



Teaching and Learning Policy

Date of last review: Summer 2025

Date of next review: Summer 2026

Key principles that underpin great teaching and learning

Principle and Rationale	What it looks like at Netherfield Primary
Challenge <i>So that...</i> Students have high expectations of what they can achieve	• Assessment informs planning in order to ensure all children, regardless of the level they are working on, are being sufficiently challenged; children should not constantly be in their 'comfort zone' but should be pushed into their 'struggle zone'. • Children take pride in their work, ensuring presentation is of the highest standard. Teachers expect these high standards at all times and model them for children in feedback and in the creation of their learning environments. • Expectations of behaviour are very high in class, on the playground and as children move around school. • Lessons and activities are planned to provide high levels of challenge for each individual learner. • Risk taking is encouraged both in lessons and through extra-curricular activities . • Creative and independent thinking are promoted and encouraged at every opportunity.
Explanation <i>So that...</i> Students acquire new knowledge and skills	• Teachers give clear, well thought out explanations of concepts and ideas. • By using pre-learning activities, teachers are aware of misconceptions and challenge these through their explanations. • Teachers give meaningful examples during explanations to make learning memorable and accessible for all children. • Children are given opportunities to explain ideas to each other – this helps improve their own understanding of concepts. • Teachers always remember that teaching is never a performance or a show; it is an interactive art. Therefore, explanations must always be effective and purposeful.

Modelling So that... Students know how to apply the knowledge and skills	• When modelling writing, teachers 'think aloud' explaining the choices they are making. • In mathematics, teachers clearly model to the children how to solve calculations and problems. • Examples of models displayed in class to refer back to prior learning. • Effective modelling gives children step by step guidance on how to be successful at applying particular skills. • Teachers are aware that they are modelling behaviour to children all the time and recognise how big a responsibility this is.
Practise Students engage in deliberate practice to embed learning and ensure understanding and retention	• Teachers understand that being taught something is not the same as learning it. They recognise that children need to practise skills regularly until learning is embedded. • Teachers find engaging and inspiring ways for children to practice skills. • Children have a high level of productivity and produce an appropriate amount of work in each lesson. • Children read lots. • In KS2 children write everyday, in KS1 writing is undertaken regularly, increasing to prepare children for KS2. • Children do lots of sums in maths lessons. • Homework is used to give children further opportunities to practise. • Pupils make good use of topic lessons to practise writing skills.
Questioning So that... Students are made to think hard with breadth, depth and accuracy	• Teachers ask well thought-out, open questions which probe student understanding and make them think. • Teachers spend a large chunk of time during planning, devising questions. • Children are given plenty of time to think before answering a question. • Teachers ask challenging questions that may push children out of their 'comfort' zone. • Teachers will spend time before lessons, thinking about the questions children may ask and any misconceptions that may occur. • Questions will be asked in a range of different ways, encouraging as many children as possible to take part and remain engaged in learning. • Teachers will use assessment knowledge in order to direct questions to identified children.
Feedback So that... Students think about and further develop their knowledge and skills	• Marking is efficient. • Teachers give regular and specific improvement points to close the learning gap. • Teachers use a range of symbols in order to help make marking more efficient. • Teachers use verbal feedback to give instantaneous feedback to pupils. • Children regularly spend time editing and improving their own writing. • Children are encouraged to take more responsibility for improving their own work; self and peer marking will be used regularly.

See Assessment Calendar Attachment

Moderation of assessments

Assessments:

Are moderated in half-termly meetings within and across year groups.

Targets and milestones:

All children in KS1 and KS2 have targets for reading, writing and mathematics. These come from Fisher Family trust and are based on how each child would be expected to perform in a school that was in the highest quintile for progress nationally (FFT20). Targets are aggregated to set milestones on a termly basis. Milestones are set for the next three years and chart the trajectory to Outstanding. Milestones are set at Trust level.

Analysis of assessment data

NC assessments reflect performance in respect of Age Related Expectation thus:

- Pre-Key Stage Assessments – Children who have a personalised curriculum / complex SEN needs
- B below national expectation – at least a year behind
- W Working towards expectation – not at the National expectation but less than a year behind
- N Working at national expectation
- A Working at greater depth
- - and + qualifiers denote the level of security in each band.

Throughout the year, judgements are not made in respect of performance against end-of-year expectations. This means that a child may be given N at any point in the year without implying that he or she has yet achieved the end-of-year expectation or has been exposed to the whole curriculum for the year. It suggests that he or she is on-track to achieve the end-of-year expectation if the current level of intervention is maintained.

Wider Curriculum Assessment

We assess children's understanding across wider curriculum subjects through continuous formative assessments, across sequences of learning and through the use of end of unit outcomes. It may be that end of unit outcomes are designed to incorporate other curriculum areas across the year group or from other year group content to further assess children's knowledge and understanding. Assessments across wider curriculum subjects should not result in onerous tick lists and should be used to inform future planning and lesson design.

Holding staff to account

The above descriptors are taken from FFT. This means that actual performance may be compared to FFT targets at any point in the year. Where the two do not align, underachievement is discussed at:

- Half-termly **Pupil Progress Meetings**. At these longer meetings class teams are held to account for progress over the preceding half-term and to set strategy for the future.

Continuing Professional Development:

MAT level CPD:

The EQUALS Trust provides CPD across the MAT. This comprises workshop sessions at Inset events for both schools. Netherfield staff contribute to the planning and delivery of sessions. Arising from this work, we have developed a common understanding of the principles of pedagogy that are relevant to all ages.

CPD:

Netherfield is committed to the research around improving teaching and learning. Research groups are in place to focus on key areas across the school, Pedagogical, Maths, Reading and Writing and Curriculum. These groups and teams ensure up to date research and methodology is implemented across all the key stages. These are continually evaluated by external assessors and adapted by staff to reflect current guidance and practice.

Appraisal linked CPD:

Both teachers and support staff may identify CPD needs through the appraisal process. Provided these needs are consistent with the broad priorities of School Development Plan, and funding is available, they will be met. Often, such CPD is provided by The National College with whom we have membership too.

Interventions

The EEF suggests that TA's delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 months of additional progress. Therefore, as a school, we adopt interventions on the following basis:

- Sessions are brief, no longer than 20 minutes
- TA's have received extensive training or have extensive experience in delivery
- Assessments are fundamental in identifying pupils
- Each intervention is assessed by the class teacher, looking at its impact
- Children will not miss out on the broader curriculum

English

Writing

- We understand that children acquire language skills by first being exposed to spoken word, then reading written words, then finally writing. Because of this, we create opportunities for children to verbalise ideas through discussion and drama activities, and also opportunities to read high-quality examples of what they are expected to write.
- We follow a policy of 'every child in KS2 writes every day and every child in KS1 writes often, building to writing every day as they transition into KS2.
- In KS2 if a lesson has a reading, drama or discussion focus, children are expected to write in the learning objective and date, and also a descriptive sentence about the activity they completed.

- Every piece of work should have the learning objective and is dated. In KS2 children are responsible for writing this.
- Writing should be based on:
 - a quality text with links to learning from the wider curriculum.
 - a video/picture stimulus that links to learning from the wider curriculum.
 - the class book.
 - A real life experience, such as trip, visit or visitor.
- writing should be done with a purposeful end product in mind.
- children should have opportunities to write fiction, non-fiction and poetry throughout the year. If children are being exposed to a new text type/style of writing, time needs to be dedicated to looking at the structure and elements of the type of writing.
- writing objectives should be taken from the Netherfield Writing Progression Map.
- Challenges for more able pupils should be indicated with a star.
- Children should have the opportunity to complete an 'extended write' – a longer piece of writing that requires skills to be combined – a minimum of twice per half term.

Quick writes

In key stage two, children do a weekly quick write. This is a 30 minute session in which children plan, write and edit based on a given prompt. Year five and six write from a choice of 3 prompts they have generated. Year three and four write using a visual prompt provided by the teacher.

Planning requirements

Each year group needs to have evidence that they have a long term plan, showing that they have considered the types of writing and skills that will be covered in each term across the year.

Weekly planning is done on smart notebook or a weekly grid. These plans should be shared with support staff.

Target setting

Children should have a target in writing – which is something they need to focus on alongside the other skills they are being taught. They should know this target. It should be written on the year group appropriate Netherfield target cards.

In year five and six, where appropriate, children may be given multiple targets.

Marking

All pieces of work need to be acknowledged according to the marking policy. This means ticking against the LO.

Where appropriate, marking also includes:

- highlighting where the LO has been met with yellow highlighter.
- indicating where corrections need to be done by use of symbols as outlined in the marking policy.
- when correcting spelling, correct a maximum of three spellings per piece.
- extending children's understanding with a 'wish' – a challenge to consolidate, deepen or extend their understanding. These should be used at least once a fortnight.

The poster version of the marking policy should be displayed in every classroom.

Spelling

We use the No Nonsense Spelling to support the teaching of spelling in years 2-6. Children in key stage two are entitled to a minimum of 45 minutes spelling instruction every week.

Grammar.

Children are entitled to the teaching of grammar for writing and the teaching of grammar knowledge.

- We use rainbow grammar to support the teaching of grammar for writing. This does not need to be timetabled and there is no time expectation per week. Instead, this should be used to supplement writing teaching when appropriate
- Grammar knowledge is taught discreetly in KS2, and is integrated into sequences where possible in KS1. Children in key stage two are entitled to a minimum of 45 minutes grammar instruction every week.
- We use 'Rising Stars' half termly grammar assessments to assess grammar and spelling. (Y2 – Y6 Rising Stars, Y1 NTS Assessments)

Handwriting

We teach handwriting in semi-cursive form. Key stage one use books with broken lines which act as guide lines for letter formation. Key stage two use regular ruled books for all subjects. Key stage two can use the yellow line guides as a scaffold for those who need support.

Key stage two are entitled to thirty minutes handwriting teaching across a week.

Staff should model neat, semi-cursive handwriting when writing in books and also in the school environment, on displays as an example.

Children write in pencil, until they are confidently and fluently joining all their handwriting. Then, they may write in an appropriate pen.

Feedback and marking on your work.

You will get ticks next to your learning objective to show how well you have done.

- ✓ You are still working towards this learning objective.
- ✓✓ You have met this learning objective
- ✓✓✓ You have exceeded this learning objective.

There may be letters next to your learning objective:



Done independently.



Done with support.



Done as part of a
guided group.



Done with support to
help you stay on task.



Yellow highlights in your work show your **stars** – usually where you have successfully met the learning objective or your targets.



Your work may have a **wish** on it, shown by a wand. This is something you now have to do to make your work even better. You should answer this wish in **your purple pen**.

There may be a **blue highlight** to show you where this wish needs to be done.

Your work may be marked with symbols.

V

Verbal feedback:
someone has
talked to you
about your work.

P

Punctuation:
there is an error
with
punctuation.

Sp ~~~~~

Spelling:
A misspelled word
may be underlined
with a squiggle.

Aa

Capital letters:
there is a capital
missing, or in the
wrong place.

Check ^

You may have to
check a sentence for a
missing word, or
something that
doesn't make sense.

If an answer has a **tick** by it, it is correct. If an answer has a **dot** by it, it is incorrect.

When you edit your work this can be done in **your green pen**. The letters **SC** mean you have self-corrected, and fixed an error in your work yourself.

Minimum marking requirements:

Writing:	Use scheme. On average, one wish per fortnight. Refer to individual targets.
Maths:	Use scheme. On average, one wish or 'V' per fortnight.
Handwriting:	Acknowledgement mark in the lesson
Reading J:	Acknowledgement mark in the lesson
Sci:	Use the scheme – no requirement for wishes
Other curriculum areas	Use the scheme – no requirement for wishes

Key principles

- Quality teaching of reading is essential for all children.
- Our overall aim is to develop confident, competent, lifelong readers who have a passion for books.
- For our emerging and developing readers our key strategy is the teaching of phonics
- Teaching of reading happens whenever we are reading to children, whether at story time, during whole class reading session, 1:1 reads, reading assemblies or English sessions – we take every opportunity to model good reading and a love of reading!
- We support children in reading by providing focused targets in 1:1 reading sessions
- Extra support may take the form of extra phonics groups, extra 1:1 reads, small group reading with a fluency or inference focus for example, 'book club' style, depending on the needs of the children.

Whole Class Reading

- From FS 2 -Y6 we have Whole Class reading sessions
- We aim for four sessions a week, which last approximately 30 minutes in KS2
- We aim for four sessions a week, which last between 20-30 minutes in EYFS and KS1
- In KS2 sessions are recorded in grey whole class reading books.
- Sessions are based around a **high quality text/extract** that is chosen by the class team. A unit could last one or two weeks. The text is revisited regularly throughout the week so children become familiar with it. The text should be **challenging**.
- Children have opportunities to access a wide variety of texts, such as stories, poems, information texts, newspapers, play scripts, and sometimes short films.
- Skills are taught
- While the sessions do not follow a set formula, they will usually include: prior knowledge activation, exploring vocabulary and fluency, retrieval and inference.
- During each unit (to model and improve fluency) adults will read **to children**, children will read **to each other**, and children will read **to themselves**
- Skills such as retrieval, inference, summarising and prediction are taught in a variety of ways.

Reading Fluency

Fluency is an important part of the teaching of reading. We aim to take every opportunity to model excellent fluency to our children. We also provide opportunities for children to revisit texts in order to practice this skill. Older children are expected to comment on their own and others' fluency, giving points for improvement. Opportunities for this arise in Whole Class Reading, paired reading and 1:1 reading with an adult.

Planning

- Planning is completed on a Lynx/Smart file, in line with Maths and English planning.

Assessment

- We assess reading using a variety of different information – not just from one source. Assessment of reading is like a jigsaw – lots of different pieces that inform us about each child as a reader.
- Information may come from 1:1 reads, formal tests, whole class reading, discussions generally about books etc.

Texts

- Our lessons are planned around high quality texts chosen to challenge and engage children. Part of our ongoing CPD in reading is developing staff knowledge of children's literature so that we can share this with children and expose them to exciting new books as well as classics. This is mapped out on a coverage document (Netherfield Reading Curriculum). However, this is a constant work in progress as new texts may be added due to new releases, topics changing, the general interests of the children at that time as well as events happening in the wider world. We do know that great text choice is essential for quality learning to take place.

1 to 1 Reading and Class Reading Records

- Each class must have a Class Reading Folder, containing records of individual reads for children, by teachers, TAs, students or volunteers.
- At the front of the folder should be a class tick list recording each time a child is heard read on a 1:1 basis.
- There should also be a record of how many home reads each child is doing (could be the display on the wall or in the reading folder)
- Each time 1:1 teaching of reading takes place a target is shared with the children, for them to work on.

Marking in mathematics

- Marking should be efficient and not overly onerous for teaching staff.
- The key purpose of marking in mathematics is to inform future planning. Guidance from the National Centre for Excellence in the Teaching of Mathematics states: *It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding. For slips, it is often enough to simply indicate where each slip occurs, particularly when the teacher's approach is to encourage pupils to correct them. However, if errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a larger number of pupils, the error will be addressed in the next lesson.*
- On the spot' marking and feedback should also be encouraged and is one of the most effective ways of supporting children to make progress.
- Due to the importance of marking in informing planning and next steps, it is essential that marking is completed by the teacher before the next taught session.

- There is no expectation that teachers share written 'stars' to identify what children have done well; this will be clear to the child when their work is ticked, indicating a correct answer.
- Learning objectives will be ticked in line with school policy to show where children have achieved the objective being taught. One tick means they are still working towards the objective, two ticks means they have achieved the objective and three ticks that they have exceeded that objective.
- Wishes are not expected to be used on every piece of work but where they are used, they should be effective and purposeful. Wishes can be used to give children opportunity to reason, make simple corrections to their work or further consolidate learning. As mentioned above, if there is a clear lack of understanding, this should be tackled in an alternative way. Wishes should be responded to in purple pen.
- Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Peer and self-marking should be both accepted and encouraged. Self-marking, along with 'whole class' marking are useful ways to make marking more efficient.

How we teach Mastery Maths

- Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.
- If a pupil fails to grasp a concept or procedure, this is identified quickly, and early intervention ensures the pupil is ready to move forward with the whole class in the next lesson. This is done by the teacher or teaching assistant during after and on occasions before sessions to imbed the understanding of the concept.
- In a typical lesson pupils sit facing the teacher and the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion.
- Procedural fluency (patterns, rules, explanations, techniques) and conceptual understanding (using pictures and different methods to show how to solve problems or questions) are developed in tandem because each supports the development of the other.

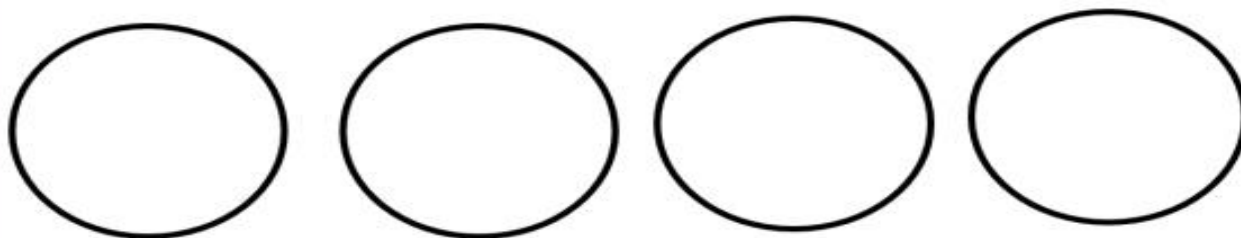
Examples:

Procedural Understanding

Questions that use procedural knowledge	Questions that use conceptual knowledge
Measure the perimeter of the room	Estimate the perimeter of the room. Justify your estimate.
If you sleep for 7.5 hours each day, what percentage of the day is spent sleeping?	Is it reasonable to state that many people sleep for 30% of the day? Why or why not?
Find the sum of one-third, one-quarter and one-fifth	Without adding, is the sum of one-quarter, one-third and one-fifth bigger or smaller than one? How do you know?
Match the object to its associated volume formula	Explain how to determine if you have matched an object to its correct volume formula.
Multiply 24 by 8	In your head, multiply 24 by 8. Explain your method. Try to find another method that works.
Find an equation to solve this problem	Find a problem that can be solved using this equation. How can you tell if you are right?

Conceptual Understanding

- A student is asked to share 4 cookies equally among 5 friends. How much of a cookie should each friend get?



- It is recognised that practice is a vital part of learning, but the practice used is intelligent practice that both reinforces pupils' procedural fluency and develops their conceptual understanding.
- Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained.
- The use of 'Times Table Rock Stars' is used in school. This is an online game where children race against the clock to complete questions linking to specific times tables. Children can compete against each other and score in a rank of the whole school.

Parents and homework

- By engaging parents, we activate a valuable resource that will help us to raise standards.

End of year

- We use NTS Termly tests

Presentation of work

The presentation of children's work reflects the positive attitudes to learning and a self-pride in the work they complete.

Standards of presentation need to be consistent across school and the teacher is the most important role model for presentation and high expectations within the classroom.

- Handwriting should be joined (Year 1+), legible, consistently formed and neat. This should be in line with handwriting agreements made
- The date should be presented at the top of the page; digital date for mathematics, full date for English
- A LO should appear towards the top of the page
- Each new piece of work must be started on a new page
- If a mistake is made, draw one neat line through the mistake and start again.
- Rubbers should be used sparingly

- Drawing and diagrams should be drawn in pencil, straight lines to label drawn with a ruler, then labels can be written in pen
- Work should be completed directly in books as far as possible, as appropriate to age and content - the use of “work sheets” should be kept to a minimum

Layout in mathematics

- All maths works completed in pencil only
- All figures must be written neatly and clearly with one digit/symbol to each square, as appropriate
- There should be at least one clear square between each calculation, both horizontally and vertically
- There should be clear working out shown when problem solving

Whole School Learning Environment

All classroom and outside classroom displays are updated by the class teams

- Displays in the class need to reflect the children’s learning
- English and Maths displays are working walls
- Displays outside the classroom need to be changed termly to reflect what the children have learnt. If the children have learnt about Geography the display would reflect that.
- Communal displays are updated by the Deputy Head Teacher

Homework

	Every night	Once a week	Half Termly
Foundation stage 1	Share a book		
Foundation Stage 2	Share/Read a book	Rocket words	
Y1	Read with an adult	1 piece of maths Spellings	Topic Menu
Y2	Daily Read own book/school book	Reading comprehension book 1 piece of maths Up to 10 spellings	Topic menu
Y3	Daily Read 10 Mins of TTR	1 piece of Maths 1 piece of English Up to 10 spellings	
Y4	Daily Read 10 Mins of TTR	1 piece of Maths 1 piece of English Up to 10 spellings	
Y5	Daily Read	1 piece of Maths 1 piece of English Up to 10 spellings TTR (Times Table Rock stars)	
Y6	Daily Read	1 piece of Maths 1 piece of English Up to 10 spellings 5 x reads recorded TTR (Times Table Rock stars)	

Supporting Pupils with Dyslexia

Definition

Netherfield Primary School is committed to fostering an inclusive learning environment where all pupils, including those with specific learning difficulties such as dyslexia, are recognised, supported, and empowered to achieve their full potential.

We recognise and adopt the following definitions of dyslexia:

- British Dyslexia Association (BDA):

“Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills.”

- Delphi Dyslexia Study (2024):

“Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling. The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e. in phonological awareness, phonological processing speed or phonological memory). However, phonological difficulties do not fully explain the variability that is observed. Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia.”

Understanding Dyslexia

Children with dyslexia may experience a range of challenges that impact their learning. These often include:

- Difficulties with *phonological awareness*, making it harder to identify and manipulate sounds in words.
- *Slow processing speed*, which can affect reading fluency and the ability to follow instructions quickly.
- *Poor short-term memory*, leading to difficulties retaining verbal or written information.

These challenges can vary in severity and may co-occur with other learning differences.

Identification and Inclusive Practice

At Netherfield Primary School, we are committed to early identification and inclusive teaching strategies that support all learners. Our approach to supporting pupils with dyslexia includes:

- Using *visual aids* and encouraging *oral practice* to reinforce learning.
- Adopting *dyslexia-friendly speaking* styles—clear, paced, and supported by visual cues.
- Selecting *dyslexia-friendly fonts* and layouts in printed materials.
- Avoiding unnecessary *public speaking* tasks that may cause anxiety.
- Ensuring a *clear line of sight* to the teacher and board.
- Providing *memory clues* such as mnemonics or visual prompts.
- Scheduling *natural breaks* to reduce cognitive fatigue.
- Designing *inclusive homework* that allows for different ways of demonstrating understanding.
- *Marking based on content* and ideas, not just spelling or grammar.
- Avoiding *rote learning* in favour of meaningful, contextual learning.
- Encouraging the use of *assistive technology* such as text-to-speech tools.
- Incorporating *pictures and symbols* alongside written words to aid comprehension.

These strategies are embedded across our curriculum to ensure that pupils with dyslexia are supported, valued, and able to thrive.