



Kiwi Primary School

Teaching & Learning Policy

SOAR

- We **S**trive for success
- We **O**wn our actions
- We are **A**mbitious
- We are **R**espectful, reflective and resilient

Introduction

Every child deserves to be taught well to enable them to learn new knowledge that can be applied in all aspects of their lives.

It is our aim that every pupil can look back positively on their school experience having reached the highest standards of work and achievement. To this end we provide a broad and balanced curriculum which gives emphasis to the creative, practical, social and moral aspects of life as well as academic skills, underpinned by our school values based upon 'SOAR':

- We **Strive** for success
- We **Own** our actions
- We are **Ambitious**
- We are **Respectful**, reflective and resilient

These values are the bedrock of everything we do. They are the characteristics that we aim to foster in our pupils every day through our teaching and learning practice. We are aware some pupils may stay with us at Kiwi for their whole primary school experience, but many will move on to other settings. Our Teaching and learning practice should support our pupils to become respectful, resilient, responsible and successful citizens.

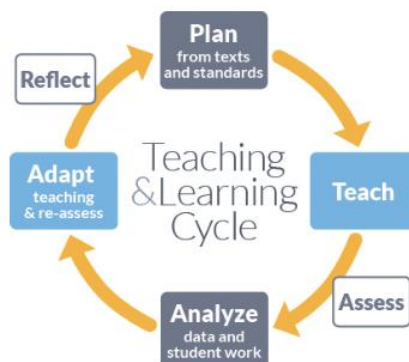
Kiwi Primary School will strive continuously to improve the quality of teaching and learning for all its pupils. We will foster and develop a vibrant and self-improving teaching and learning community that recognises and values teacher professionalism. We will actively look to adapt, refine and improve our teaching approaches utilising best evidence from trusted external research about the context in which we work.

Scope of this policy

We believe that teaching and learning encompasses a range of inter-linked activities and processes, namely:

1. Pedagogy: *How we teach*
2. The curriculum: *What is taught: knowledge and skills*
3. Assessment: *How we know what has been understood and retained; **IMPACT***

This policy aims to define how these elements fit together to provide an effective teaching and learning offer. How they are linked together can be summarised as follows:



1. Pedagogy

Pedagogical Understanding	Professional Behaviours
Kiwi Primary School staff: • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. • Have a secure knowledge of the relevant subject(s) and curriculum areas. • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). • Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship. • In the teaching of early reading, demonstrate a clear understanding of systematic synthetic phonics. • When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. • Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. • Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development. • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Kiwi Primary School staff: • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. • Take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject. • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Take responsibility for promoting respectful and courteous behaviour both in classrooms and around the school, in accordance with the school's Relationship and Regulation Policy. • Have high expectations of behaviour. • Develop practices in line with direction and leadership of the school.

Emotional Intelligence (Classroom Climate)	Learning Environment (management and resources)
Kiwi Primary School staff: • Promote a love of learning and children's intellectual curiosity, maximising opportunities for metacognition. • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. • Maintain positive relationships with pupils, exercise appropriate authority, and act decisively when necessary. • Adapt teaching to the needs of the children and their stage in learning including all pupil groups (e.g, SEND) • Approach pupils with high positive regard and understanding.	Kiwi Primary School staff: • Establish a safe and stimulating environment for pupils, rooted in mutual respect. • Have clear rules and routines for behaviour in classrooms. • Establish a framework for positive relationships using a range of strategies, consistently and fairly. • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Our approach to teaching and learning is built around the best available research into teaching and learning . These define the key elements of effective practice. They are based around research, including [cognitive load theory](#), and are designed to give direct links from research into practice.

Staff have been introduced to and trained in the Tom Sherrington review of Rosenshine's Principles in Action and the Walk Thrus by Tom Sherrington. Both of which link closely to the EEF '5 a day' to improve SEN outcomes.

Rosenshine's Principles in Action Are :

- 1. Reviewing Material**
- 2. Questioning**
- 3. Sequencing and modelling**
- 4. Stages of Practice**

See Appendix 1 for further detail.

The EEF '5 a Day approach for SEN Are:

- 1. Explicit Instruction**
- 2. Cognitive and Metacognitive Strategies**
- 3. Scaffolding**
- 4. Flexible Grouping**
- 5. Using assistive Technology**

See Appendix 2 for further detail

At Kiwi Primary School we facilitate this research into practice through:

- Structured sessions with clear routines as per the Kiwi Teaching Sequence (see below)
- The identification of and addressing gaps and misconceptions through targeted interventions and small group work
- An emphasis on verbal, formative feedback that is immediate
- Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps
- Planning templates with clear expectations for scripted modelling in small steps (I do, We do, You do) and success criteria for new knowledge
- Focus on core learning curriculum overviews to ensure the core substantive knowledge and disciplinary skills are embedded
- Regular opportunities for recall and review of previous knowledge - including knowledge from previous learning from previous weeks and months and years.
- Ensuring consistency across classes in phase teams to ensure equal learning opportunities for all
- We ensure all teachers are teachers of SEN with clear scaffolds, flexible groups and assistive technology used for those children that would benefit from it

The Kiwi Teaching and Learning Sequence

*At Kiwi Primary School, the primary role of **all** adults is to facilitate high-quality learning opportunities according to the policy outlined above.*

The flow chart below indicates how this is achieved in a typical learning session. The expectation is that all teachers will follow this routine, every day. Assessment for learning is at the heart of the learning process.

The poster below is the structure of each lesson and teachers will use this structure across all subjects to facilitate the best teaching and learning.



Teaching and Learning Lesson Sequence

Lessons will follow the following sequence

Short Retrieval/ Review of Learning

Previous learning is reviewed through one or more of the following methods

- Use retrieval grids with the four questions
- Flashback 4's
- Multiple choice questions,
- Choral Chanting,
- Quick fire recall questioning
- A hook hands on activity to introduce a new topic or theme

Teaching – Input from the Expert Presenting New Material/ Modelling (I do):

- The learning objective (LO) is shared with the children.
- Success criteria are shared to clarify how the LO will be achieved.
- Teachers explicitly teach new content using an *I do* approach.
- Concepts are sequenced in small steps, beginning with the most basic. Instruction is scaffolded through carefully designed inputs to reduce cognitive overload.
- Choral responses and stem sentences can be used to help frame and support learning
- Scaffolds and assistive technology are used to support learning

Guided Practice & Metacognition (We Do) Check for Understanding

- Teachers continue to model and guide practice with the support of expert input.
- Students practise concepts collaboratively, using strategies demonstrated during the *We Do* part of the lesson, with guidance from the teacher.

Teachers use a variety of assessment techniques to monitor understanding, including:

- Think–Pair–Share
- Show Me boards
- Cold calling
- Say it again, say it better"
- Choral responses
- Stem sentences to support structured thinking and responses

Independent Practice (You Do)

- Children are grouped flexibly during the *You Do* part of the lesson.
- Some pupils may require overlearning, an additional *We Do* session, or further explicit instruction from the teacher.
- All children should have the opportunity to complete tasks independently.
- Scaffolds or assistive technology may be used to support independent learning and access to the tasks

Review Learning

- Children should reflect on their learning and what has been achieved.
- This may include reflection activities, exit interviews, end-of-lesson summaries, or quizzes.

Children have achieved their learning objective

3 ticks next to the LO and next steps written given if

Children have partially achieved their learning objective

" ticks next to the LO and misconceptions identified children to address these with support before the next lesson. Using purple pen if editing.

Children have not achieved their learning objective

1 ticks next to the LO and misconceptions identified T or Ta to address misconceptions in supportive intervention

Assessment Processes

At Kiwi Primary School, feedback will be same day and immediate where possible.

Expectations for marking and feedback

Verbal Feedback

Verbal feedback, during a lesson, will focus firstly on the learning objective and success criteria and secondly on other features deemed relevant. When giving verbal feedback, the adult uses the code V in the pupil's book and bullet points the key areas discussed.

Formative Feedback / Marking

Any written feedback from teachers is provided using a green pen and pupils can self-correct their work using a purple pen.

Literacy

- Up to 3 ticks against the LO to show how well it has been achieved.
- Lower KS2 – punctuation and spelling codes in margins
- Upper KS2 – punctuation and spelling codes at end of paragraphs/page
- Self/peer assessment using answer sheets using purple polishing pens.
- Extended writing – 1 star and a wish

Mathematics

- Up to 3 ticks against the LO to show how well it has been achieved.
- Self/peer assessment using answer sheets using purple polishing pens.
- At least once a week quality mark

Marking Codes



	Learning supported by the teacher
	Learning supported by the teaching assistant
	Learning was independent (learning without a code was completed independently)
	Verbal feedback has been given. This symbol is accompanied by brief details eg, paragraphs or capital letters.
	Peer assessed (PIP used, teacher acknowledged)
	Learning completed with peers
	Spelling error
	Specific praise
	Point for improvement
//	New paragraph
^	Missing word or words
	Punctuation missing or used incorrectly
	One number in one square
	Correct answer

Foundation Subjects

- Up to 3 ticks against the LO to show how well it has been achieved.
- Add a question or comment if appropriate.

When marking work in foundation subjects, marking will be against the objectives for the foundation subject e.g. history or geography. The English skills for this piece of work will have already been taught and children are expected to maintain the same standard of English in all subject areas. Where this is not the case, the teacher will always challenge the child to improve their work ensuring high expectations at all times. There is an expectation in the Science curriculum that scientific vocabulary will be spelt correctly and consistently.

Where work has been marked time should be given to the child to read and where appropriate respond to the marking.

Achieving a high success rate is critical if learners are to embed their knowledge and progress. Therefore, if less than 80% of pupils achieve the LO independently during the session and after intervention, **the session will be retaught**. Members of the SLT will support teachers to ensure

lessons are effective and achieve a high success rate, but the responsibility will always be foremost with class teachers to ensure that they teach to an appropriate pitch, in line with our curriculum and following the Stages of practice of Rosenshine's principles in action .

Where pupils have not met the LO they must be placed into a target group in future catch up sessions or groups in lessons so they can be successful learners. If a child is identified with have SEN needs and not making appropriate progress SEN policies and procedures must be followed and learning adapted to meet the learners' individual needs in order that they achieve success in their learning.

2. The Curriculum

Our curriculum at Kiwi Primary School is specifically designed to meet the unique needs of our pupils, with a focus on the transient nature of our school community. It prioritises the development of core skills in English and mathematics, providing opportunities for students to apply these skills across a broad range of subjects. The curriculum is underpinned by the Rosenshine's principles, ensuring that learning is progressive and coherent. Regular recall activities help students build upon their knowledge incrementally, fostering deeper learning and supporting those who join us at different points in the academic year.

Our knowledge-rich curriculum is carefully tailored to reflect the interests, experiences, and needs of our learners. Given the high levels of mobility in our community, we have adopted a dynamic and engaging approach to ensure that learning remains fresh and stimulating. In both KS1 and KS2 mainstream classes, subjects are taught discretely, while connections between them are encouraged to maximize learning opportunities. This integrated approach inspires curiosity, keeps students engaged, and allows them to form stronger connections with the world around them

Meaningful curricular links are made with the local community, and emphasis is given to children engaging with current affairs. This enables our children to question and have an awareness of the world around them.

All curriculum content has been chosen and is viewed through the lenses of our SOAR school values.

The curriculum builds cultural capital by providing powerful knowledge and opportunities to share and communicate this knowledge using subject-specific skills.

EYFS Curriculum Organisation – The EYFS curriculum is based on child initiated and adult led activities which are planned through themes that will encourage a broad and balanced curriculum. The adults create an enabling environment for the children to explore and that interests them. Within our child-initiated learning, we teach in the moment. The adults facilitate child-initiated learning through questioning, modelling, demonstrating, narrating, modelling new language, explaining and exploring. The children in EYFS will learn through the characteristics of effective learning and the seven areas of learning and development.

KS1 & KS2 Curriculum Organisation –

EYFS, KS1 and those at the early stages of reading use Little Wandle Phonics: The Little Wandle Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS and KS1. Pupils are taught phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing. All children are given the opportunity to practise and embed their skills through ‘bumping’ into Phonics opportunities throughout the curriculum. Children will also have targeted interventions available to them should they need them. Data is collected every six weeks to inform the children’s next steps in learning.

In KS2, whole-class reading is delivered daily using a carefully selected class novel. This approach supports the development of reading fluency through a variety of structured strategies, including:

- **Choral reading**
- **Echo reading**
- **Cumulative reading**
- **Partner and small group reading**

Each session is also designed to include the development of comprehension skills by:

1. **Explicit teaching of a reading skill** – focused instruction on a specific aspect of reading, such as vocabulary development, inference, prediction, explanation, retrieval, summarising or sequencing.
2. **Oral application** – children practice the skill collaboratively through discussion and guided activities.
3. **Independent application** – children apply the skill individually, consolidating their understanding and demonstrating progress.

Our writing curriculum is designed to support children’s development as confident, creative and capable writers from the Early Years through to the end of KS2. It follows a progressive and inclusive structure that builds on prior learning and nurtures a love of storytelling and written expression.

Writing begins in EYFS with **Drawing Club**, an inclusive, playful and imaginative approach to early literacy and communication. Children engage with rich and engaging stories – including traditional tales, picture books and video clips – as a foundation for storytelling, drawing and early writing.

Each session focuses on:

- **Vocabulary development** through the introduction of ‘magic words’
- **Creative expression** through drawing and oral storytelling
- **Early writing opportunities** such as adding labels, captions or short sentences to their illustrations

This approach fosters a joyful and meaningful connection to language and literacy from the very start.

In KS1 KS2, writing is taught through the **Wiltshire Writing Project**, which combines high-quality texts with contextualised grammar instruction. Each unit is centred around a picture book or film clip and a model text, providing a rich stimulus for writing.

Units are structured into three phases:

1. **Try it** – Grammar, punctuation and vocabulary are taught explicitly and in context.
2. **Use it** – Children apply these skills in guided writing tasks linked to the model text or the final writing outcome.
3. **Prove it** – Children independently create original pieces of writing, drawing on the skills and vocabulary developed throughout the unit.

This approach ensures that grammar is taught meaningfully and that children are equipped to write with accuracy, purpose and flair.

In the resource base, children will follow the teaching sequence above that is the best fit for their individual needs.

Handwriting is taught progressively across the school, beginning with letter formation phrases embedded within phonics sessions as part of the **Little Wandle** scheme. In EYFS and KS1, discrete handwriting lessons focus on pencil grip, posture, letter formation and orientation. In KS2, children practice handwriting daily to develop a fluent, joined style, with teachers modelling high-quality writing across subjects and providing targeted support where needed.

KS2 use No Nonsense Spelling: This programme builds spelling skills embracing knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

In Maths we use a mastery approach. Content is taught progressively and uses physical representations and models to embed core skills. Pupils develop a deeper understanding of

concepts. Regular opportunities for reasoning demonstrate understanding and develop pupils' mathematical articulacy. We also explicitly teach fluency skills across all classes to encourage deeper mathematical understanding and mental mathematical fluency.

White Rose is used across EYFS - Year 6 as the main driver for the Maths curriculum, with Number Sense used in EYFS and KS1 to deliver further fluency learning. These are used alongside the Calculation Policy, which highlights the expected models to be seen in each year group. This allows staff to refer back to a previous year if needed to support a learner. The Progression Documents from the NCETM website are also used by staff in transition meetings and throughout the year to understand the prior learning the children will have covered in all subtopics within Maths and as a tool to fill gaps when planning interventions

Number Sense is used to deliver the multiplication programme of fluency in KS2. This runs daily with the children learning the 36 key facts set out in the programme and then applying these to a daily activity. In addition to this, the children use the NCETM and Maths Frame websites to practice online versions when at home.

EYFS use White Rose for their main lesson daily, with Mastering Number used for a daily 10 minute fluency session. This ensures they have exposure to a deepen understanding of number through the Mastering Number and the ability to apply in further contexts using the White Rose. Planning in EYFS is aligned with the planning of KS1 and KS2 and incorporates the CPA approach.

The Resource Base use a mixture of formal and informal methods to deliver their Maths curriculum. This is responsive to the needs of the children and incorporates the SEND Assessment Toolkit and uses small steps to teach in blocks.

In all subjects we have chosen schemes and adapted them to meet the needs of our pupils and carefully selected and refined essential substantive knowledge and disciplinary skills that have a clear structure and progression of knowledge and skills as children develop. These key skills and knowledge align with the Rosenshine's principles and the sequencing of concepts through small steps and explicit modelling, we also include in our curriculum our SOAR values, and our commitment to developing core skill from the English and Math specific skills.

This ensures we have key coverage of knowledge and skills, enabling our children to experience a broad and balanced curriculum. We have a clear focus on hands-on, practical learning and make full use of our wonderful outdoor environment to keep students engaged. By fostering

curiosity and a love of learning, children develop an inquisitive mindset, eager to explore and answer their questions about the world around them.

This approach helps students acquire knowledge and skills across the curriculum, while also deepening their understanding of vocabulary and providing enriching, practical experiences.

Our curriculum is driven by creativity and inquiry-based learning with hands on practical experiences. We use questioning techniques to ensure students understand key concepts, helping to embed substantive knowledge. Subject Leaders play a key role in identifying opportunities to integrate metacognitive strategies throughout the curriculum, further supporting our students' learning journey.

Resource Base Curriculum Organisation –

Our Resource Base curriculum is tailored to meet each pupil's individual needs, aligning with the EYFS statutory framework and National Curriculum while integrating personalised learning opportunities and therapies for holistic development. This design enables children to thrive and address their complex needs in line with the SEND Code of Practice and Education Health Care Plans.

We strive to be an outstanding centre of excellence, offering child-centred provisions that nurture and engage every child through personalised curriculums, appropriate sensory diets, and functional life skills development. Our approach is built on key relationships and collaborative efforts, utilising thematic curriculum design and memorable learning opportunities to promote independence. With a communication-friendly environment and a multi-agency approach, we set high expectations for progress, effectively meeting EHCP targets.

Our thematic curriculum includes engaging learning experiences delivered through our SEND-specific provision, such as Attention Autism, Sensory Stories, and Speech and Language Therapy. With a high adult-to-child ratio, we ensure that children make good progress towards their targets through both adult-led and child-initiated activities.

Our specialist resource base supports children with complex needs, particularly in Communication and Interaction, as well as Social, Emotional, and Mental Health. We provide adaptive, engaging curriculum experiences to remove barriers to learning while prioritizing pastoral care to foster emotional regulation and positive relationships with staff. Our provision includes Attention Autism, Intensive Interactions, Little Wandle SEND Programme, Sensory Story, personalised curriculums, and interventions, collaborating with professionals including Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

We are committed to enhancing communication skills through various methods, including objects of reference, visuals, Makaton, and Intensive Interactions, as part of our core offering and incorporating interactions and learning opportunities between children in the Resource Base pupils and pupils in the mainstream school, where appropriate.

Our **EYFS curriculum** is designed in line with the EYFS Statutory Framework and offers a broad and balanced approach across the prime and specific areas of learning and development, including:

Prime Areas:

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

Specific Areas:

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

Our Resource Base **KS1 thematic curriculum** is aligned with the National Curriculum, ensuring a broad and balanced foundation starting with core subjects of English (Phonics, Reading, and Writing) and Mathematics. It also encompasses History, Geography, Art, Design and Technology, Music, Science, PE, RE, PSE, and Computing. In addition to the National Curriculum coverage, we provide specialist therapies, experiences, and opportunities to support the complex needs of our pupils.

As our pupils progress through their education, our curriculum provision, environment, and resources are also progressive. Our Resource Base **KS2 curriculum**, aligned with the National Curriculum, enables pupils to access all core and foundation subjects. It features daily sessions in English, Maths, Phonics, and Reading that work in synergy with our thematic approach while delivering content across foundation subjects, including Science, History, Geography, Art, Design and Technology, Computing, Music, PSE, RE, and PE. All pupils benefit from enhanced provision to promote inclusivity and support their Social, Emotional, and Mental Health needs.

The Resource Base curriculum is underpinned by, and intrinsically linked to, the mainstream curriculum, thereby enabling pupils to access both specialist and mainstream provision as appropriate to their individual needs. This dual approach ensures that pupils benefit from targeted, personalised support while also engaging with the breadth and ambition of the wider school curriculum.

Mainstream curriculum cycles for core learning facilitate purposeful integration into mainstream classrooms, supporting pupils' academic progress, social development, and inclusion. The school's commitment to an inclusive ethos, combined with a total communication approach, enables all pupils to access a fully immersive curriculum in line with their abilities and aspirations.

An established Integration Plan provides a structured framework for monitoring and evaluating each pupil's pathway towards inclusion. The overarching aim is for pupils to access mainstream provision to the fullest extent possible, with levels of integration determined according to individual needs and developmental readiness.

Pupils within the Resource Base are recognised as full members of the school community and are afforded the same opportunities as their mainstream peers. This includes participation in all aspects of school life such as OPAL play at break and lunchtime, assemblies, and whole-school enrichment activities including Art, Science, Swimming, and Sports Day. Furthermore, pupils integrate into mainstream provision for both core and foundation subject learning, thereby ensuring access to a broad, balanced, and ambitious curriculum.

3. Assessment

At Kiwi Primary School, assessment is an ongoing process that we believe is fundamental to effective teaching and learning.

Teachers have a bank of assessment tools that they can use to accurately assess attainment and progress. These cover a range of techniques including low-stake testing (e.g. multiple choice quizzes), feedback (verbal, written) and planned, informal assessment tasks. Assessment is closely linked to and informs delivery of the curriculum. Assessment approaches are differentiated to capture attainment of all learners, including that of vulnerable groups.

A. Formative Assessment practices ('assessment *for* learning') are part of everyday classroom routines in lessons through:

- Using mini whiteboard assessment activities with the whole class to capture progress and address misconceptions
- Targeted key questioning with cold calling
- Think- Pair Share
- Say it again say it better
- Choral responses
- Multiple choice quizzes - including flashback 4
- Low stakes assessment tasks
- Peer and self-assessment
- High quality questioning and questioning for deeper understanding
- Peer and group work is also used as formative assessment opportunities.

B. Summative assessment ('assessment *of* learning'):

- Standardised assessments e.g NTS assessments (termly in KS2 and summer term in Year 2)

- Independent writing tasks
- Regular phonics assessments during KS1
- Practice SATs papers (Y6)
- Statutory assessments: Reception Baseline Assessment; Y1 Phonics screen; SATs; Y4 multiplication tables check
- Children in the resource Base are assessed against their individual and EHCP targets
- Objective Tracking for foundation subjects on Insight

Pupil Progress:

As stated above pupils progress should be monitored daily and misconceptions addressed daily within lessons using clear AFL strategies

Pupil Progress Meetings (PPMs) are held once a long term (September, January and May).

Pupils needing extra support and/or interventions are identified and tracked at each meeting to ensure their needs are being met. This ensures no child falls behind and everyone can achieve success. Children identified as having SEN needs will be discussed in more detail in separate Inclusion and SEN support review meetings which will also be held once per long term (December, February, June)

Monitoring processes

Core Subject leaders and Senior leaders will complete book looks once per half term linked to their area across the whole school. During this they will assess the use of marking and feedback used by the teachers and ensure it is linked to the expectations of the school.

Each year group will get an opportunity to discuss with the senior leader how they use the marking and feedback to inform their assessment judgements. There should be evidence that the intervention sessions are appropriately matched to the children and that they are having the opportunity to access GDS (greater depth) work. Senior leaders will ensure that the children's next steps are linked to their learning.

Foundation subject leaders will complete book look at least once per year linked to areas identified in their subject leader's action plan

Attainment descriptors

Core subjects:

Pupils are assessed at the end of every term against a set of criteria in Reading, Writing and Maths. These criteria have been developed to give a clear set of attainment characteristics for ARE in Autumn, Spring and Summer (end of year expectations). Teachers input these onto INSIGHT so gaps in knowledge can be identified.

The descriptors have been grouped so that they reflect content taught at that stage in the year. Some statements are highlighted as they are 'non-negotiable' in terms of defining ARE. For all other statements, the majority must be achieved for a pupil to fulfil the criteria for that stage.

The descriptors act as a guide for the knowledge and skills that should be taught in that term in that year group and are cross referenced against assessment tasks. This information is then recorded on Insight.

NTS assessment are also analysed on BOOST insights to identify children's gaps in knowledge.

Non-core subjects:

Learning in foundation subjects is defined in each unit:

1. Substantive Knowledge and Disciplinary Skills core learning – These link to the skills progression maps in each subject and ensure that pupils are being given explicit exposure and modelling of subject specific skills. These are defined in each unit's cover sheet documentation, knowledge organisers and lesson plans:

Formative assessment, to inform future teaching and learning, is at the heart of practice in foundation subjects. A typical unit will be 6 weekly lessons, with formal and informal assessments built into schemes of learning as agreed by SLT and Subject Leads. Objective for assessment can be found on Insight for foundation subjects and science. Teachers will assess against the set Substantive Knowledge and Disciplinary Skills at the end of each unit.

As for core subjects, skills are defined for all year groups. At the end of each term these are used by teachers to define attainment.. Just like core subjects, this information is then recorded on Insight.

Formal assessment process (end of term 2, 4 & 6)

1. Teachers compile teacher assessment evidence (books; attainment descriptors highlighting; evidence from assessment tasks);
2. Pupils complete standardised assessments;
3. Moderation (staff meeting/ inset):
 - a. Reading; b. Writing; c. Maths;
4. Data upload to Insight (internal): all subjects;

Written by:	Nicola Wright & Laura Eatherington
--------------------	---

Policy reviewed (date):

September 2026

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead

VISUALISED BY OLI CAV Oliver Cavill @olical



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

QUESTIONING

3 Ask questions



6 Check for student understanding



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



4 Provide models



8 Provide scaffolds for difficult tasks



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.
Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.

Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice



7 Obtain a high success rate



9 Independent practice



Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful independent practice in order for skills and knowledge to become automatic"

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.



