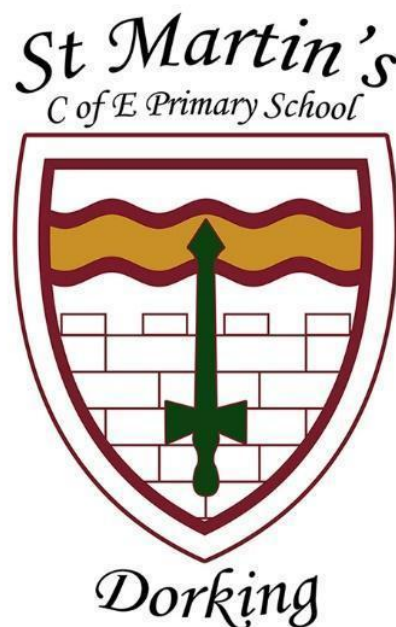


St Martin's C of E Primary School

'Inspiring children to be the best they can be'



Teaching, Learning and Curriculum Policy

Document Status: Draft Policy Update

Implementation Date: Autumn 2026

Review Date: Summer 2028

1. Vision Statement & Core Aims

At St Martin's C of E Primary School, we believe that high-quality teaching is the right of every child. Underpinned by our Christian vision and core values—**"Be Kind, Do Your Best"** (*"Let us run with perseverance, the race that is set before us"*, Hebrews 12.1)—our curriculum is designed to unlock potential, foster independence, and ensure every pupil experiences success.

Curriculum Intent

Our curriculum is warm, inclusive, ambitious, and evidence-informed. It builds a strong foundation of core skills while cultivating independent, resilient, and reflective learners who contribute positively to our community and the wider world.

- **Ambition & Mastery:** We deliver a broad, balanced, and ambitious curriculum across EYFS, KS1, and KS2 that meets and exceeds the National Curriculum. Using structured mastery schemes, we ensure sequential progression of knowledge, skills, and subject-specific vocabulary.
- **Inclusion & Belonging:** As a Church school welcoming families of all faiths and none, we recognise diversity as a strength. Quality First Teaching ensures equitable access to learning regardless of starting points, SEND, EAL, or socio-economic background.
- **The Whole Child:** We nurture spiritual, moral, social, personal, and cultural development through outdoor learning, Forest Schools, our extensive grounds, RSHE, and a rich extra-curricular offer.

2. Principles of Effective Teaching (Implementation)

Our pedagogy is grounded in Cognitive Load Theory and Rosenshine's Principles of Instruction. We design learning to support long-term memory retrieval, avoiding cognitive overload and ensuring deep, sustainable understanding.

Evidence-Informed Instructional Strategies

- **Dual-Coding:** Teachers combine verbal explanations with clear visual representations (diagrams, graphic organisers, concrete manipulatives) to optimise processing capacity in working memory.
- **Retrieval Practice:** Every lesson begins with low-stakes, daily review activities (e.g., "Flashback 4" or daily retrieval starters) to activate prior knowledge, interrupt forgetting, and strengthen long-term memory schema.
- **Explicit Modelling ("I Do, We Do, You Do"):** Teachers articulate thought processes aloud, demonstrate what high quality looks like, and provide clear success criteria.
- **Scaffolding:** Temporary support structures (e.g., word banks, sentence stems, visual prompts, frames) are provided to ensure all pupils achieve high expectations before support is systematically faded.

Live Feedback vs. Marking Expectations

At St Martin's, we prioritise **feedback over marking** to maximise learning impact and protect teacher workload.

- **Live Feedback (In-the-Moment):** Teachers and support staff circulate the room during independent and guided practice, providing immediate verbal corrections, clarifying misconceptions, and stamping or noting light-touch feedback.
- **Whole-Class Feedback:** Post-lesson book scrutiny by teachers focuses on identifying trends, common misconceptions, and work to celebrate. The start of the following lesson is used for targeted re-teaching or rapid consolidation.
- **Minimal Distance Marking:** Detailed written comments after lessons are not expected. Written marking is strictly limited to checking accuracy in core skills (e.g., phonics, key calculations, punctuation targets).

3. Core Foundational Programmes & Subject Frameworks

To ensure consistency and high outcomes across EYFS, KS1, and KS2, St Martin's delivers the following structured, evidence-aligned core programmes and foundational schemes:

 OUR ADOPTED CURRICULUM FRAMEWORKS A summary for staff and stakeholders.			
SUBJECT / AREA	SCHEME / FRAMEWORK ADOPTED	SUBJECT / AREA	SCHEME / FRAMEWORK ADOPTED
 Early Reading 	Read Write Inc. (RWI) Phonics	 Music 	Charanga / Model Music Curriculum
 Reading Comprehension 	VIPERS Framework (Rob Smith / Literacy Shed)	 PE 	GetSet4PE
 Mathematics 	Mastery Approaches: NCETM Mastery Number, Numbots, Times Tables Rock Stars	 Computing 	Teach Computing
 Science 	Primary Science Curriculum Progression	 Modern Languages 	Kapow Primary French (KS2)
 Foundation Subjects 	Chris Quigley Essentials Curriculum Framework	 RE 	Surrey Agreed Syllabus & Pause Days
 Writing Progression 	Theme-Linked Units with Explicit Vocabulary Focus	 RSHE 	PSHE Association Scheme
 Handwriting 	Letter-join Progression	 Early Years / Outdoor 	EYFS Statutory Framework & Forest School

4. Classroom Environment

The learning environment at St Martin's acts as a "third teacher." Environments must be purposeful, calm, inclusive, and visually uncluttered to minimise cognitive overload.

Display Standards

- **Working Walls (Subject-Specific):** Every classroom must maintain active Working Walls for English and Mathematics, alongside current thematic/foundation learning and Knowledge Organisers. These displays reflect current learning steps, key subject-specific vocabulary, models, and scaffolds. They are interactive tools designed to promote pupil independence.
- **Celebration Displays:** Dedicated space in corridors and communal areas celebrates finished, high-quality pupil work across the broader curriculum, building pride, confidence, and self-worth.

Classroom Management & Routines

- **Consistent Transitions:** Crisp, rehearsed routines for moving between activities, carpet areas, and table working time save valuable instructional minutes.
- **Flexible & Purposeful Seating:** Seating arrangements support pair work (learning partners), small group guided work, and focused independent tasks.
- **Resource Accessibility:** Manipulatives are clearly labelled and independently accessible to promote learner self-reliance.
- **Intrinsic Motivation & Positive Climate:** Classrooms reflect a culture of warm encouragement, genuine verbal recognition, and growth mindset principles. Extrinsic rewards (stickers, house points, celebration certificates) complement, but do not replace, intrinsic pride.

5. Adaptive Teaching & Inclusion

We maintain unwavering high expectations for **all** pupils, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and Disadvantaged pupils. Adaptive teaching ensures that all learners access the core curriculum content rather than an altered or lowered expectation.

Quality First Teaching (QFT) Strategies

- **SEND Support:** Adaptive practice is built in at the design stage through tiered vocabulary instruction, broken-down task chunking, visual checklists, assistive technology (e.g., Chromebook accessibility tools), and concrete resources. Pupils with specific needs receive target-driven support via Pupil Passports and EHCPs, coordinated with the Inclusion Team.
- **Disadvantaged Pupils:** Pupil Premium funding and evidence-based practice drive early identification of learning gaps, rapid pre-teaching of core vocabulary, prioritised live feedback in lessons, and subsidised access to enrichment and outdoor learning.
- **EAL Learners:** Multi-sensory teaching, dual-coded materials, language buddies, visual glossaries, and structured talk frames enable non-native speakers to acquire English

language fluency alongside subject knowledge.

- **Enrichment & Greater Depth:** Fast-check access to deeper problem-solving tasks, open-ended enquiry questions, reasoning challenges, and reciprocal peer teaching opportunities ensure children working at greater depth are consistently challenged.

6. Assessment & Feedback

Assessment at St Martin's is continuous, purposeful, and directly influences daily instruction. (See separate Assessment Policy for explicit guidance)

- **Formative Assessment (AfL):** Embedded continuously within every lesson. Teachers use non-verbal responses, targeted questioning ("cold calling"), mini-whiteboards, and live feedback to gauge understanding instantly and adapt instruction mid-lesson.
- **Summative Tracking Cycles:** Conducted termly to evaluate progress against National Curriculum standards. Standardised assessments in Reading, Maths, and Grammar/Spelling complement teacher assessment in writing and foundation subjects. Data is recorded on school tracking systems and analysed during termly Pupil Progress Meetings with the Inclusion Team.

7. Roles & Responsibilities

All members of the St Martin's community collaborate to maintain high pedagogical standards.

Role	Key Responsibilities
Headteacher & Senior Leadership Team (SLT)	• Set the strategic direction and educational vision for teaching and learning. • Ensure alignment with Ofsted framework, statutory EYFS, and National Curriculum guidelines. • Allocate resources, staffing, and high-quality CPD to maintain standards.
Curriculum Subject Leaders and Inclusion Team	• Oversee subject sequencing, knowledge progression, and vocabulary mapping, reviewing schemes and reflects national guidance and updates • Conduct monitoring cycles (learning walks, book looks, pupil voice, Subject on a Page, Pupil Passport Targets, lesson planning for adaptive teaching). • Provide peer coaching ("Walkthrus" approach) and staff professional development to support the inclusion strategy.
Class Teachers	• Deliver high-quality, evidence-informed Quality First Teaching daily. • Implement adaptive strategies, live feedback, and clear classroom routines. • Effectively deploy additional adults effectively to ensure gaps close

	whilst ensuring pupil independence is maintained. • Assess pupil progress accurately and maintain strong working partnerships with parents.
Support Staff (LSAs / TAs)	• Facilitate targeted, evidence-based small group and 1:1 interventions (e.g., RWI catch-up). • Support adaptive teaching in class by promoting independence rather than over-reliance. • Partner with teachers to deliver real-time feedback and scaffold learning.

8. Monitoring & Policy Review

To maintain exceptional standards of teaching and learning, St Martin's operates a continuous evaluation cycle.

Monitoring Schedule

- **Learning Walks & Drop-Ins:** Conducted regularly by SLT, Inclusion Team and Subject Leaders using coaching-led "Walkthrus" frameworks to evaluate implementation and classroom climate.
- **Book Looks and pupil Progress:** Termly review of pupil work and progress to evaluate attainment, progress and evidence of long-term knowledge retention across core and foundation subjects.
- **Pupil Voice Discussions:** Regular structured conversations with children across year groups to evaluate what they know, remember, and can articulate about their learning.
- **External & Internal Reviews:** Annual Teaching & Learning reviews conducted in partnership with TAMAT trust advisors, School Governors and Diocesan partners.

Evaluation & Review Cycle

This policy is reviewed every two years by the Deputy Headteacher / Curriculum Lead in consultation with staff and the Local Governing Body.

Policy Approval Date: