



Curriculum, Teaching, Learning & Assessment Policy

Reviewed September 2025
Status & Review Cycle: Statutory, Annual
Next Review Date: September 202 (or when guidance is updated)

1. Aims

This policy aims to:

- Provide teachers with guidance on key educational principles and pedagogies which underpin high quality teaching for all
- Ensure consistency of high quality teaching and learning across the school
- Outline our principles of assessment and assessment procedures
- Provide a rationale for our curriculum development and curriculum aims
- Promote high expectations and raise standards of achievement for all pupils
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

We want every child to love learning, feel confident and reach their full potential in a caring and inclusive environment. Our teaching follows evidence based methods that help children build knowledge and skills step by step.

Our Early Years curriculum is based on the EYFS Statutory Framework. Our curriculum in Key Stage 1 and 2 uses the guidance set out in the National Curriculum. We look for opportunities to enrich our curriculum with outdoor learning, visitors, workshops, trips and extra-curricular activities. We place strong emphasis on pupils' social and emotional development in aspects of school life and look for teaching opportunities throughout the school day.

2. Our guiding principles

Evidence based research, our school values and school motto guide our teaching and learning strategy. We want children to be well-prepared for the next stage in their education and have the necessary skills to navigate life in the modern world.



Aim High, Achieve More

Positive relationships and a sense of belonging alongside an ambitious well sequenced curriculum are vital to ensuring pupil success. No pupil should be left behind and all opportunities must be explored to ensure pupils access the provision they need whilst at Tatsfield.

Pupils learn best 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 practise 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 use a Quality First Teaching (QFT) approach at Tatsfield. QFT provides all learners to make good progress and builds high expectations for all pupils. QFT supports Rosenshine's Principles by including scaffolded learning, strategies to support SEND pupils and on-going assessment. QFT approaches in the classroom ensure all pupils have full access to the curriculum.

We follow a Learning Journey framework to ensure pupils reach their full potential at Tatsfield. The Learning Journey could be through a single lesson, through a unit of work, through a term or through a key stage. Rosenshine's Principles of Instruction¹ underpin our Learning Journey Framework.

We consider four key questions on our learning:

1. **Where do we want to be?**
2. **Where are we now?**
3. **How are we going to get there?**
4. **How will we know when we have arrived?**

Key Question	What does this look like?	Rosenshine's Principles
1. Where do we want to be?	Setting the goal Helping children understand what they are learning and what success looks like	<ul style="list-style-type: none"> • Daily/weekly review • New material in small steps
2. Where are we now?	Knowing the starting point Recognising what each child already knows – individual strengths and gaps in learning Build on previous knowledge and skills	<ul style="list-style-type: none"> • Check student understanding • Regular review
3. How are we going to get there?	Making progress Teaching with clear explanations, explicit instruction, practice activities, engaging questions, practice and support	<ul style="list-style-type: none"> • Ask questions • Provide models • Guide student practice • Scaffolds • Independent practice
4. How will we know when we've arrived?	Regular assessments, constructive feedback, celebrating growth and achievements	<ul style="list-style-type: none"> • Check student understanding • Regular review • Obtain high success rate

¹ Rosenshine's Principles of Instruction - [Tom Sherrington's division of Rosenshine's principles of instruction into strands - CIRL](#)

See appendix 2 for a summary of Rosenshine's 10 Principles of Instruction.

3. Roles and responsibilities

Teaching and learning at Tatsfield Primary School is a shared responsibility, and everyone in our school has an important role to play. Our Pupil Premium Strategy ensures all pupils have the chance to succeed and our Home/School Agreement shares these responsibilities between school, pupils and parents.

3.1 Teachers

Teachers at Tatsfield will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Focus on their own subject knowledge and use of assessment
- Actively engage parents/carers in their child's learning (including regular Open Mornings in the class, weekly 'Sneak Peeks' to summarise next week's learning, Class Learning Assemblies, setting homework)
- Update parents/carers on pupils' progress at least termly and providing an annual written report on their child's progress and achievements
- Meet the expectations set out in school and trust policies

3.2 Support staff

Support staff will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use effective marking and feedback as required to support teacher assessment
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure pupils have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in school and trust policies

3.3 Subject Leaders

Subject Leaders at Tatsfield will:

- Help to create well-sequenced, ambitious curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Drive improvement in their subject/phase, 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 and pupil outcomes across their subject
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

- Use resources/budget effectively, providing teachers with necessary resources for learning
- Meet the expectations set out in school and trust policies

3.4 Senior Leaders

Senior Leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Monitor the impact of the school curriculum for all learners
- Monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Monitor the impact of the school curriculum for all learners
- Plan and evaluate strategies to secure high-quality teaching and learning and pupil outcomes across the school
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Promote team working at all levels
- Address underachievement and intervene promptly
- Meet the expectations set out in school and trust policies

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 homework activities as required
- Meet the expectations set out in school and trust policies

3.6 Parents and carers

Parents and carers of pupils at Tatsfield will:

- Support the Home Learning Agreement
- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- 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 homework

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 and trust policies promote high-quality teaching, and that these are being implemented

4. Planning

Learning is defined as an alteration in long-term memory. Our teaching and learning approach is underpinned by the principles of Rosenshine's Principles of Instruction.

Lessons are planned well to ensure good short, medium and long-term progress. Planning should minimise cognitive overload through careful pacing and chunking of information. Teachers should foster metacognition strategies by encouraging learners to reflect on their own understanding and learning strategies.

Planning should include:

- evidence of what is being taught
- how additional adults are supporting teaching
- learning objectives (LO) based on national curriculum expectations
- links to resources
- key vocabulary to support learning

Staff can refer to the Staff Handbook for specific planning procedures at Tatsfield.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, other rooms within the school building and outdoor areas.

These spaces will be kept safe, clean and ready for pupils to use them with the appropriate resources for learning.

Classrooms at Tatsfield Primary School should be organised, calm and inviting to enhance the children's learning across the curriculum. Staff should be aware of the usefulness of displays and prompts in the classroom and consider the impact on children's learning at points throughout the school year.

6. Adaptive teaching

Teaching and learning at our school is inclusive and will take the backgrounds, needs and abilities of all pupils into account. We use our Quality First Teaching approaches and adapt learning 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
- Pupils that are working above age related expectations

7. Homework

Homework will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside for the activities.

Children will be set homework by the Class Teacher. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Homework at Tatsfield takes the form of:

- Home reading every day (reading record to be completed)
- Individual homework books/folders (Tapestry is used for Early Years):
 - o Spellings (CUSP), times tables and other English and Mathematics tasks to support child's recall of facts
 - o Other activities (including opportunities for children to reflect on their learning; research/fact finding linked to class topics; keeping a diary; a project)

Any necessary equipment or resources can be provided, loaned or made accessible. Parents can speak to their child's class teacher if they need any support with homework.

8. Marking, feedback and assessment

Providing feedback is a well-evidenced and has a high impact on learning outcomes. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback from the Education Endowment Foundation shows slightly higher impacts overall (+7 months)..

The purpose of feedback is to:

- give next steps for future learning and address individual children's needs
- provide assessment of children's learning and next steps for teaching
- provide the children with a recognition for their effort and achievement
- correct misconceptions
- give children opportunities to respond to feedback and make improvements
- provide evidence of attainment
- give pupils and parents clear feedback

When marking is used in pupil work, marking should take the form of the Success and Improvement model:

- indicating where improvement can be made linked directly to the learning objective
- indicating sometimes with examples how improvement can be made

See appendix I for our marking scheme when written feedback is used.

We track pupils' progress using a combination of formative assessment (continuous process of gathering information) and summative assessment (evaluating learning at the end of a unit/term/year).

Our assessment procedures support and enhance children's learning rather than just measuring a final outcome.

Our key assessment principles include:

- **Clear learning objectives and success criteria** - shared with the children and the children understand
- **Active pupil involvement** – pupils should take an active role in their learning, including self-assessment and peer-assessment, to develop responsibility and ownership of their progress
- **Timely and constructive feedback** - feedback should be specific, actionable, and focus on how pupils can improve rather than just highlighting errors
- **Questioning for deeper understanding** – teachers/support staff should use questions that encourage explanation and analysis, providing examples or considering alternative viewpoints rather than just a recall of facts
- **Regular and varied assessment methods** - assessment should be ongoing, formative, and varied, including observations, discussions, quizzes, and practical tasks
- **Focus on progress and next steps** - assessment should prioritise the progress pupils make over time and identify their next steps for learning
- **Encouraging a growth mindset** - pupils should understand that learning involves effort and resilience and that mistakes are part of progress

Our assessment procedures, supported by Rosenshine's Principles, include:

- **Checking for understanding** – frequent questioning and monitoring pupil responses
- **Providing corrective feedback** – the importance of immediate and targeted feedback to address misconceptions
- **Guiding student practice** – teachers/support staff supporting pupils as they work through problems and receive feedback on their progress
- **Monitoring independent practice** – after receiving guided practice and feedback, pupils engage in independent practice; teachers monitor progress to ensure they are applying their knowledge and skills effectively
- **Regular review** – regular review of previously learned material helps reinforce concepts and ensure understanding remains stable

EYFS assessment:

- The Reception Baseline Assessment is carried out at the beginning of Reception Class
- We use termly milestones to identify children who are on track and not on track to meet end of year expectations (Good Level of Development – GLD)
- Our termly milestones identify children who require additional support and challenge
- Assessment points take place in Autumn 1, Spring 1 and Summer
- Teacher assessment is made through observation and interaction with the children
- Our phonics tracker is used to track phonics knowledge and is carried out at least every 6 weeks
- End of unit check points in Maths are used to check understanding and plan for next steps
- Moderation takes place with other schools
- We use the Early Years Statutory Framework (Early Learning Goals) to make final judgements at the end of the academic year

Core Subject Assessment (Years 1-6)

- Overall summative assessments are made at end of Autumn 1, Spring 1 & Summer 1
- To make overall judgements, teachers use a range of summative and formative assessments
- Some of these assessments are ongoing, others are at key assessment points
- Learning is also moderated with colleagues within the school and across the trust
- Standardised assessments are used to check on progress and identify next steps

Maths

- White Rose Maths is used in all year groups
- End of unit block assessments are completed after the unit has been finished to evaluate embedded learning and gaps
- End of term assessments are used to identify gaps in pupils' learning and planned into future planning

Phonics

- Our phonics tracker is used regularly to assess children's sound knowledge, blending and segmenting and phase of learning
- Catch-up sessions are provided for children who are at risk of falling behind
- Teachers use assessments and Phonic Screening materials to check pupil progress and identify any gaps in learning

Reading

- In EYFS and Year 1, children's reading levels are aligned to the phonics stage they are working at.
- From Year 1 upwards children are regularly assessed using PM Benchmarking (Book Banding) which provides a reading age by testing both word reading and comprehension.
- Teachers make summative judgements termly based on individual reading assessments and verbal activities carried out with the pupil.
- The lowest 20% are given priority daily reading opportunities to ensure their progress.
- Assessments of year group objectives are used to identify gaps in pupils' learning and planned into future planning
- Moderation meetings take place to support teacher judgements
- End of Key Stage Frameworks and test materials are used to inform teacher judgements and plan for next steps

Writing

- After each writing unit, teachers review progress and identify the focus for the following unit and set pupil targets
- Each term, (Autum 1, Spring 1 & Summer) teachers make a more detailed assessment of the children's writing measured against the year group objective
- Assessments of year group objectives are used to identify gaps in pupils' learning and planned into future planning
- Moderation meetings take place to support teacher judgements
- End of Key Stage Frameworks are used to inform teacher judgements and plan for next steps

Science

- Specific assessment tasks inform teacher assessment at the end of each unit
- Each term, (Autum 1, Spring 1 & Summer) teachers make a more detailed assessment of the children's attainment in science, measured against the year group objective
- Assessments of year group objectives are used to identify gaps in pupils' learning and planned into future planning Year 6 and Year 2 teachers will use assessments over the Key Stage to support their final judgements for science.

Foundation Subject Assessment

- 1) Objective assessments are carried out at the at the end of each unit for the objectives which are relevant for that unit
- 2) Teachers have clear assessment criteria to assess against for each subject

We provide regular targets for pupils within their work, and provide termly verbal reports against these at parents' evenings. Parents receive an annual written report summarising their child's progress and achievements.

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.

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

- Learning walks
- Teaching and Learning observations
- Pupil Progress meetings
- Reviewing marking and feedback
- Work scrutinies (books, pupil voice)

11. Review

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the local governing committee.

12. Links with other policies

This policy links with the following policies and procedures:




- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Home-school agreement
- Equality information and objectives
- Relationship and Sex Education Policy

Appendix I Marking Scheme













Providing feedback is a well-evidenced and has a high impact on learning outcomes. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). (Evidence taken from the Education Endowment Foundation).

- A green pen is used for growth (next steps, improvements, targets)
- A pink pen for performance (achievement, progress, accuracy)
- A purple pen is used for editing

Teachers will use the Triangle Marking system to assess learning objectives. Using three sides of a triangle next to the LO will show pupil understanding for that aspect of the curriculum:

-  The Learning Objective has been understood and met
-  The Learning Objective has been partially met (feedback given to ensure progress in the future)
-  The Learning Objective was not understood/met (adaptive teaching, more feedback, further explanation needed)

Marking scheme

	A green line between letters indicates a need for a finger space
	Cursive letters may be highlighted and rewritten to practice
	Two lines indicates the need for punctuation, or to check the accuracy of punctuation used
	Circling a letter indicates the need for a capital letter or a capital letter in the wrong place
	A wavy line under a word indicates the need for a better word or phrase i.e. adjective, adverb, adjectival clause etc.
	A smiley face or tick by words or phrases indicates acknowledgement of good effort
	A straight line under a word with sp indicates a spelling mistake Spellings should be written for the children to copy out to practice the correct spelling
	New paragraph needed
	Mathematics/science – where corrections should be made (corrections should be made underneath or next to the work)
	Underlined number, teacher to write correctly and children to practice correct formation
	Error in maths/science
	Verbal feedback given

Appendix 2

From Tom Sherrington's division of Rosenshine's principles of instruction into strands - CIRL
<https://cirleatoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/>

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.