



Holy Trinity Church of England Primary School

Teaching & Learning Policy

'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'

Each day opens up horizons of hope, aspiration and joy!



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Shared with Parents	18.03.2026	Website
Policy Revisit	01.09.2026	
Policy Review	01.11.2027	



Intent and Design What are we trying to achieve?

Curriculum Overview							
Key Principles Underpinning our curriculum	LITERATURE-RICH LEARNING ENVIRONMENT Every pupil becomes an avid reader	PURPOSE FOR LEARNING Learning Means The World	PROGRESSION OF KEY CONCEPTS AND SEQUENCE OF CONCEPTS Progression that builds on sequential prior knowledge. Knowledge is carefully chosen, sequenced in a meaningful way that engages and extends learning.			APPLICATION OF BASIC SKILLS Opportunities to practice & consolidate	Knowledge Animation Previous knowledge New knowledge created through dialogue and collaborative processes. Known Knowledge Facts, theories research
		BESPOKE IDENTITY for each subject area	CULTURE	COMMUNICATION	CONSERVATION	CONFLICT	

Learning Behaviours	<i>'Each day opens up horizons of hope, aspiration and joy!'</i>					
	Wisdom	Communication	Resilience	Collaboration	Pride	Ambition

Implementation How do we organise Learning? *'the right learning at the right time – the right objectives in the right sequence taught in the right way'*

Provision	Lessons	Focus Events	Visits/visitors	Trinity Partnership	Ripon heritage	Distinctness	Out of hours learning	
EYFS Areas of Learning	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design	RE

Context CONTEXTS FOR LEARNING – FOCUS THEMES – CATALYST QUESTIONS Authentic purpose and contexts for learning

Characteristics of effective Learning	Playing & Exploring – Engagement <i>Pupils investigate and experience things and 'have a go.'</i>	Active Learning – Motivation <i>Pupils concentrate and keep on trying if they encounter difficulties and enjoy achievements</i>	Creating & Thinking Critically <i>Pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i>
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High Impact Teaching Strategies	Setting goals- clarity of objectives with structured lessons	Questioning to assess understanding	Modelling explicit teaching with planned adaptive challenge	Summarising and embedding vocabulary & sentence stems.	Collaboration Learning Approaches	Metacognition & self-regulation	Effective, Personalised Feedback	Worked examples Use of visuals in explanations	Multiple exposures Plenty of Practice
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Evidence of learning	Learning objectives/success criteria using	Range of pupil generated evidence.	High standards of basic skills	Positive, supportive feedback	Pupil drafting and editing	DIRT 'Dedicated Improvement and Reflection Time'	High quality presentation
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Impact Are we making a difference? How do we know?

Evaluating Impact	Holistic view of the whole child	Internal & external data scrutiny	M&A Calendar focusing on SDIP priorities	'Plan Do Review' Continuous improvement cycle	Proactive formative & summative assessment	Interactive whole school community voice	Accountable Leadership
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How?	Lesson Studies	Planning Audit	Community voice	Work Scrutiny	Data analysis	Key Priority Monitoring	Appraisal	External QA
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Evidence of Impact	Confident, independent readers with a passion for reading	Enthusiastic and engaged learners Pupil Voice	'Life in all its fullness' John 10:10	High Standards of attainment and achievement	Excellent behaviour and attendance	Team Trinity	External endorsement Parent Voice Ofsted SIAMS
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Rationale

Holy Trinity Church of England Primary School is committed to creating a welcoming community of faith where high expectations for teaching and learning are understood and applied consistently. Our Teaching and Learning Policy is inclusive and designed to support the way in which all members of the school can learn and flourish together. We believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices and progress in their learning. We believe that appropriate teaching and learning experiences help children to lead happy, rewarding and successful lives.

This policy is based on the outcomes of discussions by all in school and outlines the essential characteristics of teaching and learning at Holy Trinity. Each day opens up new opportunities, a fresh start bringing horizons of hope, aspiration and joy!

Key Principles

'Loved by God and one another' is at the heart of our Teaching and Learning Policy; all adults in our school have an unconditional positive regard for all our pupils. There is an expectation that all adults have a basic acceptance of, and respect for, all pupils, regardless of what they say or do, which permeates our interactions with them and discussions about them.

All members of our community are welcomed, valued and treated with empathy and respect. We aim to create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout our community. We instil a calm and orderly environment to enable pupils to learn and flourish.

Aims of our Teaching & Learning Policy

- To ensure that excellent teaching is a minimum expectation for all.
- To provide consistency of teaching and learning across our school.
- To enable teachers to teach as effectively as possible.
- To enable pupils to learn as efficiently as possible.
- To give pupils the skills they require to become effective lifelong learners.
- To provide an inclusive education for all pupils.
- To learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared

Early Years Foundation Stage

In the Early Years Foundation Stage we continuously encourage pupils to be independent, curious, creative and resilient learners who show respect for each other, their communities and the environment. At the heart of our approach, we strive to develop pupils' communication skills, ensuring that they know how to appropriately express themselves and feel heard.

We recognise that play is essential to pupils' cognitive, imaginative, creative, emotional and social development. We provide play experiences which have a balance between adult-led and child-initiated play; allowing pupils to explore their own ideas and apply what they have learnt in different situations. In addition, open ended resources are utilised to support exploration and



critical thinking, as well as providing provocations to enthuse and motivate pupils. Practitioners ask open ended questions and challenge pupils to re-examine and extend their understanding.

Our 'Spaces to Learn and Play' plans focus on developing the prime areas, and the specific areas of learning, as outlined in the 'Statutory framework for the early years foundation stage'.

To ensure breadth, challenge and relativity, we follow whole school approach to planning; using Learning Meets the World and Little Wandle in both Nursery and Reception. Reception uses Mastering Number and White Rose Maths and Nursery use Master the Curriculum to support their maths teaching. This ensures that learning progresses from the start of Nursery to the end of Reception, and on to Year 1.

On-going formative assessment and daily evaluation enable practitioners to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day.

High Impact Teaching Strategies at Holy Trinity

What are the characteristics of excellent teaching at Holy Trinity?

- Nurture a culture of active participation where children feel safe to take risks and express themselves.
- Activating creative thinking.
- Setting goals - clarity of objectives with structured lessons. Success criteria build on clearly planned and sequenced learning objectives.
- Maximising the opportunity to learn.
- Using planned questioning to assess understanding.
- Assessment used to inform precise target setting
- Modelling explicit teaching with planned adaptive challenge.
- Summarising and embedding vocabulary & sentence stems.
- Collaborative Learning Approaches
- Teaching strategies that are based on research evidence, which meet the context of our school. These include Growth Mindsets, Talk Matters, Metacognition and Self-Regulation.
- Using effective, personalised marking that moves learning on and gives a range of live, summary and review feedback.
- Worked examples which match and exemplify the models used in teaching materials. Use of visuals in explanations to meet the varying needs of learners.
- Creating a calm, supportive, stimulating, inclusive and purposeful learning environment.
- Providing pupils with practice that consolidates learning over time through multiple exposures in a variety of contexts.
- Delivered at a pace that allows sufficient thinking time for learning to be consolidated. Thinking and

What are the characteristics of excellent learning at Holy Trinity?

- Access to appropriate and modelled visual and concrete resources to support, challenge, scaffold and deepen – ethos of opting in!
- DIRT 'Dedicated Improvement and Reflection Time' which promotes and supports pupil drafting and editing.
- Acquiring and confidently applying subject knowledge and foundational basic skills
- Opportunities for children to engage in high quality talk and oracy that is designed so pupils can express themselves and put their points of view across confidently; this includes being able to take a meaningful role in discussions and debates.
- Positive, supportive feedback with high quality marking & dialogue that supports in lesson progress and makes pupils aware of next steps.
- Systematic checking of understanding
- Interventions in lessons where necessary to ensure that all pupils are challenged appropriately.
- Pupils are actively engaged during all elements of the lesson, making use of paired, independent and whole-class strategies to maintain focus, concentration and engagement. They are provided with opportunities to explore, extend and be curious about the world they live in.
- Practical and physical activities are used creatively to make links across the curriculum as a way of enhancing learning. Pupils are able to identify these links.
- Taking pride in presentation of learning.
- Based on purposeful, formative assessment which is used to support teaching and learning. Summative assessment is proportionate to its value and supports



linking skills will be made visible.

- Reflective of the Spiritual, Moral, Social and Cultural needs of our children and community including the careful, implicit weaving of British Values.
 - Effectively supporting children to develop physically and mentally healthy life-styles, so they will be equipped with the knowledge to keep themselves safe.
 - Appreciative of the ongoing involvement of our parents and carers, recognising the contribution they make to the learning journey.
- progress for all.
 - Crucial to promoting wider opportunities and experiences, such as sport, music and the arts, to ensure we create well-rounded learners, whose potential is nurtured.
 - A passion and love of reading, and opportunities to investigate and solve problems in a wide range of contexts and subjects, including with the use of technology, as these are essential life skills.
 - The use of fieldwork and visits to places of educational interest to embed and contextualise classroom learning.

How does lesson structure promote excellent teaching and learning?

Must have

- the opportunity for **all** children to progress through tailored success criteria to enable them to know more, remember more and be able to do more
- planned adaptive curriculum strategies to meet the needs of all pupils
- clearly presented information to promote appropriate discussion
- planned opportunities to check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to correct these
- sequenced teaching so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end point
- the most important knowledge or concepts that pupils need to know and a focus on these, with prioritised feedback, retrieval practice and assessment
- planned opportunities for children to produce high quality learning outcomes
- clear learning objective & success criteria
- planned opportunities for pupils to go deeper in their understanding

May have

- independence through collaborative learning and challenge
- flexible, pupil-led learning where children take ownership of their progression with the teacher as facilitator
- open ended questions and challenges where appropriate
- learning through varied styles with opportunities for pupils to choose as appropriate
- Dedicated Improvement and Reflection Time (DIRT) where appropriate
- purposeful, real-life opportunities
- the removal of barriers to learning through fluid groupings
- opportunities for reflection and spirituality

Adaptive Teaching

All pupils at Holy Trinity Church of England Primary School receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. To ensure all pupils have access to our curriculum At Trinity we make the following adaptations to our teaching and learning.



Foundations for Access

- ✓ Prerequisite knowledge identified before planning the lesson.
- ✓ Any gaps identified for pupils with SEND, target pupils and emerging need.
- ✓ Vocabulary, concepts and background knowledge prepared and pre-taught where required.
- ✓ Potential barriers (pace, language, organisation, cognitive load) addressed.

Explicit Instruction

- ✓ Explanations are concise, sequenced and easy to follow.
- ✓ Modelling is explicit and broken down into logical steps.
- ✓ Frequent checks for understanding.
- ✓ High-quality examples and non-examples prepared.
- ✓ Guided practice, before independent practice.
- ✓ Key vocabulary is introduced, revisited and used consistently.

Checking Understanding

- ✓ Planned checkpoints are built into delivery.
- ✓ Questions used to verify understanding across the class.
- ✓ Misconceptions identified rapidly.
- ✓ Adjustments made immediately to address gaps.
- ✓ Checks include targeted focus on pupils with SEND, target pupils and emerging needs.

Reading, Language and Vocabulary

- ✓ Texts checked for accessibility; alternatives provided where needed without reducing the ambition of the lesson.
- ✓ Key vocabulary explicitly taught and used in context.
- ✓ Oral rehearsal used to support written outcomes.
- ✓ Reading routines planned for pupils at early stages of literacy

Scaffolding and Support

- ✓ Scaffolds prepared to support entry into learning (models, sentence stems, worked examples, manipulatives).
- ✓ Scaffolds planned to fade over time to promote independence.
- ✓ Tasks maintain ambition and do not reduce challenge.
- ✓ Support staff briefed clearly on when, how and with whom to intervene.
- ✓ Aim to provide less support of this nature throughout the course of the lesson, week or term.

Cognitive Load and Task Design

- ✓ Instructions and tasks kept simple and manageable.
- ✓ Visual supports used when appropriate.
- ✓ Practise time allocated to embed foundational knowledge.
- ✓ Task steps predictable and structured to minimise overload.



Targeted Adaptation

- ✓ Adaptations aligned with the intended curriculum sequence.
- ✓ Adjustments made in response to pupils' needs, not assumptions.
- ✓ Teaching adapted in real time when indicators of struggle appear.
- ✓ Additional practice provided where foundational skills are insecure.
- ✓ Using technology to model worked examples; it can be used by a pupil to help them to learn, to practice and to record their learning.
- ✓ 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.

Key Whole School Support Strategies

Scaffold

- Readily accessible resources to scaffold independent learning
- Pre teaching
- Adult and peer modelling to enable pupils to independently select and use resources to support and progress learning
- Facilitating multi-sensory learning experiences as appropriate through the use of pictures, video clips, special visitors or experiences etc.
- Adults to plan their questioning to assess learning and adapt teaching.
- All Maths learning introduced with concrete resources to check understanding of concepts before moving onto pictorial then more abstract learning.
- All Writing tasks scaffolded to follow an appropriate stage of the 'Scaffolding Writing' sequence

1. Sound talk
2. Writing phonetically plausible CVC/CCVC words
3. Finish a given sentence
4. Compose a sentence using a given sentence starter
5. Independent writing

Challenge

- Proactive management of mixed ability groups
- Extension task are planned to ensure high aspiration for all pupils
- Pupils are exposed to ambitious vocabulary through high quality texts and curriculum themes
- Adaptations must broaden and deepen pupils' understanding of their Year Group curriculum, rather than moving forward to another.

Modified

- Accessibility plan reviewed annually to ensure reasonable adjustments are cohort specific where required
- Chromebooks are available for children who prefer electronic recording through typing or speech to text
- Environmental modifications recommended by external agencies are given due regard
- Resources to support physical need are available e.g. writing slopes, pencil grips, reading rulers etc.
- Resources to support sensory need are available e.g. ear defenders, wobble cushions, pencil toppers, etc.
- When a pupil has an EHCP a high level of modification to the curriculum may be required. .



Learners have access to different types of support in lessons, including whole class, small groups or one-to-one with a Teacher or Teaching Assistant. A programme of continuous professional development enables all staff to use a variety of key approaches to adapt teaching and learning to support and challenge learners, whilst developing more specific provision to meet the needs of individuals as necessary. Any adaptations to support or challenge individuals are noted on planning and shared with Teaching Assistants to ensure the appropriate level of support is provided during lessons to achieve intended outcomes.

Pupils who require specific additional and/ or different provision will be added to the SEND Register and their progress against personal targets will be monitored through a target mat which is reviewed at least termly by staff and parents. All pupils on the SEND Register also have a pupil profile which is co-produced with parents to ensure a holistic view to the individual needs of all learners is held in regard.

Key Whole School Resources which must be readily accessible to pupils

Key Stage 1

- Little Wandle Phase 2 Grapheme Mat (upper and lower case)
- Little Wandle Phase 2, 3 and 5 Grapheme Mat
- Tricky word list
- Practical concrete maths resources relevant to learning objective
- Number square
- Number line
- Days of the week/ months of the year
- Topic word mats
- Visual prompts

Key Stage 2

- Phase 2 Grapheme Mat (upper and lower case)
- Little Wandle Phase 2, 3 and 5 Grapheme Mat (if appropriate to learners in class)
- Tricky word list (if appropriate to learners in class)
- Statutory Spelling Lists
- Practical concrete maths resources relevant to learning objective
- Number square
- Number line (if appropriate to learners in class)
- Times table square
- Days of the week/ months of the year
- Topic word mats
- Visual prompts

Teaching & Learning Expectations at Holy Trinity

- ✓ Classrooms must be ready for learning at the start of every lesson.
- ✓ Soft Start to the day routines must be calm and consistent – any tasks should be Thrive based.
At 8.30am the gates will open:
Infant class doors open at 8.40am; the Infant bell rings 8.50am and outside doors are closed.
Junior classroom doors open 8.45am; the bell rings at 8.55am and outside doors are closed.
- ✓ **End of the day** routines must be calm and consistent avoiding lost learning time. End of the day routines need to be quickly established. Pupils must not start to prepare for home time more than 5 minutes before the end of the day – with exception of EYFS.
All teachers to lead classes out to playground and dismiss.
- ✓ TRINITY TROT is to be appropriately used by staff and pupils. Staff should avoid congregating and chatting - all pupils need to be aware of its purpose.
- ✓ Agreed Thrive strategies must be woven into daily routines to ensure pupils feel safe, supported and are ready to learn.



- ✓ All staff must model exemplary language, learning and professional behaviour. The school has a smart dress code.
- ✓ 'Loved by God and one another' pupils must be spoken to and managed with dignity and respect, avoiding use of gender-specific pronouns/nouns.
- ✓ Effective, consistent positive behaviour management to be followed by all staff at all times.
- ✓ Whole school timetable to secure effective use of curriculum time; all cohorts must follow agreed structure circulated at training day.
- ✓ Guided Reading to take place 3 x weekly (following agreed format).
- ✓ Lessons to start and finish promptly. Playtime breaks must be timely. There are to be no informal breaks or playtime extensions without SLT approval.
- ✓ Lessons to be creatively structured to ensure age-related outcomes are met; adaptations should be interpreted appropriately with all pupils aiming to secure age-related expectations. There must be variations in task to maintain high levels of engagement.
- ✓ Effective deployment of Teaching Assistant and Teacher providing appropriate levels of challenge and support.
- ✓ Use of pre-teaching to prepare identified pupils for future learning.
- ✓ Lessons to include a range of collaborative strategies used to secure effective learning.
- ✓ Teaching must actively engage learning, proactively using creativity and enthusiasm to generate high levels of commitment from pupils.
- ✓ Teaching to include modelling and/or models of excellence.
- ✓ Teachers to set and maintain high standards in presentation and basic skills i.e. phonics, spelling, reading, punctuation. Feedback in pupils' books must model school script and presentation expectations.
- ✓ Evidence of active learning in lessons, including: first hand experiences; practical tasks; learning conversations; 'VAK' learning; effective use of resources.
- ✓ More time for children to work independently – implementing 'Talk Less' strategies, 'Who is working the hardest?'
- ✓ All lesson learning objectives/success criteria with subject creature must be in pupil books at the start of the lesson – pupils must be able to articulate what they are learning. LO must be in Guided Reading (KS2 only) / Writing / Maths / LMTW /RE/ Art / DT. MFL no LO date in Spanish.
- ✓ Pupil work must have clear evidence of teacher and pupil assessment against success criteria to highlight achievement and next steps.
- ✓ Clear evidence of progress for each pupil over time; evidence of progress for all learners towards Age Related Expectation in each lesson.
- ✓ Feedback should be identified in LO – pupils must have time to respond through planned integral activities using blue pen.
- ✓ All identified pupils must have a planned adaptive approach for learning; this must be readily available and referred to regularly and independently.
- ✓ Evidence in Foundation subjects must maximise use of core skills i.e. writing, art, pupils' own tables, diagrams.
- ✓ Worksheets must not be used – unless absolutely essential to learning.
- ✓ Evidence of use of computing / digital learning throughout other curriculum areas e.g. iPads, laptops, digital equipment. All digital learning must be relevant and part of planned learning.
- ✓ Effective feedback following school Teaching & Learning Policy.
- ✓ Pupils to edit using blue pen from Year 2 (any crossing out to be neat and always using a ruler); all subject books to show evidence that editing time has been provided.
- ✓ EYFS and KS1 to write in pencil; all other pupils to write in pen.
- ✓ All staff must adhere to school assessment expectations and ensure Insight evidence is kept up to date (refer to assessment calendar for specific dates).



Planning Expectations

- ✓ Timetable must reflect agreed school strategies i.e. LMTW/ Same Day Intervention / Maths/ Writing /Spelling / Reading Plus/ class novel.
- ✓ National Curriculum Key Objectives/subject LTPs/ LMTW are used to assess and plan individual learning.
- ✓ Agreed planning format to be used (Shared Drive) to evidence curriculum coverage and enable leaders to monitor effective coverage.
- ✓ Teaching must be adaptive and responsive to needs of the cohort.
- ✓ Teachers to plan for quality rather than quantity.
- ✓ In planning, and in books, greater depth activities to be clearly highlighted.
- ✓ Planning demonstrates a depth of knowledge, with evidence of active learning in lessons, including: first hand experiences; practical tasks; learning conversations; VAK learning; effective use of resources.
- ✓ Key learning challenge questions to be evident in italics.
- ✓ Adaptive teaching for priority pupils identified on planning and scaffolds available for them to easily access in lessons – avoid a ‘diminished diet.’
- ✓ Any specific resources/learning scaffolds needed to support learning shown on planning.
- ✓ Planning to be annotated where adaptations were necessary.
- ✓ Planning to reflect adaptations and how curriculum is specifically adapted for SEND.
- ✓ Quality Texts to be planned for and incorporated into learning in all subjects.
- ✓ Homework must reflect whole school agreed strategy.
- ✓ Digital planning to be kept up to date on a weekly basis and should remain in school in the event of a staff absence.

Classroom Environment Expectations

- ✓ Classroom must be arranged in layout that supports Same Day Intervention (SDI) and collaborative learning with specific areas for support and challenge for priority pupils; pupils should be sitting at work areas during teaching input.
- ✓ Displays to reflect agreed school display principles.
- ✓ Posters and writing around the classroom to illustrate a variety of font and model accurate handwriting.
- ✓ Class prayer and cross.
- ✓ All displays to celebrate diversity.
- ✓ Pupil books – books to continue from previous year – demark the new year with a printed label e.g. ‘Year 2’
 - EYFS Phonics, Handwriting
 - KS1 Maths, Phonics at the front & Guided Reading at the back, English, LMTW, RE, Sketch Book, Handwriting
 - KS2 Maths, English - Grammar at the back, Guided Reading, LMTW, RE, Sketch Books, Spelling test, Handwriting, Spanish.

School Display Principles

- ✓ Colours and themes based on curiosity theme; calm, neutral backgrounds for any displays to let learning shine through; making learning visible! Displays must create a sense of calmness without over stimulating pupils. Colour plays an important role in the overall aesthetic of a space; it can also impact an individual’s mood, emotional wellbeing, learning and behaviour - natural, earthly tones are used to radiate a sense of calmness - recycled materials – washing lines & pegs so work can be changed easily/ chalk boards/papers/ muted colours / avoid laminating unless display is long term. Work should be mounted if displayed longer than two weeks. Displays must not use drawing pins.



Key displays

- ✓ **Classroom Doors** All internal classroom doors must include a welcome to class name / staff names / greetings in a variety of languages this can be 'Hello' or 'Welcome' in varied languages. Only attach with bluetac.
- ✓ **Recognition Board** Decorated hoop prominently displayed. In the centre is targeted social or learning behaviour. Pupils' photographs are moved onto the recognition boards when they have exhibited the target behaviour.
- ✓ **RE Every** classroom must have their own RE display reflecting the current focus and using Understanding Christianity Big Frieze resources. Best practice includes: the 'big question' with key vocabulary added as it is taught; examples of children's learning is added; the wall is live and added to by children; questions spark children's curiosity; the presentation and content engages the children.
- ✓ **Learning Means The World** This must be prominent to show journey of the unit taught – to be developed over time. Knowledge Organiser – key vocabulary/ question/facts/ images/ key people
- ✓ **Reading**
 - Guided Reading** key vocabulary/ characterisation/ key questions etc
 - Love Of Reading** encourages a love of reading and reading for pleasure – book reviews/ recommendations – can be part of class book area.
- ✓ **Writing** Displays should be used to exemplify high standards and good models. The route through a unit should be 'mapped' out on a working wall that is live and added to in each lesson, with high quality, challenging vocabulary; key elements of the text that have been identified in planning or by children during discussion; grammar/punctuation examples from the text linked to the learning objective; key learning; 'writerly knowledge charts' etc.
 - Magpie Wall** identifying little snippets, ideas and techniques that attract attention to vocabulary.
- ✓ **Spelling / Phonics**

All Nursery to Y2 classrooms should have an active, live phonics working wall that supports children's current learning. Working walls should use the agreed Little Wandle resourcing and handwriting style and include a mixture of handwritten and printed word. Y2 working walls will develop into spelling working walls as the year progresses.

Integrate spellings from the KS1 spelling example words and Year 3/4 and 5/6 word lists into all aspects of the curriculum and encourage children to use them in their writing. Plan for this ahead of time and include relevant topic/theme related words from these lists on your wider curriculum working walls. All KS2 key words have been categorised to support this and can be found in the spelling 'additional resources' folder in the English Shared Drive.



All Y3 to Y6 classrooms should have an active, live spelling working wall that supports children's current learning.

Working walls should use the agreed resourcing and handwriting style (**no lead ins**) and include a mixture of handwritten and printed word.

✓ **Maths**

Working Walls should be as 'live' as possible ('write on' walls are encouraged) and support what is currently being taught using a variety of models – concrete, pictorial and abstract. Key vocabulary should be displayed for children to use. Year group appropriate calculation methods should be displayed somewhere in the classroom as a model for children to refer to – see calculation guidance.

Protecting Team Trinity

- ✓ Staff to maximise everyone's use of time before and after school hours (protected time 3.30pm-4.15pm).
- ✓ Classrooms must be left tidy at the end of the day – the cleaning team **CLEAN not TIDY!**
- ✓ All staff must respect school resources – leave them as you would expect to find them.
- ✓ Staff to respect workload and timetabling of other staff by meeting non-negotiable deadlines.
- ✓ Staff to be mindful of the workroom working environment during PPA. Do not make phone calls while another year group are working.
- ✓ Staff to proactively seek support or raise concerns with member of the SLT.

Learning Behaviours

Children are encouraged to develop and demonstrate positive and effective learning behaviour. This is achieved through teachers having high expectations for behaviour and learning and by using a variety of positive behaviour management strategies including giving children the opportunity to reflect on their own learning behaviour. Teachers foster an environment where it is safe to fail, mistakes are used as learning opportunities, and where success is celebrated.





What does meaningful, manageable and motivating Feedback and Marking look like at Holy Trinity?

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

<p>Immediate</p> <p>The feedback is given within the lesson, during the learning.</p>	<ul style="list-style-type: none"> · Hot Marking: Comments in books during the lesson, this includes a pink/green dot / highlighted area, with pupils responding to feedback—misconception corrected in blue pen. · Verbal Feedback: Structured effective verbal feedback VF indicated. ie positive pointers, reminders, scaffolds, examples In-the-Moment Questioning: strategic, directed questioning to stretch & challenge. · Note-ivation: post it notes used to identify instant feedback, tips or personalise success criteria. · Find and Fix Box: use of green highlighter to encourage pupils to find their own mistakes within a set boundary. In maths, this may be a specific number of mistakes within a piece of work. · Marking 'grow it green / tickle it pink'
<p>Summary</p> <p>The feedback is given at the end of a session or unit, for example in a plenary</p>	<ul style="list-style-type: none"> · Self-assessment: pupils use success criteria to reflect on and improve their work using blue pen—<i>on the day / end of the lesson.</i> · Focused marking by self or peers: identifying and addressing one particular type of error throughout the piece of work this can include completing a collaborative team based activity where pupils work together. · Double Yellow Line: pupils outline a section of work they want to be marked and discuss. · Visualiser/ Airdrop Summary: to display examples of pupils' work for the whole class to see, comment on and learn from.
<p>Review</p> <p>The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.</p>	<ul style="list-style-type: none"> · Planned Directed Improvement Reflection Time: Provide specific feedback and tailored next steps for the pupils. This may involve editing, proof reading a piece of work or correcting any greens independently to attempt a question on a topic covered in the previous weeks/term. DIRT time must be recorded in books by pupil. · Why is it pink? Pink question mark—children to respond to 'What does my teacher like about my work? What have I done well?' · Criteria marking: focussed marking of pupil work against one or two specific criteria only. Choose one or two areas for child to correct. · Purple Box: marking by teacher, one section only is marked thoroughly and all errors within that section are identified. · Re-drafting: pupils are given a chance to write a first draft- where the teacher provides immediate feedback only- followed by a second 'polished' draft self-improved by the pupil. This is the only time a 'next page' will be used for feedback and response. · Mastery marking: a piece of independent work in final form used as evidence for formative assessment. This needs to be noted on pupils' work i.e. Formative Assessment and written comment for the pupil.



Subject	Marking Expectations
Maths	
Blue maths books	Use pink and green dotting to indicate correct/incorrect answers.
	Highlight the success criteria pink or green.
	Success criteria not relevant to individual pupils should be left blank.
	Success criteria to be sequential.
	VF on pupil work indicates verbal feedback.
	Blue pen used to correct mistakes.
Fluency books (KS1)	Fluency books at KS1 – date to be written at the top of work.
English	
Writing	Highlight the success criteria pink or green.
	Identify GPS mistakes that are relevant to the child and ensure they are corrected in blue pen.
	Use purple pen to comment on pupil writing – directly related to the LO/success criteria. Does not need to be on every piece and should be meaningful and used to move learning on. Allow time for marking to be reflected on by the pupil. This could be through DIRT time or planned into the writing process through redrafting.
	Editing and improving is an integral and essential part of our writing process. When redrafting is planned for, children should only write on the left page and edit using blue pen on the right page. Editing and redrafting of work should be clearly identified in the LO and success criteria for a lesson e.g. LO: <ul style="list-style-type: none"> ➤ Edit to improve the atmosphere created in the opening to my story. Success Criteria: <ul style="list-style-type: none"> ➤ Use powerful language which creates images in the reader’s mind. ➤ Build effective noun phrases to describe the setting. ➤ Use specific verbs to show a character’s actions and emotions.
	DIRT time can be used to address general, individual or group feedback that needs to be responded to – for example, a 10/15 minute planned slot at the beginning of a session. It doesn’t need its own L.O. Children (adult if appropriate) should indicate this time in their books by writing DIRT as a heading or in the margin. Editing could be words, phrases, sentences or paragraphs.
Guided Reading	Highlight the success criteria pink or green.
	Identify GPS mistakes that are relevant to the child and are specific to the text ; ensure they are corrected in blue pen e.g. capital letter for a character’s name. Keep these to a minimum and make comment related marking focused on the L.O. and success criteria.
	Written teacher feedback is not required on every piece - make comprehension lessons the focus for written teacher feedback – weekly minimum expectation.
Spelling/phonics	Highlight the success criteria pink or green.
	Identify GPS mistakes that are relevant to the child and are specific to the LO ; ensure they are corrected in blue pen.
Handwriting	No need for L.O. or S.C. Live marking (where possible) and immediate modelling of incorrect formation using either green highlighter or purple pen. Pupils to practice adult modelled formation.
LMTW / RE	
Highlight the success criteria pink or green.	
Comment related to LO – minimum expectation once a week for teacher comment in purple pen.	
Motivational comments where appropriate.	



Spelling corrections should be identified as appropriate for the pupil and focus on topic words . They must followed up with blue pen corrections.	
Art	
LO strip stuck in books.	
Highlight the success criteria pink or green.	
Purple pen for comment related to LO/success criteria when meaningful.	
Motivational comments in purple pen when appropriate.	
Spanish	
LO / success criteria strip does not need to be stuck in & no expectation for written marking.	
Pupils write the date in Spanish.	
EYFS	
Nursery	On daily plan, indicate the pupils who haven't achieved or those who have exceeded.
	Use stickers and stamps to recognise and motivate.
	Floor books
Reception	Observation grid to indicate pupils who have not met LO or have exceeded it.
	Use stickers and stamps to recognise and motivate.
	Floor books
	Adult purple pen to model aspects for pupil to practise e.g. letter formation or spelling correction.
	No need for blue pen to correct.
General clarification:	
DIRT meaning	Directed Improvement and Reflection Time
Using what pen?	Use only pink and green highlighters where specified: 'tickled pink' (correct or achieved) and 'grow it green' (incorrect or needs an edit/not achieved). Purple pens for all adult feedback. Blue pen for pupil corrections/editing (from Y2 onwards – pencil in EYFS & Y1).
Highlighting success criteria	Pink – highlight the bullet point to show the full success criteria achieved. Green – highlight the bullet point & any individual words/elements of a pink success criteria which haven't been achieved
Letter / number formation	The highest of profile must be given to the correct formation of letters and numbers throughout school from EYFS to Y6. Where letters and numbers are incorrectly formed, this should be modelled and always followed up with the pupil practising correct formation. Staff should use either a purple pen to model correct formation, or green highlighter for pupils to write over if necessary, with the pupil watching so they see the correct formation . This should then be checked.

Role of Parents

We believe that parents have a fundamental role to play in helping their children learn and progress within our school. We are committed to ensuring that parents are informed about topics we cover, when homework is set and how to help their child. Regular correspondence such as newsletters and parents' evenings throughout the year support this progress. Parents are regularly given opportunities to visit school and see the pupils at work.

Holy Trinity Church of England Primary School operates on 'open door policy' which allows parents to discuss any issues or concerns with adults who work with their children. The school believes that the active support and involvement of parents is crucial to learners achieving their potential in all aspects of the curriculum.



ICT

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools, in all subjects, to support their learning. ICT helps pupils learning by providing quick and effective access to large quantities of information. It can help them to investigate, organise, edit and present information in many different ways. ICT therefore supports and enhances many of the processes in the development of pupils' knowledge, skills and understanding.

Health and Safety

Health, safety and welfare are an integral part of all activities in school and all staff will take all reasonable steps to provide safe and healthy conditions for pupils, and others during curriculum activities to ensure compliance with all relevant health and safety legislation. All classrooms have been risk assessed outlined in the school generic risk assessment up and using classrooms (reference school H&S Policy). Staff supervising pupils off-site must follow the school's agreed procedures and guidelines for such activities and ensure they follow guidelines provided by premises they use.

Equal Opportunities Statement

Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community. At Holy Trinity Church of England Primary School, we believe that equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

Inclusion Statement

At Holy Trinity our vision is for all of our children to feel included in our community of faith, where we learn and flourish together. We believe that Inclusion is about the quality of the pupil's experience and how they are supported with high aspiration to learn, achieve and participate fully in the life of the school. All pupils are given opportunities to be successful, to feel included in every subject across our curriculum and to reach their full potential; celebrating all of the learning that happens along the way. In order to achieve this, teachers will adapt their learning objectives, teaching styles, access strategies, support and resources to ensure lessons are accessible. All pupil's needs will be provided for within the whole class planning frameworks with clear adaptation recorded in all short-term planning and shared with Teaching Assistants.

Quality Assurance

It is the role of subject Leaders and the SLT to provide feedback and support to class teachers using evidence gathered from monitoring. The SLT is responsible for ensuring that staff are kept up to date with new initiatives or changes to the curriculum, wherever possible, staff will be offered opportunities to attend relevant training and continuing professional development (CPD) sessions / courses.