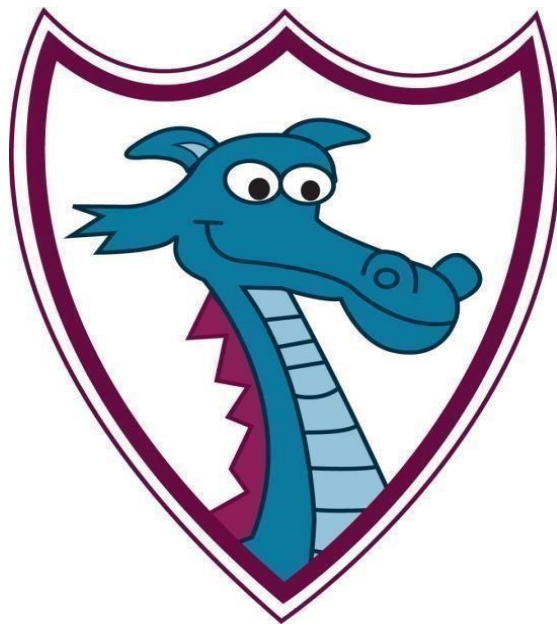


# CORSHAM PRIMARY SCHOOL

## Teaching & Learning Policy



Reviewed: November 2025

Policy Ratified by the LGC: November 2025

Next Review Date: November 2028

## Corsham Primary School Teaching and Learning Policy

### Aims of the Policy

This policy has been written to support the guidance for teaching and learning at Corsham Primary School, which is available for the teaching team to view on the online platform of Padlet.

The Teaching and Learning Padlet covers the eight national teaching standards and cites highly effective examples of practice from Corsham Primary School of ways to fulfil each standard of teaching and learning.

This is by no means exhaustive and is reviewed and evaluated regularly to meet the needs of the pupils. Therefore, staff, in the teaching team, are encouraged to view this regularly, as a means of support, as well as a method of finding out how to best approach a teaching standard in their classroom.

### Vision and Values

Our Curriculum aims are based on our Vision and Values, which are as follows:

**We believe that all children matter and have the right to the very best in order to achieve their full potential.**

#### **Caring... to display kindness and concern for others by:**

- Putting children at the heart of everything we do
- Providing an ethical framework to make informed and positive choices
- Teaching a love for the environment and everything in it
- Developing an understanding for all who live within their community and further afield
- Supporting the emotional wellbeing of all children

#### **Positive...to be optimistic and confident by:**

- Celebrating and sharing success and achievements
- Developing local, national and global partnerships
- Having consistently high expectations and standards
- Developing personal responsibility

#### **Stimulating...to encourage interest and enthusiasm by:**

- Matching learning to the needs of every child
- Providing a curriculum that is creative, inspiring, challenging and motivating
- Making sure we have fun while we learn
- Collaboratively working with Parents and Carers

### The Teaching Standards

The teaching standards are referred to as part of the day-to-day practice at Corsham Primary School

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils

- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good safe learning environment
- Fulfil wider professional responsibilities

## **Principles of Teaching and Learning**

At Corsham Primary School, the curriculum aims to provide a broad and balanced curriculum, which develop the skills, concepts and knowledge necessary for future lifelong learning. At Corsham Primary School, we recognise the value in:

- Providing a welcoming conducive and effective environment, in which the pupils feel safe and ready to learn and achieve their full potential
- Providing a learning environment, where pupils are able to access resources independently and make use of the displays around them
- Plan and deliver lessons and activities using the National Curriculum programmes of study and the Early Years Foundation Stage Curriculum for all pupils to access
- Providing a range of teaching and learning opportunities that suit the range of learning needs
- Sequenced lessons which provide a secure foundation and knowledge, repetition and connection and a practical teaching cycle
- Use the Feedback Code effectively to support children's progress
- The Curriculum is enhanced with/by the wider curriculum and other opportunities such as: external visitors and trips to places of interest in the locality
- Use retrieval practice to embed sticky knowledge and make links with other subjects
- Provide positive and age appropriate behaviour boundaries that supports pupils and their wellbeing and reflects the school's Behaviour Policy
- Valuing and celebrating pupils' success and achievements, both in and out of school
- Ensuring that all opportunities are fully inclusive to ensure that no pupil is disadvantaged
- Ensuring that The Rights of the Child underpin our teaching and learning practice

## **Teaching and Learning Organisation**

- Behaviour Management - is referenced in the Behaviour Policy
- Classroom Organisation - is referenced and cited in the Classroom Organisation Check List for all teaching staff to refer to for setting up the learning environment
- Planning, Preparation and Assessment time - Teachers have 10% noncontact time in line with government guidelines and the PPA Policy written by Corsham Primary School. This

time is used to support the work of teaching and learning benefitting the pupils at Corsham Primary School and ensures Planning, Preparation and Assessment are being completed as set out by policies written by Corsham Primary School.

- Long Term Planning - Annually, the 39 Week Enquiry Plan is reviewed, evaluated and updated to facilitate improvements to the curriculum.

## **Assessment**

The online platform, Insights, enables teachers to record ongoing pupil assessment against the National Curriculum objectives. These are assessed regularly to establish the level of attainment the pupils are working at and are achieving. Three times per academic year, the standard of attainment is recorded for all pupils and it provides the data required for an analysis of the progress and attainment of each pupil in each class and across the school. Ongoing assessment, informs daily planning for future teaching and learning for all pupils.

- All Foundation Stage pupils will be assessed using the EYFS baseline within six weeks of starting school. At the end of EYFS, pupils are assessed against the Early Learning Goals
- Year 1 pupils complete a statutory Phonics Check set by the Government in the Summer Term
- Year 4 pupils will be screened using a statutory Times Tables test in the Summer Term
- Year 6 pupils will be screened for Mathematics, English and Spelling Punctuation and Grammar (ESPG) using the Key Stage 2 Statutory Assessment Tests (SATs) and teacher assessment for writing.

All results from these assessments will be analysed and used to inform future planning for individual and/or groups of pupils as well as informing future whole school targets for the School Development Plan.

## **Planning to meet the Needs of the Pupils**

- Class teachers are aware of all of the needs of all of the pupils in their classes and are supported by the Inclusion Managers and Assessment Leaders to ensure all needs are met through appropriate provision and intervention
- Class teachers ensure that the learning is reflective of provision map targets for all SEND pupils
- Differentiated and scaffolded tasks are provided for pupils along with learning objectives and steps to success are clear
- Modelling is planned for and used effectively to support pupils' learning
- Subject Leaders are aware of the progression in their curriculum area from Foundation Stage to Year 6
- Formative assessment is used to respond to individual pupil's needs through focus groups, verbal feedback and one to one intervention groups
- Pupil wellbeing is at the forefront of practice and is considered very carefully to ensure pupils are ready to learn and ready for their school day
- Teaching is adaptive as per the Adaptive Teaching Toolkit

## **Pedagogical Postcards**

The Pedagogical Postcards provide principles by which the teaching and learning activities are supported:

- Clear instructions that match cognitive load

- High quality questions from adults
- Regular and effective verbal feedback
- Pupils have a chance to construct their own learning
- Regular opportunities to recap and summarise learning
- Appropriate higher order thinking tasks
- Building on what the pupils already know
- Pupils being developed as assessment capable learners
- Pupils given the bigger picture: why, what and how
- Reflection and other metacognitive behaviours
- Carefully selected scaffolding techniques and clear, effective modelling
- Variation in inputs during the process

### **Monitoring and Evaluation**

An annual monitoring and evaluation timetable is created to ensure that all Stakeholders have ample opportunities to monitor and evaluate the teaching and learning at Corsham Primary School in conjunction with the standards and expectations of the pupils.

The subjects are monitored closely by the Subject Leaders with the support of the class teachers to ensure that any development actions are implemented and impacts on benefitting the pupils further.

### **Other Roles and Responsibilities**

#### **Governors' Role**

It is the Governors' role to monitor and review the policy and its practice through, holding the school to account:

- Regular visits to oversee the delivery of their scheduled subject (link Subject Governor reports)
- Attending Governor training
- Receiving reports from the Headteacher on relevant issues, including, Health and Safety, and to follow up any previous issues
- Promoting and ensuring at all times equal opportunities in relation to race, gender, socio economic background, belief, special needs and well-being
- Promoting and ensuring at all times the practice of giving value and respect for all cultures and faiths
- Holding the Senior Leadership Team to account using the Headteacher reports, the School Development Plan and the school's Self Evaluation Form

#### **Parents' Role**

Parents are encouraged to support their child's learning and a contract is signed between the Parent and School upon joining the school

#### **Community Role**

The Community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs
- Presenting themselves as positive role models to be emulated

- Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- Supporting school events
- Voluntarily helping in the classroom
- Being part of the Wellbeing Advocate Parent Team

### **Equal Opportunities**

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

### **Review**

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

**Children's rights are at the heart of our vision and ethos. The children's rights linked to this policy are:**

### **Teaching and Learning**

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

## Teaching and Learning – the Pickwick Way

This diagram supports the document *Teaching and Learning – the Pickwick Way* by Pickwick Academy Trust which fully explains how it further supports our practice at Corsham Primary School.

### Planning, Teaching, Learning Environment, Reflection and Assessment the Pickwick Way

