



ELBURTON

PRIMARY SCHOOL

Teaching and Learning Policy

This policy was adopted and ratified by the Full Governing Body of Elburton Primary School.

Version: 1.2
Approved by: Local Governing Body
Last review date: 09 July 2026

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Next review date: 09 September 2028

CHANGES

Policy date	Summary of change	Author	Version	Review date
15/09/2024	Policy has been created.	SLT	1.0	September 2026
9/9/2026	Assessment amendment to include use of Insight and Smartgrade	Keith Smithers	1.2	9/09/2028

Introduction

At Elburton, teaching and learning is broken down into six areas to support consistent, high-quality learning.

1. **Classroom and School Culture:** Various strategies are used to create productive learning environments in classrooms and maintain a calm, nurturing atmosphere throughout the school.
2. **Planning:** Curriculum impact is maximised using long-term overviews and medium-term sequences and sound subject knowledge.
3. **Exposition:** New concepts, processes and skills are explained with clarity using direct instruction.
4. **Questioning:** Questions are used to increase thinking, maintain motivation and gather information on child progress.
5. **Practice/Rehearsal:** Time is allocated for practice or rehearse in lessons, using tasks and supports designed to facilitate persistent learning.
6. **Feedback:** Children are supported in making effective progress through the provision of relevant, timely, and constructive feedback.

1. Classroom and School Culture

At Elburton, we have five values embedded within our ethos that underpin our school culture and community:

Safe: Together we will be caring and thoughtful in everything we do.

Inspire: Together we will not let disadvantage be an obstacle to success. We aim to close all gaps.

Pride: Together we take pride in everything and always do our best.

Flourish: Together we will achieve the best outcomes for all continually aiming for the highest standards.

Respect: Together we will act with integrity and honesty.

At Elburton, we take time build a positive classroom culture to foster a welcoming and supportive school environment. Our approach emphasises nurturing relationships while maintaining clear boundaries for all students. We adhere consistently to the school's positive behaviour policy, with a focus on how behaviour impacts learning. We follow the model advocated by Paul Dix: ensuring students feel safe, happy, and ready to learn.

Recognising the importance of working memory in information processing, we strive to minimise distractions and direct students' attention to key concepts. Our routines, transitions, and learning environments are carefully designed to promote excellent behaviour and optimise learning quality and retention.

Through this collective effort, we instil a sense of pride in our school among staff, students and their families, fostering a positive community dedicated to academic success and personal growth.

Essential Practice

1. Staff always maintain a measured tone and volume, demonstrating emotional control.
2. Staff manage behaviour in alignment with the school's positive behaviour policy to reduce conflict and prioritise learning.

Advanced Practice

- Foster a climate of high expectations, high challenge, and high trust, enabling learners to actively participate in all lessons and beyond the classroom.
- Share positive stories to encourage and motivate all children to actively participate.
- Staff vary the tone between praise, teaching and correction to foster positive professional relationships.
- Cultivate relationships with children, families and peers characterised by respect, trust, co-operation and care.
- Identify off-task behaviours promptly and attempt immediate re-engagement.
- Employ positive forms of intervention and circulation to eliminate low-level disruption...
- Provide instructions along with ways for children to actively engage, ensuring their complete understanding before starting.
- Efficiently manage time and resources in the classroom to maximise productivity.

2.Planning

At Elburton, we recognise that well-planned sequences of lessons are essential for effective delivery and positive child outcomes. Deep subject knowledge forms the foundation of our planning process and teachers are encouraged to invest time in developing this expertise. Having extensive pedagogical content knowledge allows teachers to break down learning into manageable parts, plan for effective teaching and independent practice, and ensure that assessments capture key learning. Lessons are carefully crafted and adapted to optimise learning time, ensuring all children progress in alignment with the learning objective.

Essential Practice

1. Teaching sequences include clear instructions and discuss with partner teacher/s time frames and voice levels.
2. Plan from a precise learning objective informed by progression and Assessment for Learning (AFL).
3. Bespoke planning/adaptive provision for individual needs is evident where appropriate.

Advanced Practice

- Explicitly direct all adults and children throughout the lesson, ensuring adults are fully prepared to maximise their impact on child outcomes.
- Identify the prior learning necessary for accessing the lesson and plan how to activate it.
- Recognise common misconceptions related to lesson content and plan how to address them.
- Develop a deep, fluent and flexible understanding of the content being taught, considering its position in the curriculum sequence and assessment objectives.
- Prepare resources and scaffolds to enable all children to meet the learning objective.
- Consider children's starting points to inform adaption to ensure that all are appropriately challenged or supported.

3.Exposition

At Elburton, we understand that the teacher plays a crucial role in building understanding, being the expert in the room with thorough knowledge of the subject matter and the wider curriculum. When introducing children to new concepts, processes, or skills, it is essential to break down our 'expert' thinking and strategically build children's schema. We use explicit instruction to efficiently maximise the progress made by our children. Considering the limits of children's working memories, we take steps to support them in encoding new information into long-term memory, strengthening the storage of taught information.

Essential Practice

1. Use economy of language, strategic pauses and varied tone to increase thinking ratio during exposition.
2. Use visual cues, modelling and worked examples where appropriate to support understanding.

Advanced Practice

- Carefully plan exposition to ensure new information is explicitly identified and reinforced.
- Use examples to explicitly identify a desired generalisation and non-examples to define the boundaries of a concept.
- Actively teach tiered key vocabulary within lessons.
- Utilise reading strategies to aid children in decoding, fluency, comprehension and develop accountability.
- Build children's schema by activating prior knowledge and explicitly identifying the link between new and prior knowledge.
- Pause during explanations and quickly ask questions to make sure everyone understands the new information.
- Adjust explanations based on the children's understanding, either changing the direction or adapting the way you present information.
- Use comparisons, creative images, memory aids and visual tools to help make information easy to remember.

4.Questioning

At Elburton, we use questioning to activate thinking, keep motivation high and gather information about children's progress. By asking questions, we can make judgements about a child's understanding using our AFL and adjust our teaching accordingly. It is common for children to have misconceptions and carefully prepared questions help us check their understanding of the taught content before moving from explanation to practice. Quickfire questioning helps build motivation through success and emphasises key information using techniques like cold calling. Target questions allow us to provide the right level of support or challenge to ensure maximum progress.

Essential Practice

1. Use strategies, such as individual whiteboards, to assess the understanding of the whole class systematically throughout the lesson.
2. Plan questions based on the needs of individual learners to carefully promote progress and provide challenge.

Advanced Practice

- Pause between asking a question and requesting a response from an individual child to increase thinking time.
- Use strategic questioning to uncover common misconceptions, assess understanding, and adjust teaching accordingly.
- Explore children's initial answers to encourage deeper thinking.
- Use strategic learning partners, cold calling, whiteboards and quick questioning strategies to increase participation.
- Encourage critical thinking and facilitate meaningful discussions among children.
- Provide instructions in advance, clarifying the expected response format for children, before presenting the question.
- Utilise strategic questions to determine if children are ready to move on to new content.
- Pause or redirect the lesson to address children's misconceptions promptly and effectively.
- Facilitate effective partner talk by providing support for discussions and using sentence stems to enhance responses.
- Provide opportunities for pre and post conferencing children's work to address misconceptions and use live marking to question and challenge children further.

5.Practice/Rehearsal

At Elburton, we dedicate time for children to practice and rehearse using carefully designed tasks and support structures that encourage independent learning. We understand that becoming an expert requires extensive practice in a specific subject area. Therefore, our lesson planning focuses on providing children with frequent, high-quality and appropriately scaffolded practice. As children progress through the I do, we do, you do approach, we gradually increase expectations for independent work while reducing reliance on scaffolds.

Repeating exposure to information in different ways improves retrieval. This allows children to use knowledge fluently and apply understanding to unfamiliar examples. Well-designed practice, which strategically spaces and interweaves topics, ensures that children use and apply their knowledge in both routine and non-routine tasks, leading to deeper learning and understanding.

Essential Practice

1. Allocate time for children to engage in independent practice to reinforce learning until it becomes fluent and secure.
2. Provide effective scaffolding to ensure all children can achieve the learning objective.

Advanced Practice

- Use 'steps to success' where appropriate to script instructions for independent practice, outlining child success with visual reminders as needed.
- Gradually reduce guidance to increase children's independence over time.
- Hold children accountable for high standards of presentation and volume of work in exercise books and sketchbooks.
- Employ a variety of tasks to provide opportunities for overlearning, developing fluency and accuracy.
- Incorporate techniques such as cold calling and a set time to answer to build a sense of urgency and improve resilience.
- Design regular and appropriate retrieval tasks to ensure children know and remember more.

6.Feedback

At Elburton, we help children in making progress by offering relevant, timely and constructive feedback. Targeted feedback, delivered precisely and promptly over time, is the key to improvement. Effective progress often involves taking small steps, which can lead to advancements within a single lesson. While much of this feedback is provided individually during independent tasks, addressing errors made by multiple children is best handled through whole-class intervention.

Essential Practice

- Provide feedback to children using circulation and 'live marking,' intervening at the point misconception.
- Mark children's work in accordance with the marking policy.

Advanced Practice

- Record children's progress towards the learning objective during circulation by highlighting the objective.
- Implement timely pre and post teaching with additional practice opportunities as needed.
- Guide children on improvement steps.
- Incorporate peer and self-assessment to offer immediate feedback throughout the lesson.
- Identify when children have been supported or worked independently to evaluate their progress in achieving the learning objective.
- Base seating plans on assessment information, adjusting them according to the needs of the children.
- Strategically use whole-class feedback to address common child errors.
- Use mini whiteboards to strategically tackle common child misconceptions.

Summary of Core Practices

1.Culture:

1. Staff always maintain a measured tone and volume, demonstrating emotional control.
2. Manage behaviour in alignment with the school's positive behaviour policy to reduce conflict and prioritise learning.

2.Planning:

1. Teaching sequences include clear instructions and discuss with partner teacher/s time frames and voice levels.
2. Plan from a precise learning objective informed by progression and Assessment for Learning (AFL).
3. Bespoke planning/adaptive provision for individual needs is evident where appropriate.

3.Exposition:

1. Use economy of language, strategic pauses and varied tone to increase thinking ratio during exposition.
2. Use visual cues, modelling and worked examples where appropriate to support understanding.

4.Questioning:

1. Use strategies, such as individual whiteboards, to assess the understanding of the whole class systematically throughout the lesson.
2. Plan questions carefully to promote progress and provide challenge.

5.Practice:

1. Allocate time for children to engage in independent practice to reinforce learning until it becomes fluent and secure.
2. Provide effective scaffolding, adaptive tasks and resources to ensure all children can achieve the learning objective.

6.Feedback:

1. Use circulation to provide feedback to children via 'live marking' and intervene at the point of need to provide support or challenge.
2. Mark children's work in line with the marking policy.

Elburton Standards

Pupils will:	Teachers will:	Strategies:
Follow instructions.	Provide clear, concise, visible instructions.	Frontloading (<i>summarise key points before an activity</i>) Ensure focus Cues to follow instructions Positive rewards and DOJOs
Begin lessons calmly and efficiently.	Facilitate a calm, efficient start to each lesson.	Review to find starting level. Independent tasks (You do) Positive thinking Ensure pupil resources are ready
Use independent practice time efficiently and purposefully.	Provide opportunities for pupils to develop mastery through focussed independent practice.	Clear modelling Circulation Pitch Adapted resources
Be ready to answer every question.	Use a variety of questioning strategies to facilitate high participation.	Choral response Cold Call/Random Selection Mini Whiteboards (MWB) Partner talk Stem sentences

Always be kind and respectful.	Provide clear, consistent boundaries and explicitly identify where pupils have not met them.	Firm but fair High expectations Positive intervention Positive rewards and DOJOs Roles and responsibilities.
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The Lesson Structure at Elburton

Teachers follow this proforma in most lessons to effectively plan and present content, aiming to assist all children in attaining the learning objective. Teachers will assess the position of children in the lesson sequence, recognising the combined knowledge and skills needed to work towards a high-quality outcome. This outcome may be achieved in a single session or built up gradually over time. Where bespoke planning is implemented the lesson sequence may vary depending on the needs of the learner.

Review/Recap	Children will revisit essential prior learning through a recall of curriculum knowledge task. This task can be completed either verbally, books or on whiteboards, depending on the task's requirements.
Build up	The children will be introduced to the lesson objective. This will help them to understand the relevance of the lesson to their prior and future learning.
Contextual vocabulary	Before the lesson, teachers carefully consider the vocabulary, selecting Tier 2 and 3 to address in each lesson.
Metacognition Direct Instruction and Modelling (I do)	The children will receive new knowledge through a teacher-led explanation, typically involving modelling to enhance understanding. During the "I do" phase, the teacher will demonstrate the expectations of the practice task to the children.
Questioning	Rapid-fire questioning helps boost children's motivation by emphasising success and highlighting key information through strategies like call and response. Additionally, strategic questions are employed to provide children with the right level of support or challenge, ensuring they achieve the highest possible progress.
Guided Practice (We do)	During the "We do" phase, the teacher will collect ideas from the children and share ideas and create expectations for what we want to achieve.
Assessment	Through key questions (carefully planned questions to assess depth of understanding), we can assess whether children have a secure understanding of the taught content. This helps determine the appropriate moment to transition from explanation to practice. During the "You do" phase, the children will practice the task independently. The teacher will ensure they grasp the lesson expectations and address any misconceptions. Additional scaffolds are provided for children who are unable to demonstrate a secure understanding of the lesson content.
Deliberate Practice (You do)	Deliberate Practice: Children will work on achieving the learning outcome. Some may use a scaffold for independent learning, while others might receive additional focussed support from a teaching assistant. The class teacher will either assist a specific group or move around the class, ensuring understanding, offering feedback to individuals and groups to enhance the learning process. This is indicated with letters and symbols based on the marking and feedback policy.
Feedback/Exit point	Teachers will pause the class to clarify or reteach a concept or skill if a common misconception is identified. If necessary, a misconception or broader learning need can be addressed in the next session. Review: The teacher will conclude the lesson with a deliberate review, which could involve sharing an outcome, assessing children's knowledge at the current point, or addressing a misconception.

Assessment

At Elburton, assessments are carefully planned to help all children progress in their learning through tailored next steps. Assessments occur within lessons, over a series of lessons, and at termly intervals to enable teachers to accurately communicate

children's progress and current attainment. Our summative assessment cycle is aligned with LAT strategy, enabling trust-level reporting and in-school analysis.

Formative Assessment

Assessment for Learning Informs Adaptive Teaching

In an Elburton lesson, various assessment strategies are expected, with specific adaptations by subject leaders to enhance instruction and support practice. Here are some key assessment strategies:

Mini-Whiteboards:

Teachers strategically plan the use of whiteboards in lessons to ensure children are prepared. Clear expectations are communicated to maximise efficiency, such as holding the board with two hands, clear writing, and '1-2-3 show me.' Questions are crafted to elicit effective information, often posing challenges while minimising written responses. Teachers read and delve deeper into whiteboard responses, using a no-opt-out approach to maximises participation and thinking ratios.

Cold Call Questioning:

Teachers employ the cold calling strategy to maximises thinking ratios in lessons. After posing a question to the class, teachers provide expectations for thinking and partner time before seeking a response. During cold calling, teachers randomly select children or use a randomiser (e.g., lolly sticks, Dojo). When a child struggles to respond, the teacher scaffolds a response to ensure success.

Live Marking:

During independent practice within lessons, teachers circulate the class, providing live marking of children's responses and written work. They offer feedback to address misconceptions, which may be verbal or include modelled responses, such as demonstrating a calculation strategy in a math lesson. All teacher marking is done in green pen and editing by children is complete in purple pen.

Marking:

When live marking in lessons is not possible, teachers check books before the next lesson in the sequence. This ensures adjustments can be made to the next lesson content, intervention, or pre-teaching to support a child who has had a misconception.

Summative Assessment

In addition to continuous Assessment for Learning (AFL) and ongoing formative assessment, we adhere to a summative assessment schedule detailed below. Our testing calendars and data sharing align with the guidance provided by the Standards and Testing Agency (STA).

Teacher assessments, informed by summative assessments, are uploaded to Insight (an assessment tracker) at various points throughout the year, as outlined in the Key Dates document.

In Early Years, we employ the LAT- developed Progress Checkpoint, assessing children at BLANK levels and sharing this information through Insight.

At the conclusion of FS2, we evaluate all children against the Early Years Foundation Stage Profile (EYFSP) as it is the statutory framework supporting practitioners in making accurate judgments of children's attainment. This framework, combined with exemplification materials, ensures consistency in assessments, enabling practitioners to demonstrate progression and identify targets for Key Stage 1.

Ongoing Read Write Inc. and phonics assessments, consistently support early reading development, assessing children's attainment and tracking their progress.

Other examples include Accelerated Reader Assessment, Star Reading Assessment, White Rose blocks assessments, RWI spelling assessments, progress writes for independent writing books.

Schools will enter assessments on to the school's assessment MIS system (Insight and Smartgrade). Schools must enter assessments for the following subjects:

	Autumn	Spring	Summer
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Phonics	Years 1 and 2- PSC aut 2	Years 1 and 2- PSC spr 1 & 2	Years 1 and 2- PSC sum 2
Reading	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade Year 6- SATs (Practice paper) aut 1 & 2	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade Year 6- SATs (Practice paper) Spr 1 & 2	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade Year 6- SATs (Teacher assessment/SAT SS)
Writing	Years 1 to 6- LAT Bands	Years 1 to 6- LAT Bands	Years 1 to 6- LAT Bands
Mathematics	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade Year 6- SATs (Practice paper) aut 1 & 2	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade Year 6- SATs (Practice paper) spr 1 & 2	Years 1 to 5- Smartgrade Year 6- SATs (Teacher assessment/SAT SS)
Grammar, Punctuation and Spelling	Years 3 to 6- Smartgrade Year 6- SATs (Practice paper) aut 1 & 2	Years 3 to 6- Smartgrade Year 6- SATs (Practice paper) Spr 1 & 2	Years 3 to 6- Smartgrade Year 6- SATs (Teacher assessment/SAT SS)

Moderation

Moderation plays a vital role in ensuring accurate teacher assessments. Below are the different ways in which we engage in moderation:

- Regular pupil progress meetings
- Moderation with SLT
- Internal moderation across year groups
- Peer moderation across Learning Academies Trust.
- Trust subject leaders visit termly
- External quality assurance visits