Performance Appraisal process we will ensure school standards and the expertise of teachers and support staff improves. We will build on the strengths of our school and address areas that need development in a positive and constructive manner. Every child, regardless of gender, race or ability has equal access to the curriculum, adapted if necessary to the uniqueness of the pupil. We want every child to have the opportunity to develop the skills and values they need to become a successful, resilent learners and fulfilled member of society.

Aims

- to teach children within a supportive Christian ethos
- to establish clarity, consistency, and high expectations in teaching and learning
- plan and deliver an aspirational, ambitious, sequential curriculum that promotes challenge
- ensure quality first teaching is at the heart of everything we do
- share and develop excellence of practice and consistency across the staff team
- identify areas of classroom practice and provision for further development, coaching and support
- provide high-quality learning experiences that prepare our children for the next stage in their education and life beyond school

This policy should be read alongside subject-specific policies and staff guidance to provide our full framework for teaching and learning.

See Appendix 1-8 for detailed information regarding

Appendix 1 - Teaching proforma
Appendix 2 - Research Informed Teaching Principals
Appendix 3 - Teaching Fundamentals
Appendix 4 - Planning for Learning
Appendix 5 - Monitoring
Appendix 6 - Assessment
Appendix 7 - Adaptive Teaching
Appendix 8 - Learning Environments
Appendix 9 – SEND Pathways

Curriculum Intent

Our curriculum is broad and balanced. It is designed to build strong, interconnection in children's long-term memory, enabling them to know more, remember more, and do more. The sequencing ensures clear progression in both substantive knowledge (facts and information) and disciplinary knowledge (skills and ways of thinking), aligned with the National Curriculum and EYFS frameworks. Our curriculum is organised to promote cross-curricular and thematic learning where appropriate and provide learning experiences specific to our pupils and their local area. We are committed to developing the 'whole' child and for them

to develop a thirst for knowledge and foster a love of learning. We strive to deliver wide and varied learning experiences both within and beyond the classroom.

Curriculum Implementation

We strive to ensure every pupil, irrespective of their starting point achieve and attain well. The implementation of our curriculum is designed to meet the needs of our pupils and school community. There is flexibility within timetabling so subjects can be taught daily, weekly and in blocks. Our Christian vision, values, ethos and our school's emotional environment are intrinsic to our approach. Pupil experiences are also an important part of our curriculum so knowledge can be deepened and learning links made.

Our curriculum will be implemented through: -

- being 'Ready, Respectful and Safe'
- characteristics of effective learning
- fundamentals of quality teaching, learning and behaviour
- promoting and curiosity
- exciting and interesting learning opportunities
- outdoor learning
- SEND provision maps and SEND pathways
- language development
- adaptive teaching
- curriculum drivers
- knowledge organisers
- British Values
- Blooms Taxonomy

By introducing Bloom's Taxonomy to our planning and delivery, we aim to develop our pupils' higher order cognitive skills leading to strong, banked knowledge that our pupils can retrieve beyond our teaching.

Within our classrooms, our pupils are familiar with the vocabulary related to Bloom's Taxonomy and they use this to articulate how they are learning. Our pupils understand that the cognitive skills that they are using, cross over many subjects and are not stand alone subject specific skills. This develops and strengthens our pupils' synapses, thus promoting knowledge that is banked in to their long-term memory and will support them in their life-long learning journey.

Curriculum Impact

The leadership team, subject leaders, teachers and support staff all play different roles in ensuring our curriculum has maximum impact for every pupil. Leaders evaluate and monitor overall impact which is essential for our curriculum's continued development.

Medium Term Plans are reviewed and adapted so learning is rich and engaging and teaching leads to high standards. Monitoring of impact is carried out in a variety of ways, including watching and feedback, learning walks and gathering pupil voice. Planning and book scrutiny also assist leaders in targeting training, supporting colleagues and identifying next steps for improvement.

Success is measured through summative assessment and the tracking of individual pupils and pupil groups within each subject area. It is also measured through the children's preparedness for the next phase of learning and for life. Teacher assessment is moderated within year groups, key stages and across the whole school as well as alongside other schools. External moderation also forms part of this process.

Curriculum Offer (Linked to Curriculum Implentation)

Our curriculum is centred around the core principles of **LOVE**, reflecting the qualities we believe enable every child to flourish academically, socially and personally, through our commitment to nurturing the whole child.

L – Language and Communication
We prioritise developing strong language and communication skills as the foundation for all learning. Pupils build vocabulary, comprehension, and oracy across all subjects, enabling confident expression and full access to the curriculum.

O – Opportunities
We provide rich and varied opportunities for meaningful learning experiences, including practical activities, educational visits, creative arts, and collaborative projects that inspire curiosity and deepen understanding.

V – Values:
Rooted in our Christian vision and values of Community, Courage, and Compassion, our curriculum cultivates pupils' moral, social, and spiritual development, encouraging them to become responsible, resilient, and caring members of society.

E – Enrichment Our broad and balanced curriculum is enriched with cultural, sporting, and personal development activities that broaden horizons, foster a love of learning, and prepare pupils for life beyond school.

Our curriculum implementation is supported by high-quality schemes including:

- Kapow Primary for foundation subjects, providing comprehensive, well-sequenced learning units
- Language Angels to deliver a progressive and engaging Modern Foreign Languages curriculum
- Little Wandle Letters and Sounds for systematic, synthetic phonics teaching to build strong early literacy skills
- Charanga for music education, supporting progressive skill development and musical appreciation

These schemes are carefully integrated within our curriculum to ensure coherence, progression, and rich learning experiences which teachers adapt to the needs of their pupils.

Key features of our curriculum include:

Ambition for All Learners:
The curriculum is ambitious and inclusive, with purposeful adaptations to meet the needs of disadvantaged pupils, those with SEND, and other groups facing barriers to learning or wellbeing. We maintain high expectations for every child's achievement.

Balanced Knowledge and Skills Development:
We emphasise both essential knowledge acquisition and critical skills development, equipping pupils for academic success and life.

Cross-Curricular Integration:
Intentional links across subjects provide opportunities for extended writing, speaking, and listening, promoting coherence and deeper understanding.

Building on Prior Knowledge and Addressing Misconceptions:
Knowledge is acquired in manageable steps, allowing time for practice and retrieval to embed learning securely. Curriculum planning anticipates common misconceptions and includes strategies to address them

effectively. Our curriculum is underpinned by the Characteristics of Effective Learning which guide our approach from the Early Years through to the end of primary education:

Playing and Exploring
Encouraging children to be curious, courageous, and open to new experiences. Offering opportunities for exploration, imagination and challenge, so pupils develop confidence and a sense of joy in learning.

Active Learning
Fostering compassionate, resilient learners who are motivated to do their best. Supporting them to persevere, celebrate their achievements and recognise that mistakes are part of learning so they feel secure and encouraged to take risks.

Creating and Thinking Critically
Empowering children to think deeply, ask questions, solve problems and reflect on their learning. Encouraging them to use their knowledge creatively and consider how they can contribute positively to the world around them, living out the Christian values they are taught.

Teacher Standards

It is expected that all teachers consistently attain the expectations 'Preamble', Part 1 and Part 2 of the Teacher Standards. It is also expected that teaching will be of at least of good quality or better. A range of watching, learning walks and feedback will occur throughout the year because as a staff we value, are open to and positive about coaching, mentoring and learning from each other.

If our standard of teaching, the impact of our teaching and a larger picture of evidence, is not as expected, staff may be requested to enter a teaching support programme, led by an allocated leader. If after a specified period of guidance, feedback and support, the required standards are not being met, competency/capability procedures will be explored.

Monitoring (see Appendix 5)

We are committed to continuous review and evaluation of teaching and learning. Each term we gather and analyse a range of monitoring evidence. This ensures that leaders have a clear overview of teaching and learning across the school enabling us to celebrate strengths and identify areas for development and inform future professional development and school improvement priorities.

There will be regular monitoring of:

- *the curriculum delivery through short and longer watching sessions, coaching and discussion*
- *teacher planning and policy documents*
- *year group and subject specific policy and procedures*
- *analysis of pupil progress and attainment data to identify need and ensure interventions are having impact*
- *pupil work though sampling and moderation*
- *marking and feedback*
- *pupil voice*
- *other formative and summative assessments*
- *the learning environment*

Watching and Feedback (see Appendix 1)

We recognise and promote teaching that enables all children to thrive and fulfil their potential in a safe,

respectful environment. Through offering teachers' developmental feedback, we support continuous professional growth and ensure our teaching practice evolves to meet the needs of every child.

Planning for Learning (see Appendix 5)

Planning is a collaborative and dynamic process that is central to effective teaching and learning at our school. It focuses on clear learning outcomes rather than simply activities, ensuring that every lesson builds systematically on prior knowledge and prepares pupils for future learning.

Assessment (see Appendix 6)

Assessment is integral to learning, providing essential information that informs teaching and supports pupil progress. We use a range of formative and summative assessment strategies to ensure that teaching is responsive and pupils develop a deep and secure understanding of the curriculum. Grouping of children may be altered as children develop at different rates and/or possess strengths in specific areas.

Adaptive Teaching (see Appendix 7)

We recognise that adaptive teaching is essential to meet the diverse needs of our pupils and to ensure that every child can access and engage with an ambitious curriculum. Adaptive teaching involves being responsive and flexible to the individual learning needs of pupils at any given moment in their learning journey, providing the right level of support and challenge to enable progress. Our approach recognises the importance of breaking down complex knowledge into manageable steps, providing scaffolds and models and gradually removing support as pupils develop independence and expertise.

Learning Environment (see Appendix 8)

Our learning environment is welcoming, nurturing and thoughtfully designed to inspire curiosity and confidence. We want children to feel safe and valued. Our classrooms and shared areas reflect our school's values of Community, Courage, and Compassion through respectful interactions and a culture of mutual support.

We recognise that the environment is more than just physical; it is the atmosphere of respect, kindness, and high expectations that empowers pupils to engage fully and develop positive behaviours. Displays and working walls are purposeful, showcasing pupils' learning journeys, celebrating progress, and reinforcing key vocabulary and metacognitive strategies to support independent learning.

We promote a calm and orderly environment where pupils show pride in their work, their surroundings, and themselves. This supportive setting enables every child to flourish academically, socially, and emotionally.

Special Education Needs and Disabilities (see Appendix 9 SEND Pathways and SEND Policy for further detailed guidance)

We aim to provide all children with the provision and support appropriate to their individual needs. Parents/carers will always be kept informed of their child's access to support.

Staff Development and Professional Learning

We recognise that ongoing professional development and reflection are essential to sustaining high-quality teaching and improving pupil outcomes. We encourage all staff to engage in in this. Reflective practice, supported by feedback from colleagues, professional dialogue and engagement with educational research,

enables teachers to refine their skills and adapt their approaches to meet pupils' needs effectively. This belief underpins our commitment to creating a culture where staff are motivated to seek and embrace feedback, challenge themselves and enhance their pedagogical and subject knowledge.

Our structured CPD programme, including weekly Professional Development Meetings (PDMs), ensures that key pedagogical principles are revisited regularly to deepen understanding and embed effective practice. We also encourage staff to pursue further professional qualifications, such as National Professional Qualifications (NPQs), to broaden expertise and leadership capacity.

Through this sustained and reflective professional learning culture, we empower our teachers to deliver adaptive, evidence-informed teaching that supports all pupils to thrive.

Roles and Responsibilities

We believe effective teaching and learning is a shared responsibility involving all members of the school community. Clear roles and collaborative accountability are essential to maintaining high standards and ensuring every child achieves their full potential.

Teachers:

- Deliver high-quality, inclusive teaching that meets the needs of all pupils
- Engage actively in ongoing professional development to refine their practice and subject knowledge
- Plan and adapt lessons to ensure progression and accessibility for all learners, including those with SEND and disadvantaged backgrounds
- Use assessment effectively to monitor pupil progress and inform teaching
- Foster positive relationships with pupils, parents, and colleagues, contributing to a supportive learning environment and a school culture where everyone flourishes.

Subject Leaders:

- Lead the development and implementation of curriculum plans within their subjects
- Monitor the quality of teaching and learning, including assessment and pupil progress, across their subject areas
- Support and coach colleagues to improve subject-specific pedagogy and curriculum delivery
- Ensure curriculum sequencing is coherent and ambitious for all pupils
- Analyse subject-specific data to identify gaps and target support effectively

Senior Leaders:

- Provide strategic oversight and leadership of teaching and learning across the school
- Ensure that the curriculum intent is realised through effective implementation and impact
- Promote a positive culture of high expectations, professional development and continuous improvement
- Allocate resources and support to enable staff to deliver high-quality education
- Lead monitoring and evaluation processes to inform school improvement priorities

Governors:

- Hold school leaders to account for the quality of teaching, learning, and pupil outcomes
- Ensure that the curriculum is broad, balanced, and ambitious for all pupils
- Monitor the effectiveness of professional development and staff wellbeing initiatives
- Support the school's vision and values in governance decisions

Collaboration and open communication between all these roles underpin our school's culture of shared responsibility for the success and wellbeing of every pupil.

Partnership with Parents

We aim to provide a relationship of trust and understanding, to be in place so parents feel valued and supported with their child's learning journey. Their views and knowledge of their child is valued and we expect them to be actively involved in the path of their learning. Parents are welcome to discuss any questions or concerns with their child's class teacher face to face at the end of the school day, via a phone call or an appointment made through the school office. There are scheduled parents evenings during the year, a mid-year and an annual report for each child.

All relationships within the school are based on trust, respect support, fairness, love, compassion and high expectations of all.

Appendix 1:

Noticing Great Teaching – Lesson Proforma

WATCHING AND FEEDBACK FORM

When observing teaching, it is important to focus on the learning of different groups of children, using clear and precise language such as 'all children', 'some children', 'children with SEND', or 'disadvantaged children'. This helps us understand how teaching meets the diverse needs of our community.

For example: "Most disadvantaged children made strong progress because the teacher planned targeted activities based on their prior knowledge and provided clear, ongoing feedback."

Date:	
Teacher:	
Observer & Role	
Subject:	
Lesson Objective:	
Focus Area:	
Developmental feedback from previous observation:	

AREA OF FOCUS	SUCCESS CRITERIA	EVIDENCE

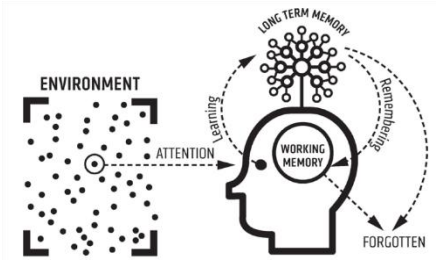
Lesson Structure & Sequencing	• Lesson follows a clear, logical sequence aligned with the curriculum intent • New material is presented in small, manageable steps • Learning objectives and success criteria are shared and understood by all pupils • Lesson parts flow smoothly, maintaining focus on core learning • Key vocabulary is introduced, revisited and used accurately by pupils to support adult understanding.	
Pupil Progress & Achievement	• Most pupils, including disadvantaged, SEN, and low prior attainers, make measurable progress in knowledge, skills, and understanding • Pupils demonstrate application of new skills to different contexts • Pupils can explain what they have learned and why	
Use of Assessment & Feedback	• Teacher checks understanding regularly and adjusts teaching accordingly • Feedback is timely, specific, and guides improvement • Pupils respond to feedback and self-assess with confidence • Assessment data for all pupil groups, including SEND and disadvantaged, informs planning	
Inclusion	• Teaching is adapted to meet the diverse needs of all pupils, including those with EHC plans and in the SRP provision • Resources and tasks are well matched to pupil abilities and learning styles • Support staff are effectively deployed to enhance learning	
Use of Modelling & Scaffolding	• Teacher uses clear models and worked examples to demonstrate concepts • Scaffolding is provided for challenging tasks and gradually withdrawn • Pupils are supported to develop independence in learning • Subject-specific vocabulary is modelled and reinforced	
Questioning & Interaction	• Teacher uses a range of questions to probe understanding, challenge thinking, and address misconceptions • Pupils ask questions and engage in dialogue about their learning • Higher-order thinking is encouraged and developed • Opportunities exist for peer discussion and cooperative learning	

Behaviour Management & Time Use	• Transitions and activities are well managed so that learning time is maximised. • Behaviour management strategies create a calm, purposeful and safe learning environment • Pupils demonstrate positive learning behaviours, including focus, perseverance, and responsibility and resilience for their work. • Positive behaviour and effort are recognised and reinforced consistently. • Relationships between pupils and adults are respectful and reflect our Christian vision and values • Pupils show curiosity and enthusiasm for learning.	
Curriculum Knowledge & Subject Expertise	• Teacher demonstrates strong subject knowledge and confidence • Teaching reflects accurate and precise curriculum sequencing • Connections are made between current learning and prior/future topics • Learning is deepened through relevant, engaging contexts and examples	
Review & Consolidation	• Lessons begin with review of previous learning • Plenaries or reflection activities consolidate and extend understanding • Pupils are supported to make links between learning over time and across subjects	
Promotion of School Vision & Values	• Teaching and interactions embody the school's values of Community, Courage, and Compassion • Pupils demonstrate understanding and respect for these values in behaviour and work • The Christian vision is reflected in the learning environment and relationships	

DEVELOPMENTAL FEEDBACK	
Area 1:	
Why this matters (impact on pupils):	
Area 2:	
Why this matters (impact on pupils):	

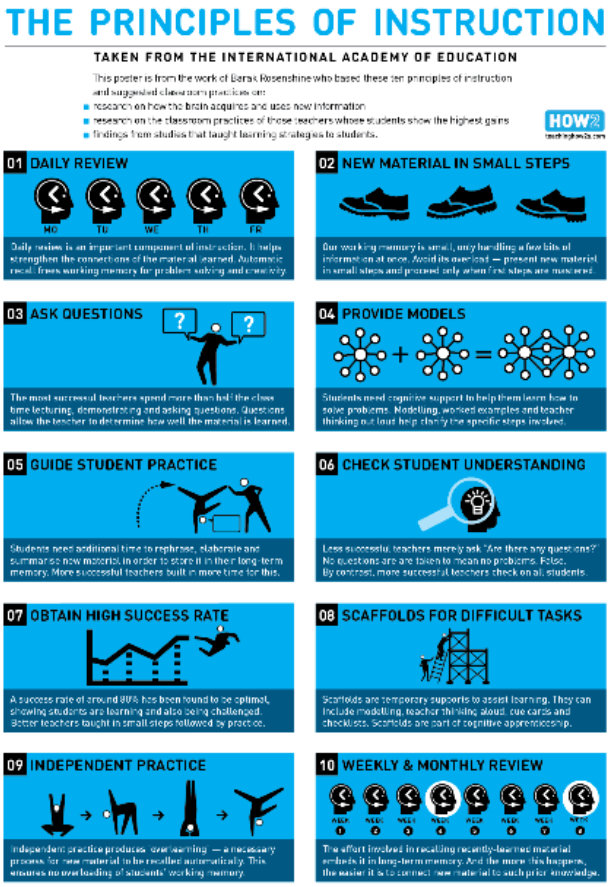
Appendix 2

Research Informed Teaching Principles



Our teaching and learning approach is firmly rooted in robust educational research; drawing on Rosenshine's Principles of Instruction and Tom Sherrington's WalkThrus strategies. Rosenshine's principles provide a clear framework for effective teaching, emphasising the importance of explicit instruction, modelling, scaffolding, guided practice, and regular retrieval to strengthen pupils' understanding and memory.

This approach recognises the cognitive limitations of working memory and facilitates the building of strong, interconnected schemata in long-term memory, enabling pupils to learn more effectively and retain knowledge over time.



Principles of Effective Teaching and Learning

At Holy Trinity & St John's, we recognise that teachers have a profound impact on pupils' wellbeing, motivation, behaviour, and ultimately their academic success. Setting high expectations are fundamental to our teaching ethos. We believe every child has the potential to achieve at the highest possible standard when given the right support and challenge.

Key aspects of high expectations include:

Belief in Potential:
Staff communicate a consistent belief in the academic potential of all pupils, using intentional language that promotes challenge and aspiration.

Challenging but Achievable Tasks:
Teachers set tasks that stretch pupils from their starting points while ensuring they are achievable within a
well-sequenced and ambitious curriculum.

Positive Learning Environment:
We create a culture where making mistakes is part of learning, and perseverance and effort are valued daily.

Engagement with Families:

Opportunities are sought to engage parents and carers proactively, celebrating pupil successes and fostering a supportive home-school partnership.

Consistent Behavioural Expectations:
A culture of respect and trust is nurtured, with clear behavioural expectations rigorously maintained through modelling, rules, sanctions, and rewards aligned with school's Relational Approach to Behaviour Policy.

Recognition and Praise:
Pupil effort and progress are regularly acknowledged to motivate and reinforce positive attitudes towards learning.

Appendix 3

Teaching and Learning Fundamentals

Building on these foundations, the school has adopted WalkThrus strategies as part of consistent classroom practice. These provide practical, evidence-based classroom techniques that actively engage all pupils, promote accountability, and foster an inclusive learning environment where every child is encouraged to participate and be challenged. Together, these research-informed approaches form the HTSJ Teaching and Learning Fundamentals, as part of our commitment to delivering high-quality, adaptive teaching that addresses the diverse needs of our pupils, nurtures resilience, and drives sustained academic progress.

Cold Calling

Cold Calling ensures all students are accountable for thinking, not just the volunteers. By selecting who answers, you keep the whole class engaged and gain a more accurate sample of understanding. This gives you better information to guide your next steps.



Think Pair Share

Think, Pair, Share makes every student accountable for joining in. Pairing ensures all voices are heard and ideas rehearsed, while the routine of switching between listening and discussion keeps participation consistent and productive.



No Opt Out

No Opt Out to ensure every pupil stays engaged and grows in confidence. If a question's worth asking, it's worth asking everyone — so we have no hands up, and every learner is supported to think, contribute and succeed.



ASK A QUESTION AND COLD CALL



EXPLORE *'DON'T KNOW'* RESPONSES



PROVIDE THE CORRECT ANSWER



GO BACK AND CHECK FOR UNDERSTANDING



BREAK THE *'DON'T KNOW'* DEFENSIVE HABIT

Scaffolding

Rosenshine suggests that more effective teachers successfully provide scaffolds for difficult tasks. Rather than setting lower expectations for students, they support them to reach ambitious goals using a range of scaffolding processes that guide them forward. Crucially, when ready, scaffolding always comes down.



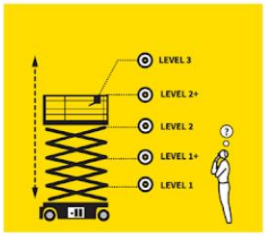
MAP OUT THE COMPONENTS OF A TASK



PROVIDE SUPPORTS AT A DETAILED LEVEL



PROVIDE SUPPORTS AT OVERVIEW LEVEL



PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT



TAKE THE SCAFFOLDING DOWN

Examples of scaffolding, but not exclusive to:

Writing Frames and Sentence Starters

Provide structured templates or sentence stems to support pupils in organising their writing. *Example:* Early learners might use sentence starters like "I think..." or "The main idea is..." to help structure their responses.

Worked Examples

Demonstrate completed tasks or problems that pupils can study and then imitate or complete partially. *Example:* In maths, show a fully solved problem before asking pupils to solve similar problems with some steps missing.

Modelling and Think-Alouds

Teachers explicitly demonstrate a skill or process while verbalising their thought process. *Example:* Reading aloud and explaining how to infer meaning from context clues.

Visual Aids and Manipulatives

Use diagrams, charts, or physical objects to make abstract concepts concrete.
Example: Using counters or number lines to teach addition and subtraction.

Guided Practice

Working through tasks together with the teacher, providing immediate feedback and support.
Example: Solving a problem as a class before independent work.

Checklists and Success Criteria

Provide clear criteria for pupils to self-assess their work and understand expectations.
Example: A checklist for editing writing that includes punctuation, spelling, and sentence structure.

Questioning and Prompts
Use targeted questions to guide pupils' thinking and encourage deeper understanding.
Example: Asking "What do you notice about this character?" to prompt analysis in reading.

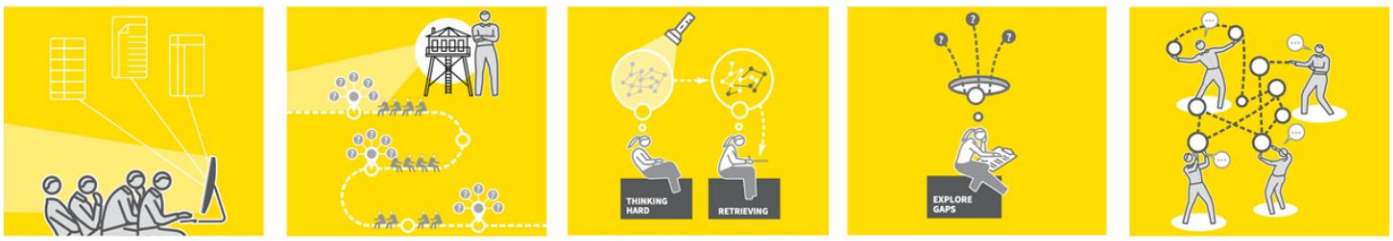
Gradual Removal of Scaffolding (Fading)

Effective scaffolding is temporary and should be gradually withdrawn as pupils develop competence and confidence. This process is often called 'fading scaffolds' or the 'gradual release of responsibility.'

- **Initial Full Support:** *Pupils receive maximum guidance through modelling, prompts, and structured support.*
- **Partial Support:** *As pupils gain understanding, scaffolds such as sentence starters or worked examples are partially removed, encouraging more independent thinking.*
- **Independent Application:** *Pupils apply skills and knowledge independently, with scaffolds fully removed but with opportunities for self-assessment and reflection.*
- **Metacognitive Strategies:** *Pupils are taught to monitor and evaluate their own learning, promoting autonomy and resilience.*

Example: In early writing, a teacher might initially provide a full writing frame. Over time, this frame is simplified to just key words or prompts, eventually encouraging pupils to write freely without support.

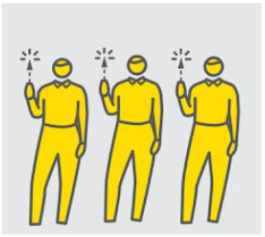
Retrieval
Retrieval practice strengthens long-term recall by revisiting ideas after time has passed, helping pupils remember more and connect knowledge more securely. By regularly reviewing prior learning, teachers reduce forgetting and build stronger curriculum coherence, embedding review as a natural part of everyday routines.



Signal, Pause, Insist
This is one of the most important routines in teaching because it is one teachers will use several times in a lesson. A key challenge of the learning process is to create calm, productive learning spaces in which all students can successfully offer their attention.



CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



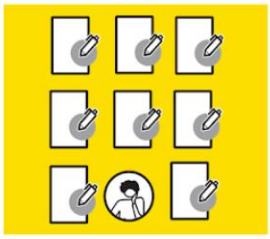
PAUSE



INSIST

Show Me Boards

Show–Me Boards make every student commit to an answer. With simultaneous responses, teachers get instant feedback from the whole class, seeing the full range of understanding at a glance. They're cheap, versatile, and ideal for checking ideas, diagrams, or short written responses.



ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



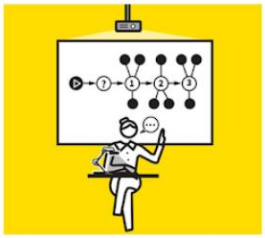
SIGNAL: 3–2–1 AND SHOW ME



SAMPLE STUDENT RESPONSES AND FOLLOW UP

Modelling

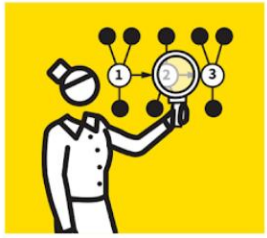
For effective instructional teaching, teachers need to walk through a learning process themselves, highlighting key procedures and the thinking that underpins them. The metacognitive aspect is important, making implicit decision-making explicit.



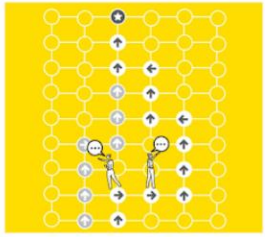
MODEL EACH STAGE STEP BY STEP



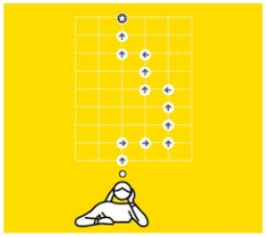
MODEL HOW YOU ORGANISE MESSY THINKING



REVIEW THE SUCCESS OR QUALITY OF YOUR OWN WORK



MODEL ALTERNATIVES AND FURTHER EXAMPLES



SET TASKS TO EMULATE THE MODEL

Examples of modelling, but not exclusive to:

Worked Out Models	*These are completed tasks and exemplars that can be used as scaffolds. In these models the general patterns are clear and they provide a strong basis for learning. The level of completion will be reduced leaving the children to finish the problems and ultimately complete them by themselves. Providing no examples adds to the cognitive load and can leave the children unsure of the procedure and how to apply it.*
Conceptual Models	*These are models we need to have in order to understand a bigger concept, for example, the properties of solids, liquids and gases or the water cycle. This type of model allows the children to visualise the concept.*
Thinking out loud	*This is the explicit narration of our thought processes to solve problems or undertake creative activities.*
Manipulatives	*This type of modelling helps link abstract ideas to concrete examples. Manipulatives and concrete examples help the children to make links between the abstract knowledge*

	being taught and the experiences of the children.
Linking knowledge and experience	Modelling that links the new knowledge and the children's experiences builds upon the previous models. In some subjects, the experienced knowledge forms the essential basic background knowledge the children need e.g., science. We store and connect them more through memory consolidation.
Organising the information	The children need to be explicitly taught models that help organise information. Teachers model how the complex steps of information can be sequenced, connected and arranged in a pattern to make it possible to learn and recall later.

Appendix 4

Planning for Learning

We expect teachers to:

- Be fully aware of and deliver the carefully sequenced curriculum that teaches essential concepts, knowledge, and skills, aligned with the National Curriculum and EYFS frameworks.
- Engage pupils actively through practical learning opportunities such as educational visits, drama, oracy, and hands-on experiences, avoiding over-reliance on passive information delivery like slides.
- Foster pupil independence in their recorded work, encouraging ownership and responsibility for their learning, without limiting them to a worksheet.
- Build on pupils' prior knowledge and experiences, using pre-learning tasks and bridging strategies to connect previous learning with new content.
- Take ownership of their lessons and adapt planning flexibly to meet the specific needs of their class, even when using shared or externally planned lessons.
- Plan effectively for pupils with SEND, following guidance from the Inclusion team. While teaching assistants support delivery, class teachers retain responsibility for planning and ensuring sustained progress. For pupils in Provisions, or on a HTSJ Pathway, planning remains the responsibility of the class teacher, who is supported by the Inclusion Team.
- Engage with current educational research and pedagogy to continually refine their subject knowledge and teaching approaches.
- Use medium-term plans across all subjects to map out coherent progression and ensure full curriculum coverage. Teachers are expected to thoughtfully adapt and enhance foundation subject schemes so that

lessons reflect the school's curriculum intent and meet the needs of their class. Additional detailed planning may be helpful for ECTs as they establish strong routines and subject knowledge.

Planning incorporates:

- Adaptation and scaffolding to meet the diverse needs of all learners.
- Pre-learning tasks designed to activate prior knowledge and uncover misconceptions.
- Bridging back to previous learning and forward to future topics to reinforce and extend understanding.
- Precise, learning-led objectives with key vocabulary highlighted to support language acquisition and comprehension.

Learning objectives are a fundamental component of effective teaching and learning. They must be precise, learning-led, and rich in subject-specific vocabulary to support deep understanding and clear progression. Learning objectives guide both teaching and assessment, ensuring that pupils know what they are expected to learn and achieve in each lesson. Across all subjects, except Religious Education (RE), learning objectives are expressed as "I can" statements. This phrasing empowers pupils, by making learning intentions personal and accessible, helping them take ownership of their progress. To support clarity and ambition, we use a carefully selected range of verbs that reflect different cognitive demands and skills. These verbs are grouped to exemplify the core types of learning we expect pupils to engage in:

- **Core Thinking & Understanding:** identify, describe, explain, summarise, outline, retell, define
- **Application & Use of Skills:** apply, use, select, choose, demonstrate, perform, construct, complete
- **Reasoning & Higher-Order Thinking:** compare, contrast, categorise, analyse, evaluate, justify, predict, infer, interpret
- **Creative & Productive Skills:** create, design, compose, build, formulate, develop
- **Communication & Oracy:** discuss, present, articulate, exemplify, explain using key vocabulary
- **Practical / Subject-Specific Actions:** measure, record, observe, investigate, experiment, model, solve

To support pupils in achieving, success criteria are provided alongside each learning objective. Success criteria break down the overarching objective into specific, measurable statements that clearly articulate what pupils need to do to succeed. These criteria are designed to be understandable and accessible to pupils, enabling them to self-assess their progress during lessons.

By using success criteria, pupils develop greater ownership of their learning, can identify their strengths and areas for improvement, and engage actively in the learning process. Teachers use these criteria to guide feedback and adapt teaching to meet pupils' needs.

Example:
Learning Objective: I can explain the main causes of the water cycle.

Success Criteria:

- I can name the stages of the water cycle
- I can describe what happens during evaporation and condensation
- I can use key vocabulary such as 'precipitation' and 'collection' correctly

This approach ensures clarity of purpose for both teachers and pupils, supports formative assessment, and fosters independent, reflective learners.

This collaborative planning process is ongoing, involving regular reflection, monitoring, and adaptation to ensure that teaching remains responsive and effective.

Appendix 5

Monitoring

Monitoring activities include:

Lesson Observations and Learning Walks
Senior leaders and subject leaders conduct observations and learning walks focused on key pedagogical principles, including Rosenshine's principles of clear explanations, modelling, scaffolding, and retrieval practice. They also look for the effective use of WalkThrus strategies such as Cold Calling and No Opt Out to engage all pupils. Observations are developmental and feedback is provided promptly to support professional growth. Observations are not pre-scheduled, allowing leaders to gain an authentic view of teaching and learning in action.

Book Scrutiny and Work Sampling
Regular and systematic reviews of pupils' work across all subjects are conducted to evaluate the depth and breadth of curriculum coverage, the consistency and quality of pupil progress, and the standards of presentation. These reviews also focus on identifying evidence of adaptive teaching practises and the effectiveness of feedback in promoting pupil engagement, self-regulation, and independent learning. Through this process, leaders and teachers ensure that learning is coherent, purposeful, and tailored to meet the diverse needs of all pupils.

Data Analysis and Pupil Progress Meetings

Detailed analysis of assessment data occurs to gain a clear and comprehensive understanding of pupil progress and attainment across all subjects and year groups. This forensic level of data scrutiny enables teachers and leaders to identify patterns, strengths, and areas where pupils may require additional support.

Core subject leaders and senior leaders collaboratively evaluate this data to determine:

- *Which pupils are making expected or accelerated progress towards curriculum milestones*
- *Which pupils require targeted support to address learning gaps and consolidate understanding.*
- *The extent of attainment differences between groups of pupils, including those who are disadvantaged or have special educational needs, ensuring that all pupils are supported to achieve ambitious outcomes.*

Pupil progress meetings provide a structured forum for teachers and leaders to discuss individual and group progress, review the effectiveness of interventions, and plan curriculum adjustments where necessary. These meetings foster a shared responsibility for pupil outcomes and ensure that all staff are informed and equipped to meet the diverse needs of our learners.

Pupil Voice and Learning Environment Reviews

Gathering pupil feedback on their learning experiences and engagement helps evaluate the effectiveness of teaching and the learning environment. Leaders assess how displays and resources support curriculum goals and pupil understanding.

Staff Development and CPD Monitoring

The impact of professional development related to Rosenshine's principles and WalkThrus strategies is reviewed to ensure staff have the skills and confidence to deliver the school's pedagogy effectively.

This termly cycle of monitoring is integral to maintaining high standards and fostering a culture of continuous improvement, ensuring that every child receives the best possible education.

Appendix 6

Assessment and Feedback

Formative Assessment

Formative assessment includes high-quality questioning, quizzes, peer and self-assessment, and timely, precise feedback. It allows teachers to check pupils' prior knowledge, identify misconceptions, and adapt teaching and future planning accordingly. Pupils are encouraged to reflect on their learning, articulate their understanding, and act on feedback to improve, whether this is written or verbal.

Marking and Feedback Policy

- *All work must be acknowledged by the teacher.*
- *Teachers use the agreed marking codes to provide clear, concise feedback.*
- *Written feedback is appropriate and focused on moving learning forward, or correcting a misconception.*
- *Conferencing is used as a feedback mechanism in writing.*
- *Whole-class feedback sessions help identify common areas for improvement and guide future learning.*
- *Feedback focuses on specific, actionable points related to the learning objectives, whether this is*

written or verbal.
- Pupils are given time to respond to feedback through redrafting, practising, and self-assessment.
- Marking is differentiated by age and subject.
- Praise is focused on effort, strategies, and progress, fostering resilience and a growth mindset (e.g., using "not yet" to indicate ongoing learning).

Summative Assessment
Summative assessments provide a clear, reliable measure of pupils' understanding at specific points in time. They offer quantitative data that reflects how securely pupils can apply taught concepts, draw on prior learning, and demonstrate the expected knowledge and skills independently. These assessments help teachers and leaders evaluate the impact of teaching, monitor progress across cohorts, and ensure pupils are on track to meet curriculum expectations.

The data generated from summative assessments supports teachers and leaders to:
- Identify pupils who are working at, above, or below age-related expectations.
- Spot emerging gaps or misconceptions that may not have been apparent in day-to-day learning.
- Inform targeted intervention, curriculum adjustment, and resource allocation.
- Evaluate the effectiveness of teaching sequences and refine future planning.
- Report attainment and progress clearly to parents, senior leaders, governors and external partners.

Summative assessments are used proportionately and purposefully; they are not excessive or burdensome. Their purpose is to ensure that every child's progress is understood, supported and celebrated.

Using Assessment Effectively
Teachers use assessment data to:
- Develop a secure overview of pupils' starting points and progress.
- Identify individual and group learning needs.
- Plan targeted interventions and adapt teaching strategies.
- Support pupils in becoming owners of their learning by developing metacognitive skills.
- Adapt or replan lessons or learning sequences if learning isn't secure.

This assessment and feedback approach ensures that pupils receive the support and challenge they need to achieve their potential, while teachers maintain a clear understanding of learning across their class.

Appendix 7

Adaptive Teaching

Key elements of our adaptive teaching practice include:

- **High-Quality Universal Teaching:**
  All pupils receive high-quality, inclusive teaching that is designed to be accessible and challenging. This is the foundation of our approach, ensuring equality of opportunity for all.

- **Targeted Support:**
  We provide additional, tailored support for pupils who need it, including those with SEND, disadvantaged backgrounds, or lower prior attainment. This support may include small group work, additional practice sessions, or specific interventions linked closely to classroom learning.

- **Scaffolding and Modelling:**
  Teachers use scaffolds such as writing frames, worked examples, and manipulatives to help pupils grasp

new concepts. Scaffolding is temporary and is removed as pupils gain confidence and competence.

- **Responsive Assessment and Feedback:**
  Teachers continuously assess pupils' understanding during lessons and adapt their teaching accordingly. Feedback is precise and actionable, enabling pupils to reflect on and improve their learning.

- **Promoting Independence:** We encourage pupils to take responsibility for their own learning by teaching metacognitive strategies, helping them plan, monitor, and evaluate their progress.

- **Collaborative Communication:**
  Effective communication between teachers, teaching assistants, and other support staff ensures that all adults understand the intended learning outcomes and the specific needs of pupils, enabling consistent and coherent support.

- **Challenge for All:**
  We maintain high expectations for all pupils, ensuring that adaptive teaching does not lower the curriculum ambition but provides appropriate pathways for all to achieve age-appropriate milestones.

Example: In mathematics, teachers might break down a complex problem into smaller steps, using concrete manipulatives initially and gradually moving to abstract reasoning as pupils' understanding deepens. Pupils who require extra support receive targeted intervention that connects directly to classroom learning, while more confident pupils are challenged with extension tasks.

Appendix 8

Learning Environments

Key features of our learning environments include:

- **Celebrating Learning Journeys:** Classroom displays and working walls are designed to reflect and celebrate pupils' learning journeys. These are purposeful, showcasing key concepts, vocabulary, successes, and examples of progress. They serve as visual aids that reinforce learning and support metacognitive strategies, helping pupils to reflect on and articulate their understanding.

- **Vocabulary and Language Support:** Displays actively support language development by highlighting subject-specific vocabulary and encouraging the use of precise terminology across the curriculum.

- **Positive Behaviour for Learning:** We promote and expect behaviours that support effective learning, aligned with our school rules: Ready, Respectful, Safe. Pupils are encouraged to demonstrate respect for themselves, others, and their environment, fostering a culture of mutual trust and cooperation.

- **Encouraging Risk-Taking and Resilience:** Our learning environments provide a safe space where pupils feel confident to take intellectual risks, make mistakes, and learn from them. This approach nurtures resilience, creativity, and a growth mindset.

- **Organisation and Accessibility:** Classrooms and shared learning spaces are well-organised, decluttered, and equipped with clearly labelled, accessible resources. This organisation maximises learning time and supports pupils in becoming independent learners.

- **Consistent Routines:** Established routines within the learning environment support smooth transitions, focus, and engagement, enabling pupils to settle quickly and maximise learning opportunities.

Example: In classrooms, working walls display current learning objectives, key vocabulary, and examples of successful work. Teachers refer to these regularly during lessons to reinforce learning and support pupil understanding.