

# TEACHING AND LEARNING POLICY

## Document Summary

<b>Document Owner:</b>	Nicola Farrant
<b>Link Governor:</b>	Mark Toogood
<b>Version Number:</b>	6.0
<b>Document Status:</b>	Approved
<b>Date Last Approved:</b>	February 2026
<b>Date of Next Review:</b>	February 2027
<b>Frequency of Review:</b>	Annually
<b>Statutory Policy?</b>	No
<b>Model Policy?</b>	No
<b>On School Website?</b>	Yes

### FYI: Version control should be used for all formal documents and managed as:-

0.1 (1st draft version)

- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies) ▶
- ▶ 2.0 (2nd approved document) and so on.

Version	Amendment Date	Author	Amendment Summary
V2.0	02/02/17	Dan Coney	Updated formatting and approval status
V2.1	02.10.18	Pete Barnard	Reviewed & updated following SSL input
V3.0	05/01/19	Ruth Owen	Final formatting following review
V3.1	15/11/22	Ruth Owen	Updated front sheet with staff lead, link governor & model policy fields.
V3.2	6/12/22	Hannah Hornig	Reviewed with SLT
V4.0	01/02/23	Ruth Owen	Updated following governor approval
V4.1	03/12/24	Debbie Fisher	New policy created
V5.0	14/01/25	Ruth Owen	Final formatting following approval at FGB

V5.1	05/02/26	Nicola Farrant	Policy Review and addition of Teaching and Learning Framework
V6.0	17/03/26	Ruth Owen	Final formatting following approval at FGB

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## 1. Aims

This policy aims to:

- Explain how we'll create an environment at our school 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
- Involve pupils, parents/ carers and the wider school community in pupils' learning and development

## 2. Our guiding principles

Our vision is to enable all members of our school community to **become the best we can**, by being an **inclusive, vibrant, aspirational school**. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated.

Through this policy, we strive to ensure consistency in our approach to teaching and learning, to enable all staff to become the very best practitioners and to support pupils to become the best they can.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences

- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

We have created a Frampton Way for Teaching and Learning to capture this (see below).



## Frampton Way—Teaching and Learning

This **Teaching and Learning Framework** outlines our shared vision for high-quality teaching and learning across Frampton Cotterell C of E Primary School. It provides a consistent approach that supports all staff in delivering engaging, effective, inclusive and evidence-informed practice to ensure every child thrives.

Our **vision** is to enable all members of our school community to become the best we can, by being an inclusive, vibrant, aspirational school. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated. Our values of Thankfulness, Hope, Honesty, Forgiveness, Service and Justice permeate all we do.

At FCCCE our **curriculum design** gives all pupils the opportunity to succeed through practical and experiential learning. There are many opportunities for enrichment and use of the local area to support development of pupils' cultural capital whilst being inclusive for all pupils. Progression through school and all curriculum areas are planned to meet the requirements of the National Curriculum and to provide an exciting, engaging and developmental education. Many of our wider curriculum subjects are taught through a thematic (topic) based approach with some discreet knowledge lessons.



Positive relationships are key in our classrooms. This is evident in all lessons with all learners. Behaviour management is consistent and positive framing is used.

### Lessons always include:

Recapping and linking new learning with previous learning to help build stronger schemas. As Rosenshine's Principles highlight, effective teaching involves connecting new material to what pupils have already learned to promote long term retention and mastery.

Checking for understanding— A range of questioning and feedback strategies (these could include cold calling, think pair share, show me boards, say it again better as well as other strategies)

Scaffold and challenge—adaptive teaching is key to an inclusive curriculum. Strategies could include, but are not limited to:

- Physical and sensory aids: wobble cushions, movement breaks, areas in classroom, fidgets, ear defenders, coloured books, overbys, writingboards, pencil grips, large print
- Language and vocabulary support: word banks, sentence stems, pre-teaching, pictures/diagrams, dual coding, amplified instructions, mind maps to link learning
- Curriculum access: modelling, guided practice, worked examples, working walls, chunking tasks into small steps, alternative recording methods (oral, laptop, scribe), adjusting pace, flexible grouping
- Interaction and communication support: use of talk, visual cards, talking this, rephrasing, rewarding, reducing instructions

Reference to growth mindset: Children with a growth mindset have a desire to learn and will embrace new challenges, show resilience and learn from their mistakes.

Careful deployment of adults to enhance above.

All adults aware of disadvantaged children and vulnerable groups.

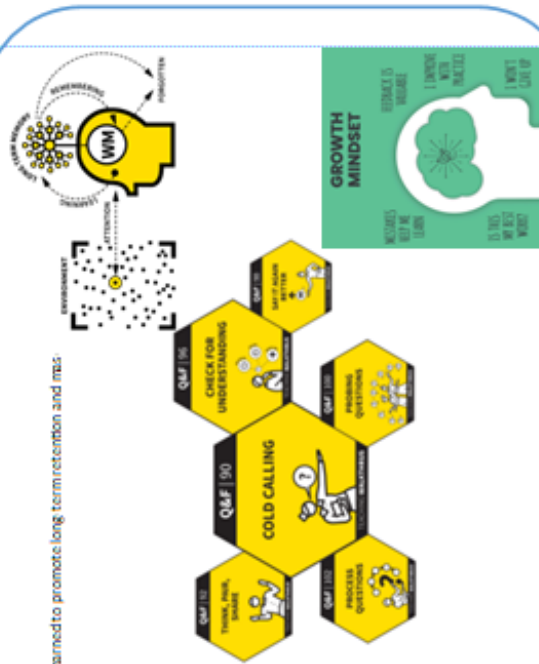
### Lessons often include:

I do, we do, you do model (always visible in maths lessons) —This gradual release approach builds pupils' confidence and independence by providing explicit instruction, guided practice, and opportunities to apply learning autonomously.

Worked examples/high quality models (always visible in writing lessons)

Vocabulary development and oracy

Play based and/or practical learning (in EYF5 and Y1)



"Feedback is only successful if students' learning improves – and this depends on their capacity to understand it and inclination to accept and act on it." (Sherrington)

In order to move learners on and to help them to develop, we will ensure that they are set clear learning outcomes with success criteria. Feedback in books and verbal feedback will be made against these outcomes during and after the learning, as research has established that one of the most important factors that supports learning is feedback.

Our safe, inclusive and engaging classrooms can celebrate, support and enrich learning. Our classroom environments welcome and engage pupils and also provide a learning resource. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment and will therefore have an impact on attainment and progress.

Teachers also embody our vision of 'Becoming the best you can' and are lifelong learners. Professional development focuses on evidence informed research and staff are given opportunities to reflect on and develop their practice continually.

### 3. 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.

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

#### 3.1 Teachers

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. This includes the use of Tapestry in EYFS and KS1, as well as termly letters and annual expectations evenings for pupils.
- Update parents/ carers on pupils' progress through parent consultation evenings twice a year and through an annual written report.
- Meet the expectations set out in other related policies, including the Behaviour Policy and Marking and Feedback Policy and the Teaching and Learning Framework.

#### 3.2 Support staff

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 and effort
- Demonstrate and model themselves as learners
- Meet the expectations set out in other related policies, including the Behaviour Policy and marking and feedback policy and the teaching and learning framework

#### 3.3 Subject leaders

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 their budget effectively 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
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities

- Create an action plan and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in other related policies, including the Behaviour Policy and Marking and Feedback Policy and Teaching and Learning framework

### **3.4 Senior leaders**

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 Behaviour Policy and Marking and Feedback Policy.

### **3.5 Pupils**

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 the Attendance Policy and the Behaviour Policy.

### **3.6 Parents and carers**

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
- 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

### **3.7 Governors**

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

## **4. Planning**

The foundation for curricular development is the School Development Plan, which is shaped by school leaders and approved by governors.

At Frampton Cotterell C of E Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. We follow a cross-curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

In Reception, we use the Early Years Foundation Stage statutory guidance to underpin our skills and knowledge led curriculum. This is carefully planned to incorporate the Development Matters and FCE expectations.

We have developed the 'Frampton Way' for reading, writing and maths and wider curriculum to help provide consistency in our approaches. These can be found below under each subject.

### **4.1 Reading and Phonics**

At Frampton Cotterell CofE Primary School, we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

In Key Stage 2, we use the Fred's reading approach.

[The Frampton Way for Reading:](#)

**Reading expectations 2025-2026**

<b>EYFS</b>	<p style="text-align: center;"><b>Phonics:</b></p> <p><b>Little Wandle scheme:</b>                      1 x daily phonics lesson 30 minutes with teacher.                      Linked activities during co-play to practice what has been learnt.                      Autumn term 1 &amp; 2 – phase 2                      Spring term 1 &amp; 2 – phase 3                      Summer term 1 &amp; 2 – phase 4                      Assessments taken after each 5 week block to monitor progress.                      Quick recap 5 minutes of sounds with key children as intervention daily – snappy flashcard sounds.                      Any children not on track have 1:1 interventions and retest every 3 weeks to monitor progress.</p>
	<p style="text-align: center;"><b>Reading:</b></p> <p><b>Little Wandle scheme:</b>                      Reading practice – 3 times a week                      Start with wordless books to model book talk – move on to phase 2 books when children are ready.</p>
<b>KS1</b>	<p style="text-align: center;"><b>Phonics:</b></p> <p><b>Little Wandle scheme:</b>  <u>Year 1:</u>                      2 x Daily phonics lessons (1 first thing/2<sup>nd</sup> after lunch) – Morning session 25mins – Afternoon session is a quick recap of the morning-10/15 mins. Quick GPC flashcards and blending practice. Any that have gaps have 1:1 interventions in the afternoons.                      Any children that are not on track in September will be taught in a focus group at an appropriate level at Reception level and tested regularly to help plug gaps.  <u>Year 2:</u>                      In September main group follow the year 2 program of a 5 week block of recapping phase 5 graphemes. Then move onto spelling patterns.                      Children that are not on track are taught separately starting on a level that is suitable in the year 1 program and have 2 lessons a day to get back on track. They are regularly assessed to help plug gaps. Any that need will have 1:1 interventions in the afternoon.</p>
	<p style="text-align: center;"><b>Reading Practice:</b></p> <p><b>Little Wandle scheme:</b>                      Reading practice is held every day at 10.55-11.15. Children are split into reading practice groups through KS1. LA children are grouped with a class teacher and currently have 4 reading sessions a week. More able children have 3 sessions a week and either with a teacher or a TA.                      Lessons are based on decoding, prosody and comprehension. Children then take these books home at the end of the week and bring back the following week. They can also take a sharing book home to encourage reading for pleasure.                      Year 2s that have finished the Little Wandle program and are fluent readers have a mixture of SATs style comprehension and Fred’s fluency reading tasks daily.</p>

**Reading:**

**Fred's teaching scheme:**

3 x Fred's guided reading sessions based on thematic text – Tuesday, Wednesday, Thursday.

**Tuesday Focus: Text 1**

**Vocab corner:** As a teacher model one example of the vocab for each section. Talk through all the sentences and allow children time to work in pairs with a word of their choice. Then discuss answers together as a class-children to mark as go.

**Rapid retrieval:** Talk about questions and think about what the key words are and break down the questions- show key strategies before-hand – underline key words in the question.

Have questions printed into GR books so can write quick answer responses into books – true/false questions etc.

**Reading the text:**

"I'm going to model excellence" Pick a key focus – pitch, italics mean emphasise – model half of text then in pairs read a quarter each. Give a few minutes to read.

Give time to respond to the questions in GR book with short answers.

**Wednesday Focus Text 1:**

**Time to Talk: No recording: Teacher and class talk and discussion:**

Questions on board with sentence stems to use to answer: Discuss in pairs for answer – share ideas using sentence stems.

**Think for yourself: Recording answer in GR book in sentences:**

Pick one question- give sentence starters on board for a starting point – personal ideas then share.

Keep EXT: up so HA can continue if finish.

**Flying solo: Record answers in GR book in sentences:**

Only use 3 questions: Have sentence starters in red under each question – print off on tables and up on board - Record in full sentences.

Give children sentence starters for each section to help support with answers.

Print off questions with sentence starters on the table for children to access.

**Thursday Focus Text 2:**

**Vocab corner:** As a teacher model one example of the vocab for each section. Talk through all the sentences and allow children time to work in pairs with a word of their choice. Then discuss answers together as a class-children to mark as go.

**Rapid retrieval:** Talk about questions and think about what the key words are and break down the questions- show key strategies before-hand – underline key words in the question.

Have questions printed into GR books so can write quick answer responses into books – true/false questions etc.

**Reading the text:**

"I'm going to model excellence" Pick a key focus – pitch, italics mean emphasise – model half of text then in pairs read a quarter each. Give a few minutes to read.

Give time to respond to the questions in GR book with short answers.

**Monday/Friday – activities based on class book**

**Monday:** Shades of meaning, Emotions graphs, What does the image show us? Hearts and minds- how are they feeling? How does this part show me.... Character traits, Unpick vocab-author choices

Themes throughout the book.

**Friday:** VIPERS based questions: Choose 2 VIPERS areas and ask specific questions based on those areas for the children to answer. Cut and paste into GR book for children to answer.

## 4.2 Writing

We use the Integra progression documents to inform our writing planning.

### Writing at FCCE: 'Our Way'

Build-up to writing	<ul style="list-style-type: none"> <li>Using FCCE's progression documents, identify and teach grammar skills relating to the narrative or non-fiction piece of writing.</li> <li>Using FCCE's progression documents, identify and teach narrative or non-fiction skills relating to the piece of writing.</li> <li>Use exemplar/WAGOLL texts to identify features of non-fiction texts (KS2)</li> </ul>
Planning writing & Scaffolds	<ul style="list-style-type: none"> <li>Children should plan writing in a variety of ways over the course of the year. This may include boxing up of paragraphs, story maps, story mountains or spider diagrams/mind maps.</li> <li>Planning should be recorded in Literacy books</li> <li>Scaffolds may look different from class to class and child to child. However, they will include visual, verbal and written methods (See the Six-texts types document-“Skeletons for writing” in j drive, writing, writing scaffolds folder)</li> </ul>
A typical week in KS2:	<p>Monday: Practising grammar skills and skills related to the genre of writing for that week</p> <p>Tuesday: Note taking/looking at WAGOLLs/immersing the children in the topic or genre of writing/a second day of skills practice if required.</p> <p>Wednesday: Planning writing/note taking/looking at WAGOLLs/immersing the children in the topic or genre of writing</p> <p>Thursday: Writing</p> <p>Friday: Writing (with some editing/revising)</p> <p>KS2 phases may focus on grammar skills for the 1<sup>st</sup> week and then do a short burst write on the Friday.</p>
A typical unit in KS1	<p>Units of work can be either 2 or 3 weeks long depending on the genre of writing and the length of the term. A unit of work could typically include:</p> <ol style="list-style-type: none"> <li>1) A hook or stimulus</li> <li>2) Identifying the end point of the unit with the children</li> <li>3) A weekly skills focus, including opportunities to practise this skill</li> <li>4) Identifying features of the text type</li> <li>5) Drama/creative opportunities to immerse the children in the unit of work/genre of writing</li> <li>6) A short burst piece of writing at the end of the first/second week of a unit of work using a picture stimulus or video with an opportunity to practise the skill that they have been learning that week</li> <li>7) Children plan their extended write in a variety of ways (boxing up/picture maps/notetaking/story mountains)</li> <li>8) An extended piece of writing at the end of each unit of work (2 per term minimum)</li> </ol>
Modelling writing	<ul style="list-style-type: none"> <li>Writing should always be modelled by the teacher in front of the class before children are expected to write themselves.</li> <li>When modelling writing, teachers need to both type and handwrite.</li> <li>Teachers should be modelling how children can edit their writing as they go (KS2).</li> </ul>

	<ul style="list-style-type: none"> <li>• Children should participate when writing is being modelled, spotting mistakes that need to be edited, identifying success criteria in writing and magpieing phrases and words to include in their own work.</li> <li>• In KS1, sentences are regularly dictated to model correct syntax , word usage and accurate use of vocabulary.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Success criteria should be used throughout the school.</li> <li>• Students should tick/cross each SC in UKS2 to self-assess their work.</li> <li>• No SC should be used in year 6 after Christmas.</li> <li>• Extended pieces of writing should take no more than 3 sessions to complete.</li> <li>• Children to write on every other line in KS1.</li> <li>• Children can write on every other line at the teacher’s discretion in KS2.</li> <li>• Common exception word mats, phonics mats, vocab banks and spelling dictionaries should be used by the children to support their spelling when writing. Dyslexia friendly spelling dictionaries are available in all classrooms.</li> <li>• Adaptations should be used regularly in class to ensure that all children in class can access the learning. These could include vocab banks, sentence prompts, sentence starters, using a laptop for longer writes, using a writing slope etc</li> <li>• The ‘Slow Writing’ approach is used in LKS2 at least 2 times per term. In UKS2, the ‘Tell Me a Story Tuesday’ approach is used twice a term.</li> </ul>
Editing writing	<ul style="list-style-type: none"> <li>• Children should use red pens to edit and revise their writing (y1 – y6)</li> <li>• There should be opportunities to edit during a piece of writing and/or at the end of a piece of writing.</li> </ul>
Marking writing	<ul style="list-style-type: none"> <li>• Teachers should be highlighting SC green to assess whether children have achieved each SC.</li> <li>• 3-4 Spellings should be identified with an ‘Sp’ and written below the writing for the children to copy out ten times and to put into their spelling dictionaries.</li> <li>• The teacher should highlight words that a child should be proud of or that exemplify the SC in green in KS1.</li> <li>• The teacher should highlight sentences that a child should be proud of or that exemplify the SC in green in KS2.</li> <li>• Sentences that need editing should be highlighted in pink and children should be encouraged to edit these sentences in red pen in KS2. This can be done with an adult.</li> <li>• Teachers should be highlighting 2-3 sentences per piece of writing and 2-3 spellings.</li> <li>• It is encouraged to mark writing with the child there.</li> </ul>

Children should be doing at least an extended piece of writing every other week and a short burst piece of writing every other week.

### Handwriting at FCCE

EYFS	In EYFS, children will be taught to form letters using the Letterjoin. There should be a range of kin aesthetic approaches used in Reception so that letter formation can be fully committed to muscle memory. Children are taught to print letters in Reception.
KS1	In Years 1 and 2, when children are ready, they will be introduced to the diagonal and horizontal strokes needed to join letters. By the end of Year 2, most children should be able to use a cursive style. 4 sessions a week using the Letterjoin scheme.

LKS2	Years 3 and 4 to have twice weekly handwriting sessions. Some handwriting (spelling of hfw and year 3 and 4 statutory words) to be taught through spelling practice.
UKS2	Handwriting to be taught twice a week following the Letterjoin scheme.

Spelling at FCCE

LKS2	Spelling rules to be taught via the Grammarsaurus scheme. High frequency words and statutory words to be taught via handwriting practice. Spelling to be taught at least twice a week. High frequency words and statutory words identified and scheduled at end of progression document for LKS2.
UKS2	Spelling rules to be taught via the Grammarsaurus scheme. High frequency to be taught via handwriting practice as an early work task. 3 prescribed Grammarsaurus units to be taught per year. Statutory words identified and scheduled at end of progression document for UKS2.

SEN

Reasonable adjustments should be made to those children who are on the SEND register. Children who require it, may need scribing for, word mats, sound mats, talking tins, pencil grips and extra adult support. They may also need to adopt the break through approach where sentences are orally formed by the child, written by the teacher, cut up and then put back together by the child for their writing. Where appropriate, children should be given the opportunity to orally rehearse their sentences and repeat these to an adult as they write them. Visuals and picture prompts should also be used as stimulus and to generate ideas for writing when needed. Where appropriate, some children will be to access a computer for their extended pieces of writing. If this is the case, children will be invited to a touch-typing intervention before school to develop their touch-typing skills.

Pupil Premium


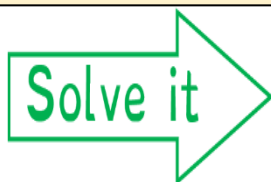
The books of pupil premium children will be marked first, where possible. Where appropriate, adults will check in with children throughout the lesson.

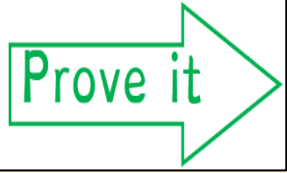
**4.3 Maths**

We follow White Rose medium term plans to teach Maths to whole classes and adapt White Rose resources to suit the needs of our classes.

The Frampton Way for Maths:

# Maths lesson layout

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Starter</b></p>	<p><b>‘Practice makes perfect - PMP’ (10 mins) – in books or on whiteboards</b></p>
	<p><b>Slide split into 4 sections:</b></p> <ul style="list-style-type: none"> <li>1 question from last lesson</li> <li>1 question from last week</li> <li>1 question from last term</li> <li>1 question you choose/class need/common misconception</li> </ul> <p>UKS2 will look slightly different and may have more fluency practise</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Part 1: Introduction</b></p>	<p><b>Part 1- use flipchart template (I do, we do, you do- key vocab)</b></p> <p><b>‘I do’:</b> – Direct teaching talk of the concept using a flipchart to recap prior learning. This step is 100% teacher modelled. Concrete, pictorial, abstract (CPA) approach used, context of learning to be made explicit &amp; include vocabulary here.</p> <p><b>‘We do’:</b> – children do this in their <b>maths books (KS2)/ whiteboards (KS1)</b> under ‘We do’ title. Children work in pairs and teacher walks round to check books. Do you need to remodel ‘I do’, ‘We do’ with a small group who have misconceptions?</p> <p>Children use manipulatives and work with teacher/partner to explore new learning. This should be shared, including exploration of maths and lots of discussion.</p> <p>When answering a question child to use the sentence stem: <b>I know it’s ..... because....</b></p>
	<p><b>Part 2-</b></p> <p><b>‘You do’:</b></p> <p>Question material to be sourced from White Rose but adding in questions where necessary for example you may want to add some more fluency in the Learn It section of the sheet.</p> <p>Independent application of learning/guided work in maths books.</p> <ul style="list-style-type: none"> <li>• Targeted teaching- correcting misconceptions, challenging HA, mini-plenaries</li> <li>• Children to use marking stations to mark own work with a red pen if appropriate (see more info below)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><u>Task completed in books</u></p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div> <p><b>6-10 fluency questions</b></p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div> <p><b>3 application question (sourced from White Rose or written yourself) e.g.</b></p> <ul style="list-style-type: none"> <li>✓ empty boxes</li> <li>✓ word problems</li> </ul> </div> </div> <ul style="list-style-type: none"> <li>✓ correct the errors</li> <li>✓ odd ones out</li> </ul> </div>

	<div style="display: flex; align-items: center;">  <div> <p><b>1 deepening question e.g.</b></p> <ul style="list-style-type: none"> <li>✓ list all possibilities</li> <li>✓ rules &amp; patterns</li> <li>✓ examples and non-examples</li> <li>✓ true/false &amp; prove it</li> <li>✓ Can you write a question so this is right?</li> </ul> <p>* Children should be writing their answer in full sentences to these using sentence stems up on display and using examples to back up their answer.</p> </div> </div>
<p><b>Part 3: Plenary (flexible)</b></p>	<p><b>Part 3:</b> Problem solving/reasoning activity accessible for all: this is a discussion point to explore learning, spot patterns, make links, correct common misconceptions and celebrate achievement.</p> <p>Children to demonstrate an understanding of patterns/ links to previous learning. Children to use sentence stems:</p> <p><b>I noticed that ...</b></p> <p><b>I learnt that ...</b></p> <p>e.g. word problem/missing number/find all possibilities/true or false/if I know this, I also know...../ this is the answer, what is the question?</p>

Extra information	
Maths display in classroom	<ul style="list-style-type: none"> <li>✓ Sentence stems</li> <li>✓ Learn it/ solve it/ prove it arrows</li> <li>✓ Examples of methods/ manipulatives to use linked with current learning</li> <li>✓ Times tables where applicable</li> <li>✓ Key maths vocabulary (added to throughout the year)</li> </ul> <p>Use resources found in J drive/subject leaders/ maths/ display</p>
Homework	<p>KS2 only- homework sent out weekly on Wednesdays and marked during PMP starter</p> <p>10 arithmetic questions (see useful websites below)</p> <ul style="list-style-type: none"> <li>• <a href="https://mathsbot.com/primaryMenu">https://mathsbot.com/primaryMenu</a></li> <li>• Ashley-down booklets good for times tables (saved in subject leaders/maths)</li> <li>• <a href="https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check">https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</a></li> </ul>
Calculations	Use the Whiterose calculation policy and progression of skills to ensure sequential planning with small, appropriate steps.
Manipulatives	<p>Find sets of manipulatives in the maths resource room (next to the music room)</p> <p>In KS1 these should be easily accessible for children in the classroom.</p>
Marking	<p>Teachers to highlight the LO in children's books (during the lesson if possible) with green highlighter if they have achieved the LO and leave blank if they haven't. Teachers to write a v in a circle with a green pen if they have given the child feedback. Children to self mark where possible.</p> <p>Top tips for marking stations</p> <ul style="list-style-type: none"> <li>✓ Teach children how to use marking stations/red pens at beginning of the year</li> <li>✓ If 3 mistakes have been made, go and see a teacher/adult</li> <li>✓ Don't leave self-marking till the end of the lesson, encourage children to mark after each section of the task (e.g. mark after learn it, after solve it etc)</li> </ul> <p>The teacher will always look at books and check marking.</p>
Presentation	<p>Top tips for good presentation</p> <ul style="list-style-type: none"> <li>✓ New page for each day</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Date, title, PMP written at top of page and underlined neatly with a ruler</li> <li>✓ No margin needed</li> <li>✓ One digit per square</li> </ul>
Worksheets	A little reminder that there needs to be a balance between worksheets and working in maths books please. If possible, children should work directly in their maths book.
Planning	Follow the Whiterose medium term plans to map out the curriculum. Save all your flipcharts for maths in year group planning folders. Whiterose plans should be adapted and snipping tool can be used to create flipcharts and create worksheets.
SEND and vulnerable groups	Reasonable adjustments should be made. This may take the form of number mats, manipulatives, visuals and sometimes adult support. Adaptations are not limited to these suggestions.

#### 4.4 Other subjects

Wider curriculum subjects are taught through a topic-based approach, planned for in line with the expectations of the National Curriculum.

Learning Journeys for each wider curriculum subject area, map out the topics and knowledge that are taught across the school ensuring for progressive coverage. These consist of cycle A & B to support mixed age classes. Progression in skills documents created by subject leaders.

Wider curriculum learning is displayed in each classroom on topic displays, promoting substantive knowledge and the key vocabulary of current learning.

See the Teaching and Learning framework and the Frampton Way for wider curriculum for information on what all lessons will include.

Further enrichment opportunities are planned for to support an engaging curriculum, for example, RE visits and Arts Week.

<b>Subject</b>	<b>Schemes</b>
PSHE	Jigsaw
RE	Understanding Christianity and the South Gloucestershire Agreed Syllabus to teach RE.
Music	Kapow, Sing-up Music lessons offered via private (singing, violin, piano, harmonica)/Hub teachers (guitar, clarinet plus other as requested)
History	Black History Week
PE	Get Set 4
French	Primary French
Computing	Kapow

#### 5. Learning environment

Learning spaces in school will be kept safe, clean and ready for pupils to use them.

Display boards should be backed with hessian with a blue ribbon border.

Classrooms will have accessible resources for learning, such as books and equipment. There will be a seating layout that allows everyone to participate.

Staff will follow the classroom environment checklist to ensure classrooms are suitable for all learners and are used as a learning resource.

#### 6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will make adaptations to cater to the needs of all of our pupils, including:

- › Pupils with special educational needs and/or disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils

We will make reasonable adjustments to support the different needs of pupils. This may include, but is not limited to the following strategies:

- Scribing work
- Providing word mats and sound mats
- Providing talking tins
- Offering pencil grips
- Providing close adults support
- Using visual aids
- Using manipulatives
- Providing word processing equipment
- Providing writing frames
- Providing scaffolds

See the Teaching and Learning framework for other strategies.

## 7. Home learning

Home learning (also known as homework) is work set by a pupil's teacher to be completed at home outside of school hours. The aim is to encourage all children to become accomplished, Independent learners in order to maximise their potential.

Home learning is a means of:

- Reinforcing and practicing skills taught at school in order to improve academic performance particularly in English and Maths.
- Extending school learning, for example through additional reading.
- Promoting a positive attitude to learning and improving children's motivation.
- Developing an effective partnership between the school and parents/carers in pursuing the aims of the school and to enjoy the learning experience together.
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own – skills which are requirements for secondary school.

More information can be found in our Home Learning Policy.

## 8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

More information on how learning is marked can be found on the subject specific Frampton Way guidelines and the marking and feedback policy.

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Teachers assess children in reading, writing and maths three times a year. They note if a child is on track to reach the end of year expectations, if they are working at the depth standard, if they are a key marginal (just below) or if they are working well below.

There are pupil progress meetings three times a year to discuss pupil progress and attainment.

Some pupils with SEND are assessed using PIVAT assessments.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Pupil progress meetings
- Book scrutinies
- Lesson observations
- Pupil conferencing

## **11. Review**

This policy will be reviewed every year by the senior leadership team. At every review, the policy will be shared with the full governing board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives