



Teaching and Learning Policy

Excellence for All

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Committee	Quality of Education
Interim Executive Headteachers	Mr Ben Waldram and Mrs Lynne Orme
Chairs of Governors	Mrs Karen Shead and Mrs Clare Colmore

Revision date	Author changes	of	Summary of changes

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Vision Statement

‘Excellence for All’

Our motto of ‘*Excellence for All*’ means **for all**. Every child and every member of staff. We want to ensure that every person in school feels valued and respected and that they are given the chances they need to succeed and flourish. Our exciting curriculum enables all children to be writers, scientists, mathematicians, athletes, artists and more; this is all developed through an engaging series of topics and themes delivered by experienced staff, a wide range of clubs and opportunities and through links with the community. Our children will be ambassadors for change, wanting to create a better, safer and more charitable community.

This statement is lived out through our PRIDE values:
Positivity, Respect, Inquisitive, Determination, Empathy

Aims

We aim for our children:-

- to attend school everyday
- to be healthy, safe and secure at school
- to try their very best; to achieve their very best
- to develop oracy, reading and writing skills
- to use and apply their mathematical knowledge accurately
- to build their knowledge and skills, step-by-step, every day, in all subject areas
- to be creative in their thinking, their actions and their responses
- to respond respectfully to one another and to adults within the school community
- to be resilient, have a ‘can do’ attitude and be proud of their individuality
- to enjoy school life!

We aim for our staff:-

- to be caring and compassionate professionals putting children first
- to promote inclusion for all
- to be vigilant in ‘safeguarding’ the children including in all e-safety matters
- to receive high quality continuous professional development
- to provide teaching and learning of the highest quality
- to act as positive role models in all they say and do
- to champion the children’s rights and opportunities
- to feel valued knowing that leaders and governors consider their well-being as a priority
- to communicate effectively with one another, parents and children
- to provide a creatively enriched curriculum which is stimulating and fun!

Planning Expectations

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child’s learning journey begins in the Early Years Foundation Stage where we teach new ideas and concepts; these ideas then grow over their time with us, giving all children the chance to flourish and love learning.

- Objectives for each year group are set out on the Whole School Curriculum Intent Documents
- Termly, each year group completes Implementation Overview Documents outlining weekly learning
- All slides and resources must be on the staffdrive in your Year Group planning folder
- All slides and resources must be on the staff share at least a week in advance to the lesson



- Planning must reflect the curriculum objectives set out on the Snape Wood Primary School Whole School Curriculum Intent and Implementation Overview Documents
- Slides should be reviewed yearly and match the yearly updated curriculum intent documents and the needs of the cohort

Planning must include

- Clear questions (if enquiry) or titles – what is the intended learning for the children?
- Explicit teaching of the lesson/ modelling opportunities
- Resources, reference to smartboard etc.
- Support/Guided activities
- Questioning and Assessment opportunities – How are you checking learning?
- Prior Knowledge/Learning
- Adaptations



White Rose Maths follows a mastery approach to teaching Maths.

Why?

Teaching **Mastery maths** is *important* because it helps all students

- build a strong understanding
- increase confidence,
- encourage problem-solving.

It promotes inclusivity by supporting everyone to succeed, improves long-term retention, and prepares students to use maths in real-life situations.

How?

Teaching for **Mastery** is an approach that ensures all students **deeply understand** maths concepts **before** moving on.

It focuses on learning in **small, manageable steps**, using **manipulatives** to reinforce understanding, and practicing in ways that strengthen **problem-solving** skills. By keeping **expectations high** and offering **prompt help** when needed, this approach builds **confidence** and **skill** in maths for **every** student. *'Go slow to go fast'*

The 5 Big Ideas in Mastery Maths are...

1. **Coherence:** Learn in connected steps that build on each other.
2. **Representation:** Use visuals to understand concepts deeply.
3. **Thinking:** Encourage reasoning and problem-solving.
4. **Fluency:** Develop quick, accurate recall of basics.
5. **Variation:** Practice concepts in diverse ways for flexibility.



In a Mastery Maths lesson, you should see:

1. **Small, Connected Steps:** Concepts introduced in manageable steps, building on prior knowledge and ensuring everyone keeps up.
2. **Use of Examples, Representations and Models:** Concrete tools, like counters, ten frames, or diagrams, are used to help students understand abstract concepts and emphasise connections.
3. **Whole-Class Participation:** Lessons are paced to keep all students engaged, with teacher led back and forth interaction, short tasks, explanation, demonstration, ensuring that nobody is left behind.
4. **Mathematical Discussion:** Students explain their thinking, share different methods, and engage in reasoning using precise mathematical language, which develops deeper understanding.
5. **Fluency Practice:** Quick recall activities reinforce basic skills, key number facts are learnt to automaticity, allowing students to solve problems with ease.
6. **Immediate Support:** If students struggle, teachers or assistants offer quick help to keep them on track with the rest of the class.



Intent

This is our Curriculum. It is the content that children are expected to learn throughout their time at Fernwood. It is a progressive and sequential framework for setting out the aims of a programme of education inclusive of the core knowledge and skills to be gained at each stage. Key vocabulary is also highlighted for the each area.



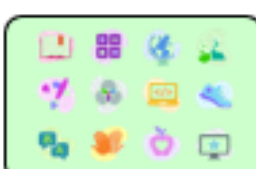
Subject Implementation

The implementation document outlines the key questions and objectives that teachers will deliver to children. These questions/objectives have been directly translated from the Intent document.



Year Group on a Page

This document is an overview of the Curriculum for each specific Year Group. It shows coverage of each subject for each year group. It also allows teachers to quickly check which areas of learning have been covered so that they can plan to build on prior learning.



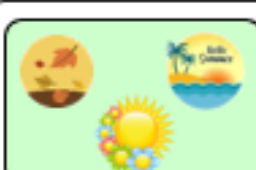
Subject on a Page

This document is an overview of the Curriculum for each subject. It shows where the big ideas of the Curriculum are woven into the fabric of the curriculum for each subject as well as how the subject is taught across the year. It is easy for teachers to see where prior learning can be built on.



Adaptive Curriculum

Our Adaptive Curriculum outlines how all children are supported within school. It has strategies for adaptations at all levels to support teachers. It also highlights assessment opportunities. There are subject specific adaptation plans that focus on the 4 areas of SEND to help teachers plan adaptations for all children.



Year Group Implementation

Teachers take the questions/objectives for each term and map out where lessons will be taught, focussing on progression of knowledge/skills across each subject. Key dates and events e.g. Fernwood Days, are also included here.



Lesson Planning

Teachers use the lesson structure to plan each subject. Each lesson has built in time to retrieve and activate prior knowledge, develop vocabulary, model effectively using a My turn, Our turn, Your turn approach and a Wrap up (Rosenshine's Principles). In Early Years (FS and Nursery), there are plans for each workshop area to help support teachers with interactions.



Marking Expectations

Marking and feedback is highlighted within the Teachers' Standards. High quality feedback can be verbal or written and can be done individually, to a group, to whole class and can be looked at by the adult in the room and by the children's peers. It needs to be done regularly and effectively so as to ensure that all children are understanding the key purpose of the lesson or sequence of learning. Teachers should be able to talk with confidence about any of their children's learning.

All children should have evidence of feedback/support in their books over a half term/sequence of learning.

General Principles

Marking needs to be manageable and purposeful. The feedback you give – either verbal or written – needs to help the child improve and develop their learning.

- Be clear as to the purpose of your feedback.
- Be clear in regard to your audience – the child.
- **Don't miss obvious needs - a repeated spelling error, no full stops, incorrect number formation.**
- Respond proactively to poor presentation, insist on improvement – remind of the skills practised in the handwriting scheme.
- **Don't miss opportunities to praise – celebrate children's work and improvements.**
- **Live Marking - Circulate the room** checking learning and giving feedback. Whilst it is beneficial to mark alongside the children, it is not good practice for a teacher to sit at a desk/one position and mark work in isolation from the children.

Specifics for English

Foundation Stage & KS1

- Use the new symbols for marking and explain what they mean so the children understand them and can respond appropriately.



KS2

- In all work do not miss key learning opportunities and obvious needs e.g. spellings, capital letters.
- You need to read but do not need to mark a whole piece of writing in English – just key sections to ensure the child can see what they've done well and what they need to improve.
- Use the EF's to support editing alongside the children – e.g. Have a look at EF3 as a focus for your editing?
- Be discerning when it comes to spellings – 'pick your battles'. Not every word needs correcting. If it is a spelling string or tricky word you've practised, then insist this is corrected. For use of ambitious vocabulary, this does not always need correcting.



EF1	Check that each of your sentences make sense. Sentences must have a subject (who) and verb (action). They must express a complete thought or it is a fragment.
EF2	Check that your sentences don't have any run-ons . Clauses must be joined together with punctuation or conjunctions.
EF3	Check your punctuation . Are you missing any capital letters and full stop around a full sentence? Commas for fronted adverbials? Apostrophes for contractions or possession?
EF4	Check your verb tenses . Check your use of the present, past and future tenses.
EF5	Check your use of pronouns . Check that you haven't repeated a noun when you could use a pronoun.
EF6	Improve your vocabulary choices . Use word banks and a thesaurus to improve vocabulary choices.
EF7	Specific for your writing genre

Presentation Expectations

The purpose of these guidelines is to ensure a consistently high standard of presentation across the school.

Presentation needs to be taught and modelled, with high expectations of all our children. Presentation should be celebrated through displays, showcasing work of a high standard, through PRIDE Assembly.

- All work should have a title/question underlined and date. In F2 and Y1 this may be stuck in by the teacher.
- All work should show the clear learning that is taking place.
- Any lines should always be drawn using a ruler, especially when underlining titles or dates.
- Any mistakes should be crossed out neatly with one line in pencil – not scribbled out.
- Tables, labelled diagrams should be drawn using rulers.
- Handwriting in Y1 should be cursive and preparing the children, ready to join.
- Ensure the children take pride in all their presentation including afternoon lessons.
- Make sure any sheets or pieces of paper are glued in neatly and not folded over.
If work is not neat enough/carefully presented, this needs to be fed back to the child and followed up.

Display Expectations

Display expectations should focus on creating a vibrant, organized environment that supports learning and celebrates student achievements. Teachers should ensure that displays reflect the current curriculum, showcasing students' work and examples of high-quality learning to inspire others. Working displays, such as the English toolkit or Maths boards, display subject specific vocabulary, reinforce key concepts and give value to the learning.



- Reading display/book corner promoting reading.
- Vocabulary display obvious and referred to, changed weekly.
- Learning boards for foundation subjects (History, Geography, Science etc) support the curriculum and the key knowledge. This should be built upon in KS2. Please think about diversity when using resources; your displays need to reflect our community.
- Celebration of children's work to showcase learning (every child to have at least one piece of work on display).
- EYFS to have up to date learning journeys.
- Maths showing key vocabulary related to the area of maths being currently taught. This should be a working wall – the display needs to have modelling on it that is relevant and gives value to the learning. The content should be current with what the children are learning.
- KS1 Phonics to refer to and add to where needed.
- KS2 spellings as a reference.
- Fire orders and safety plans.
- British Values Poster.
- Class expectations/rules/charter also need displaying and referring to.

Assessment Expectations

Assessment help pupils to:

- recognise and celebrate a wide range of achievements
- identify their strengths and areas for reinforcement and development, to ensure mastery in their year of learning
- take responsibility for, and make informed judgements about, their future learning

Help teachers to:

- be aware of their pupils' achievements in order to guide their future learning
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning

Help the school to:

- make informed judgements relating to the way the school's curriculum, including the National Curriculum, is planned and resourced
- communicate effectively pupils' achievements to parents, governors and other responsible parties
- inform school improvement planning to continuously strive for the best outcomes for pupils

Termly Assessments

- Children are assessed against the National Curriculum Expectations for their age and recorded on Arbor termly
- Early in the Autumn Term we enter baseline data and a target for the year for each child, these are aspirational and take account of a child's previous assessment data
- In the Spring Term, data is entered using a range of assessments to inform teacher assessments these include White Rose Maths assessments and Pira assessments for Reading. Pupil Progress meetings take place with the Phase Leaders to check on interventions/adaptions that are in place and the impact of them on a pupils learning
- The Summer term data is entered at the end of May using a range of assessments to inform the teaching assessment. Pupil Progress meetings take place with the Phase Leaders.



- The Assessments on Arbor use the grades shown below in reference to National Curriculum expectations
 - GDS – Working at Greater Depth Standard** (above the Expected Level)
 - EXS – Working at the Expected Standard for their year group**
 - WTS – Working towards the Expected Standard** (a child up to a year behind the expected standard)
 - BLW 1.0 –Working 1 year Below the Expected Standard** (a child working a year below the expected standard for their year group)
 - BLW 2.0 - Working 2 years Below the Expected Standard** (a child working 2 years below the expected standard for their year group)
 - BLW 3.0 - Working 3 years Below the Expected Standard** (a child working 3 years below the expected standard for their year group)
 - PKS – Working at the Pre Key Stage Level** (a child working over 3 years below their year group)

All children working at BLW or PKS are on the school SEN register.
Children at PKS are assessed using BSquared to show small steps of progress. These are monitored by the SENCOs.