



Curriculum, Teaching and Learning Policy

Agreed by governors: May 2026

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Acting Headteacher: Miss F Mawson

Lead: Mrs L Knowles and Miss F Mawson

This policy aims to:

- create an environment where pupils learn best and love to do so;
- summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school;
- promote high expectations and raise standards of achievement for all pupils in our school;
- provide agreed focus and criteria for monitoring and support in relation to teaching and classroom practice;
- establish across the school a culture of sharing best practices in respect of teaching and learning;
- involve parents/ carers and the wider school community in pupils learning and development.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Our Guiding Principles

Our mission is to provide every child with every chance, every day to succeed and achieve. This is at the heart of our teaching and learning processes. The nature and quality of classroom practice is a crucial factor in determining a child's achievement.

To enable our pupils to thrive, aspire and achieve, at The Grange Primary School we strive to provide:

- high quality teaching which excites and motivates all children;
- engaging opportunities to enrich the curriculum and promote wellbeing, offering wide ranging, memorable experiences to children;
- networks of professionals and highly trained staff with expertise to tailor learning to individual needs, to support and remove barriers, to challenge and enable all children to succeed and achieve;
- an environment rooted in positive behaviour and attitudes, nurturing and supporting all pupils, empowering them to have responsibility, feel proud and thrive;

- the very best foundations for both academic learning and personal development for every pupil; teaching them respect, tolerance and individual liberty;
- safety and a sense of belonging and community, based on mutually agreed rules, expectations and positive relationships.

The policy for curriculum teaching and learning is derived from the research conducted and conclusions and recommendations published in:

- Lemov D. (2021). *Teach Like a Champion*. Jossey-Bass.
- Rosenshine B. (2010). *Principles of Instruction*. International Bureau of Education
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Massachusetts: Harvard University Press.
- Bloom, B.S. (1956). *Taxonomy of Educational Objectives, Handbook: The Cognitive Domain*. David McKay, New York.
- Ofsted (2024). *Strong foundations in the first years of school*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school>.

Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play as outlined in our home school agreement.

This is how we will create the above conditions for pupils' learning at all times:

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through setting regular homework, sharing curriculum overview documents and invitations to events such as Welcome Wednesday.
- Update parents/carers on pupils' progress at termly parent meetings and produce an annual written report on their child's attainment.
- Meet the expectations set out in other related policies

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in other related policies including the curriculum policy, relational behaviour policy, and assessment, marking and feedback policy.

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use the budget effectively with the senior leadership team to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to achieve breadth and depth, fully understand the topic and demonstrate excellence
- Monitor progress across their subject by, for example, systematically reviewing reviewing evidence from qualitative and quantitative audit tasks
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject through written impact plans
- Encourage teachers to share ideas, resources and good practice
- Network with other professionals to support in raising standards in their subject
- Meet the expectations set out in other related policies including the curriculum policy, subject policies, relational behaviour policy, and assessment, marking and feedback policy.

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in other related policies including the CPD policy and appraisal policy
- Ensure all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Ensure where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- Ensure they manage requests to withdraw children from curriculum subjects, where appropriate
- Ensure the school's procedures for assessment meet all legal requirements
- Will ensure the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Will ensure the governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in other related policies including the relational behaviour policy and home school agreement

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day and support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning
- Meet the expectations set out in other related policies including the relational behaviour policy and home school agreement

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Equal Opportunities

We value the diversity of individuals within the school. All children at The Grange Primary are treated fairly regardless of race, gender, religion, abilities or disabilities. All children and their families are valued within our school and we give our children every opportunity to achieve their best. We do this by taking account of our children's individual circumstances and range of life experiences when planning for their learning. We set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We prioritise the safety and wellbeing of all pupils, nurturing them to become lifelong learners in an ever evolving society. At The Grange Primary School we recognise that children learn to be strong, confident and independent from being in secure

relationships. We aim to develop caring, respectful, professional relationships with the children and their families. It is the responsibility of all staff to ensure that safeguarding and attendance procedures (as set out in the policies) are followed to enable the successful implementation of this policy.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including: more able pupils; pupils with low prior attainment, from disadvantaged background, with SEN and with English as an additional language (EAL). Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND and EAL policies and information report.

Personal Development Curriculum and British Values

At The Grange Primary, we promote the fundamentals of British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We promote British Values and democracy through our school council, subject representatives, house team captains and vice captains. Assembly representatives and resources enable the direct teaching of British Values and Protected Characteristics and the UN Rights of the Child. Our personal development curriculum incorporates learning about global, social and political issues and personal development in a manner which is bespoke to our community and also takes into account local, national and global agendas. Through exploring themselves and their potential impact on society and the lives of others, our pupils are taught to make conscientious decisions that reflect both the needs and challenges of thriving in modern British society.

Early Years Foundation Stage

Planning in the Early Years Foundation Stage is guided by the Statutory Framework for the EYFS, alongside ongoing teacher assessment of children's emerging needs, interests and stages of development. This responsive approach ensures that learning is engaging, meaningful and motivating, fostering a high level of involvement and curiosity in all children.

Subject leaders maintain an overview of teaching and learning within EYFS to ensure that it provides a secure foundation for future learning, supporting a smooth progression into Key Stage 1 and beyond.

Learning and Development

Educational provision in the EYFS is shaped by the seven areas of learning and development:

Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning is delivered through a balance of adult-led and child-initiated activities, with a strong emphasis on purposeful play and carefully planned learning experiences.

Characteristics of Effective Learning

The Characteristics of Effective Learning are central to teaching and assessment in EYFS and underpin how children learn:

- Playing and exploring (engagement)
- Active learning (motivation)
- Creating and thinking critically (thinking)

Children are given daily opportunities to develop and demonstrate these characteristics through their play and learning. Observations are recorded using Tapestry, supporting ongoing assessment and informing next steps.

Curriculum and Teaching Approach

In line with the recommendations set out in *Strong Foundations in the First Years of School* published by Ofsted, the school recognises that high-quality early education is fundamental to children's long-term success.

The EYFS curriculum is carefully designed to ensure that all children develop secure foundational knowledge and skills, particularly in communication, language, early reading, writing and mathematics. These form the basis for future learning and achievement.

We prioritise a well-sequenced, knowledge-rich curriculum in which key concepts are explicitly taught, revisited and embedded over time. Teaching balances purposeful play with high-quality adult interaction, ensuring that all children, particularly those with lower starting points, receive the support and practice they need to succeed.

A strong emphasis is placed on developing language and communication, alongside the explicit teaching of routines, behaviours for learning and self-regulation. Assessment is used responsively to identify gaps and inform next steps, ensuring that all pupils, including those who are disadvantaged or have SEND, are supported to achieve well.

Transition to Key Stage 1

Effective transition from EYFS to Key Stage 1 is essential in maintaining continuity of learning and supporting children's confidence and wellbeing. The school prioritises a carefully planned and supportive transition process.

Leaders ensure that transition arrangements are collaborative and purposeful, with clear communication between EYFS and KS1 staff to share detailed knowledge of each child's development, learning needs and characteristics. The curriculum is designed to build progressively from the EYFS, maintaining appropriate pedagogical approaches—such as practical, play-informed learning—while gradually introducing more formal structures.

Families are actively involved in the transition process, with opportunities provided for children to become familiar with new environments, routines and expectations. Through this structured and supportive approach, children are well prepared to continue to thrive academically, socially and emotionally in Key Stage 1.

Key Stages 1 and 2

Planning at The Grange Primary School is rooted in the expectations of the National Curriculum for Key Stages 1 and 2. Subject leaders are responsible for ensuring clear progression within their subjects, identifying key 'sticky knowledge' and the essential skills pupils need to retain and build upon over time.

The curriculum is carefully sequenced from EYFS through to the end of KS2, ensuring continuity and progression between phases, including transition from KS1 to KS2 and preparation for the next stage of education at KS3. Subject leaders ensure that knowledge and skills are systematically developed so that pupils are well prepared for future learning.

Subject leaders are supported by high-quality schemes of work and resources, including Kapow, Jigsaw, The Drawing Club, The Write Stuff, White Rose Maths, Get Set 4 Education and Grammarsaurus. These are used to support consistency, subject knowledge and effective curriculum delivery. Where appropriate, meaningful links between subjects are made to deepen understanding; however, the school does not adopt a forced topic-based approach, ensuring that subject integrity is maintained.

Standardised planning formats are used across the school to support consistency, progression and to manage cognitive load for staff. Long-term and medium-term planning, developed by subject leaders, outline the key objectives and content for each subject and are available on the school website. Subject leaders further support staff through Subject Handbooks, which guide the implementation and delivery of each subject.

Teachers produce weekly short-term plans, stored on the shared drive, which detail how learning objectives will be taught, adapted and assessed. Planning ensures that learning is sequenced effectively, with opportunities for retrieval practice, reflection and revisiting prior knowledge to support long-term retention.

In Key Stage 2, opportunities for project-based learning are incorporated where appropriate, enabling pupils to apply their knowledge across subjects, develop independence and engage in deeper learning experiences.

The school places a strong emphasis on outdoor learning, recognising its value in enhancing engagement, supporting wellbeing and providing meaningful, real-world contexts for learning. Outdoor opportunities are planned wherever possible across the curriculum.

Parents are kept informed through termly curriculum summary documents, which provide an overview of the learning taking place in each year group.

Embedding School Values and Ethos

In line with the school's ethos, vision and mission to give every child, every chance, every day, all lessons must actively promote opportunities for pupils to develop resilience, respect and reflection. Staff are expected to model these values consistently, including high expectations for behaviour, conduct and learning habits, such as moving through the school calmly and quietly to maintain an environment that is conducive to learning. A positive attitude and a sense of 'deliberate botheredness' are expected from all staff at all times, ensuring a happy, purposeful and productive learning environment.

Positive relationships are central to effective teaching and learning and are built on mutual respect. These are fostered through consistent approaches, including a 'no shouting' policy and the principle of praising in public and reprimanding in private (PIPRIP). Attendance is recognised as a key factor in ensuring every child has every chance to succeed; therefore, any concerns must be promptly reported to the attendance team.

Lessons should be engaging, motivating and purposeful, incorporating opportunities for collaboration and discussion to develop pupils' confidence and reflection. Teaching should prioritise high-quality interactions over excessive use of PowerPoints and worksheets. The use of concrete and manipulative resources, alongside outdoor learning opportunities, is encouraged to enhance understanding, engagement and pupil wellbeing. Expectations for productivity are high; pupils should be actively engaged in meaningful learning or teacher-directed tasks at all times.

Learning tasks and challenges must be clearly defined and appropriately matched to pupils' abilities to ensure all learners are both supported and challenged, developing resilience and independence. Staff are expected to engage in continuous professional development, striving to improve their practice through appraisal and CPD. Secure subject knowledge is essential, enabling teachers to anticipate misconceptions and address them effectively through modelling and targeted questioning. Lessons should be carefully sequenced to include opportunities for reflection, retrieval practice, recap and revisiting, supporting overlearning and long-term retention.

Teaching and Learning Principles

The lesson structure at The Grange Primary School follows the guidance set out in the Principles of Teaching and Learning outlined below.

Principle 1: Reflect and Recap

All lessons begin with a structured *reflect and recap* session to revisit prior learning and strengthen long-term retention. This includes opportunities for retrieval practice and reflection on feedback.

The learning objective and WILF (What I'm Looking For) must be clearly introduced at the start of the lesson, displayed on the SmartKapp board and referred to throughout.

In English and Mathematics, this session focuses on spaced retrieval and is not directly linked to the current lesson content. In wider curriculum subjects, it takes the form of a recap discussion to revisit prior learning and prepare pupils for new content.

Principle 2: Assessment for Learning

Assessment for learning is integral to every lesson and is used to inform teaching, address misconceptions and support pupil progress.

Teachers use a range of strategies, including mini plenaries and end-of-lesson plenaries, to check understanding, review learning and identify next steps. Disruptions to the flow of learning should be minimised through the use of 'pause and park' strategies, with off-task questions revisited at an appropriate time.

Questioning is varied, purposeful and inclusive, incorporating strategies such as cold calling, call and response, turn and talk, volunteers and 'everybody writes'. High-quality questioning should promote discussion and deeper thinking, using approaches such as Challenge, Build, Accept (CBA), and open-ended questions (e.g. *Why? How do you know?*).

Assessment for learning is evidenced through:

- Mini whiteboards
- Teacher questioning
- Chilli challenges
- Marking stations
- Live marking and feedback
- Opportunities to deepen learning in English
- Records in teacher AfL books
- WINK
- Quizzes and mini-assessments
- Effort 1, 2, 3

Principle 3: Adaptive Teaching

Teaching at The Grange Primary School is inclusive and responsive, ensuring that all pupils access high-quality Wave 1 teaching. Lessons are carefully planned to consider pupils' backgrounds, needs and abilities, including cognitive load.

Resources are prepared in advance to maintain pace and maximise learning time. Questioning is adapted to check understanding and provide targeted feedback for different learners.

Adaptive teaching ensures that all pupils are supported to succeed, including:

- Pupils with SEND
- Pupils with English as an Additional Language (EAL)
- Disadvantaged pupils
- Most able pupils

Staff make use of professional guidance, including subject-specific adaptive teaching resources, SEND guidance and external expertise such as NACE.

Examples of adaptive teaching strategies include:

- Effective deployment of support staff
- Collaboration with the SENCO, pupils and families to develop appropriate support plans
- Use of scaffolds (e.g. writing frames, checklists, word banks)
- Flexible approaches to tasks and recording
- Use of technology to support learning

Teaching is informed by both formative and summative assessment, including learning plans and EHCPs. Adults are deployed effectively, resources and challenge are appropriately pitched, most able pupils are encouraged to work independently, and SEND provision is matched to pupils' stage of learning.

Further information can be found in the SEND Policy, SEND Information Report and Equality Statement.

Principle 4: I Do, We Do, You Do

Lessons follow a consistent structure of explicit teaching through modelling, guided practice and independent application.

Teachers provide clear explanations of learning objectives and expected outcomes, supported by the WILF. Visualisers are used routinely to model learning, demonstrate expectations and support self and peer assessment.

Effective time management is essential, with the use of timers and countdowns to maintain pace and focus.

The structure includes:

- I do: Teacher modelling using worked examples; questioning is used to check listening and understanding
- We do: Shared and guided practice, including collaborative approaches such as Kagan structures (e.g. rally coaching); questioning checks understanding
- You do: Independent practice where pupils apply their learning; questioning continues to assess understanding

Principle 5: Values-Driven Learning

Teaching and learning at The Grange Primary School is underpinned by a strong values-driven approach that promotes resilience, respect and reflection.

A positive learning culture is fostered through the promotion of the 'power of yet' and the use of the learning pit to develop perseverance. Classrooms encourage risk-taking and view mistakes as an essential part of learning.

Building resilience:

- The power of 'yet'
- The learning pit

Building respect:

- Peer coaching
- Kagan structures
- Class experts
- Challenge, Build, Accept

Building reflection:

- Reflect and recap
- Mini quizzes (e.g. Wordwall)
- WINK
- Effort 1, 2, 3
- Self-assessment and marking stations

Think, pair, share strategies are used regularly to support thinking time, discussion and confidence.

The Learning Environment

At The Grange Primary School, the learning environment is carefully designed to support our mission to give every child every chance every day, ensuring that all pupils feel safe, valued and ready to learn.

When pupils are at school, learning takes place across a range of environments, including classrooms, outdoor spaces, halls, dedicated Design and Technology rooms, libraries, Thrive rooms and dedicated intervention spaces for phonics, speech and language. All spaces are maintained to be safe, clean, well-organised and ready for learning at all times.

Learning environments are thoughtfully arranged to promote engagement, independence and high-quality learning through:

- Clearly labelled, comfortable and attractive zones, such as reading corners, quiet areas and calm, reflective spaces

- Displays that support learning, including prior knowledge, key vocabulary and working walls to aid retrieval and reflection
- Accessible, well-organised resources that enable pupils to work independently and take responsibility for their learning
- A seating layout that ensures all pupils can see, hear and fully participate in learning
- Consistent classroom routines and organisation that minimise disruption and maximise learning time

Each classroom includes a calm and reflective space to support pupils' wellbeing and self-regulation. This area includes a wellbeing box with resources to support calming strategies, alongside tools such as a worry monster and bubble board, enabling pupils to share concerns and seek support in a safe and respectful way.

Classrooms promote a positive and inclusive culture. Visual behaviour flowcharts, aligned with the school's Reflective Behaviour Policy, are displayed in all classrooms, alongside recognition systems such as Class Dojo and the Shine Board to celebrate positive choices and reinforce expectations.

The learning environment reflects and celebrates the diversity of the school community. Classroom doors display welcoming greetings and flags that represent the class community, while community boards celebrate the countries and cultures represented by pupils and their families, fostering a strong sense of belonging and respect.

Outdoor areas are planned and organised with appropriate resources to engage pupils and extend learning opportunities, supporting both academic development and wellbeing.

All environments are inclusive and adaptable, ensuring that the needs of all learners, including those with SEND and EAL, are met effectively. High expectations for behaviour and learning are evident throughout, with pupils encouraged to take pride in their environment and demonstrate respect for their surroundings and each other.

Displays

At The Grange Primary School, displays are designed to create a calm, purposeful and inspiring learning environment, celebrating learning while supporting pupils to engage and succeed.

All displays must be neat, well-presented and purposeful. Any writing or modelling by adults must reflect the school's handwriting expectations and provide a high-quality example for pupils.

In EYFS and Year 1, display boards must be backed with hessian to create a consistent and appropriate learning environment. Displays in shared spaces should celebrate the arts, promoting creativity and cultural appreciation across the school.

Classroom displays should function as working walls to support learning and be regularly updated. Each classroom should include:

- A Writing and Reading/Phonics working wall
- A Mathematics working wall
- A Classroom Community display

Whole-class targets should be clearly displayed within subject areas, alongside the class target ladder and class charter, to promote reflection and shared responsibility for learning.

To maintain a consistent and uncluttered environment, nothing should be displayed on cupboards or walls without prior agreement from the Senior Leadership Team. Classroom organisation should also ensure that the class folder is readily accessible at all times near the teacher's desk.

For health and safety reasons, no materials should be displayed on door window panes, ensuring compliance with fire regulations.

Layout and Presentation of Pupil's Work

The following expectations apply across the school:

- The date and learning objective (LO) are written at the start of every lesson
- Subject stamps are used alongside the date and LO
- The date and LO are underlined neatly using a ruler
- Books with tramlines are used, with line size appropriate to the year group and individual needs
- In mathematics, columns should be used where appropriate, depending on the size of the squares

High standards of presentation and content are expected from all pupils. Pupils are encouraged to take care with their work, using sharp pencils at all times. Pens are introduced in Key Stage 2 to support readiness for Key Stage 3 and are awarded by the Headteacher; however, pens are not to be used in maths books.

Pupils are expected to correct errors neatly, either by rubbing out or crossing out with a single line. Where presentation does not meet expectations, pupils will be supported to improve their work so that pride and care are evident. Over time, clear progress in presentation should be seen across all books.

Feedback is part of this process: orange pens are used for feedback and pink pens are used for polishing and improvement.

Examples of high-quality work and learning experiences should be shared on Google Sites to support consistency and celebrate success across subjects.

Routines

At The Grange Primary School, clear and consistent routines support a calm,

purposeful environment where every child has every chance every day. These routines promote our core values of resilience, respect and reflection, enabling pupils to feel safe, ready to learn and confident in their surroundings.

Adults greet pupils positively at the classroom door at the start of the day and after breaks, modelling warmth and respect through interactions such as a smile, greeting, high five or handshake. Cloakrooms are actively supervised to ensure orderly and safe transitions.

An age-appropriate settling activity is provided on entry to the classroom to support a calm and focused start to learning.

Clear, consistent signals are used to support movement and transitions. At the end of break, the first whistle signals pupils to stop, and the second whistle signals pupils to walk calmly to their line. Within the classroom, adults use the agreed '1, 2, 3' signal:

- 1 – stand up
- 2 – tuck chairs under
- 3 – move to the carpet, line or next learning space

Adults explicitly teach and reinforce expectations for listening and attention using agreed strategies, such as attention grabbers (e.g. 'silent fox'). Pupils are encouraged to demonstrate positive listening behaviours and 'shine' when sitting and engaging, with individual needs taken into account.

In the Early Years Foundation Stage, routines are carefully taught and practised. Pupils are supported to line up and move together, using resources such as rope rings where appropriate. Clear expectations are established, including stopping, showing fingers and helping to tidy up, to develop independence and cooperation.

Through consistent routines and high expectations, all adults support pupils to develop independence, self-regulation and respect for their learning environment.

The Role of Adults

All adults must be actively engaged in learning at all times. This includes circulating the classroom, interacting with pupils and working with targeted groups where appropriate. Adults should not remain seated at desks during lessons, as active presence is essential in promoting high levels of engagement, productivity and support.

Adults are deployed effectively to maximise impact, including working with focus groups, supporting individuals and 'flash marking' to provide immediate, purposeful feedback. This supports pupils to reflect on their learning in real time and develop resilience in responding to challenge.

All adults are responsible for ongoing observation and assessment. They should identify strengths, gaps in understanding and potential misconceptions, and respond

promptly to support pupil progress. Learning Assistants (LAs) and Early Years Practitioners (EYPs) must communicate any concerns about individual pupils to the class teacher in a timely and professional manner.

In the Early Years Foundation Stage, key worker groups are clearly identified to ensure that all pupils are supported effectively. Adults within these groups are responsible for making high-quality observations and maintaining accurate records, ensuring that provision is responsive to each child's needs.

Through effective deployment, strong communication and a shared commitment to high expectations, all adults contribute to a purposeful, inclusive and supportive learning environment.

Assessment, Marking and Feedback

At The Grange Primary School, assessment is integral to our mission to give every child, every chance, every day. High-quality assessment, marking and feedback ensure that all pupils are supported to make strong progress and develop the core values of resilience, respect and reflection.

Regular marking and feedback are used to inform planning and ensure that pupils understand what they are doing well and what they need to do next to improve. Feedback is primarily verbal and provided 'in the moment', enabling immediate response and supporting pupils to reflect on their learning and develop resilience. Where appropriate, written marking is used to support next steps and inform future teaching.

Ongoing formative assessment takes place within lessons and across sequences of learning. Teachers use a range of strategies to check understanding and adapt teaching accordingly, including:

- Verbal feedback, particularly to address basic skills across all subjects
- WINKs (What I Now Know) to assess understanding, particularly in practical and speaking and listening lessons
- Exit tickets, low-stakes quizzes and platforms such as Wordwall and Blooket
- Mini whiteboards ('show me') as a core assessment for learning strategy

Marking books are used to capture key information following lessons, including reminders of verbal feedback and identification of focus groups (e.g. ABC groups), which inform subsequent planning and teaching. In KS2, Effort 1, 2, 3 is used to support pupils' understanding of their engagement and attitude to learning.

All formative assessment contributes to accurate summative judgements. The school's summative assessment calendar is followed consistently, and data is recorded termly on Arbor to track the attainment and progress of individuals and groups.

Assessment is also a key component of monitoring the quality of teaching and learning across the school. Leaders triangulate evidence through:

- **Quality of teaching:** learning walks, pupil voice, drop-ins, external reviews and governor monitoring
- **Pupil work:** book looks, moderation (internal and external), narrated book looks and external monitoring
- **Outcomes:** termly data, pupil progress meetings, provision mapping, SEND and EHCP reviews, and appraisal processes

Termly pupil progress meetings use assessment information to evaluate the progress of all pupils and identify next steps, ensuring that provision is adapted so that all pupils are given every opportunity to succeed. The senior leadership team analyses outcomes for key groups, including disadvantaged pupils, pupils with SEND and those with EAL, to ensure equity and high expectations.

Statutory assessments are carried out in accordance with national requirements, including the Reception Baseline Assessment, EYFS Profile, Year 1 Phonics Screening Check (and Year 2 retakes where required), Year 4 Multiplication Tables Check and End of Key Stage 2 SATs. Parents are informed about these assessments through meetings and communication, and all statutory guidance is followed.

Parents are kept informed of their child's progress through termly meetings and an annual written report in the summer term. Teachers will communicate concerns at the earliest opportunity, and additional meetings are held for pupils with SEND where appropriate.

Further information can be found in the school's Assessment, Marking and Feedback Policy.

Weekly Timetable Expectations

The following expectations apply across the school:

- **English:** A minimum of 1 hour per day
- **Mathematics:** A minimum of 1 hour per day
- **Reading:**
 - KS2: A minimum of 4 reading sessions per week
 - EYFS/KS1: 1 hour of discrete phonics and reading daily
- **Phonics and Spelling:**
 - KS1 spelling is delivered through Little Wandle
 - KS2 spelling includes at least one Spelling Shed lesson per week; additional practice using Chromebooks is encouraged
- **Handwriting:**
 - KS1: Daily handwriting/fine motor practice
 - KS2: A minimum of 30 minutes per week
- **Physical Education and Activity:**
 - A minimum of 1 hour of PE per week
 - An additional 30 active minutes daily to promote health and wellbeing
- **Assemblies:**
 - Daily assemblies
 - Whole-school assemblies held on Monday and Friday in the hall
- **Reading for Pleasure:**

- A class story is read daily before home time to promote a love of reading

This structure ensures consistency across the school while allowing flexibility for teachers to meet the needs of their classes. It supports pupils to develop strong learning habits, engage fully in their education and experience a broad and balanced curriculum.

Monitoring and evaluation

Governors play a key role in holding the school to account. They monitor the coverage of the National Curriculum and compliance with statutory requirements through regular meetings and school visits.

The Senior Leadership Team and Subject Leaders systematically monitor and evaluate the quality of teaching and its impact on pupil outcomes through a range of approaches, including:

- Learning walks and drop-ins
- Book scrutinies and reviews of marking and feedback
- Termly pupil progress meetings
- Analysis of assessment information
- Planning reviews
- Pupil voice, including school council feedback
- Appraisal meetings
- Subject leader meetings and evaluation of subject impact plans

This triangulation of evidence ensures a clear and accurate understanding of the quality of education across the school. Findings from monitoring activities are used to inform school improvement priorities, professional development and support for staff, ensuring that all pupils are supported to succeed.

Links with other policies

This policy links with the following policies and procedures:

- SEN/SEND policy and information report
- EAL Policy
- More Able Policy
- Assessment, marking and feedback policy
- Home-school agreement
- Equality statement
- Homework Policy
- Pupil Premium Strategy Statement
- Climate and Sustainability Action Plan
- Music Development Plan
- Individual Subject Policies

- Personal Development Curriculum

