



**ST THOMAS CANTILUPE**  
CHURCH OF ENGLAND PRIMARY SCHOOL

Policy: Teaching, Learning and Assessment

Date: September 2025

School lead: Asha Begley

Governor lead: Andrew Teale

Review date: October 2026



Shine bright your light (Matthew 5: 14-15)

## Aim

To enable children to 'shine bright their light'

The quality of teaching is the single most effective thing we can do to promote both overall attainment and equity (William 2018)

## Principles

- Teachers should understand the content that they are teaching and how it is learnt
- A supportive environment for learning is essential
- Classrooms should be managed in order to give maximum opportunity to learn
- Content, assessment, activities and interaction should activate children's thinking

## We will

Provide a clear and sequenced curriculum that

- Sets out prior learning
- Specifies what children will know by the end of the learning
- Focuses on key questions
- Details key vocabulary to be learnt
- Scaffolds learning
- Gives rich and varied contexts and experiences for children
- Gives opportunities for practice
- Develops children's resilience and capacity to work both independently and collaboratively
- Encourages children to respond to a rapidly changing world
- Sets out expectations for different subjects and groups
- Offer opportunities to active hard thinking

Ensure assessment for learning is meaningful by

- Being clear about what children are learning
- Using low stakes testing, questioning and discussion to elicit learning
- Addressing misconceptions
- Giving precise feedback linked to what children are learning, not doing

Develop our approach in line with best practice guidance and Continuing Professional Development, including that from

- EEF
- Great Teaching Toolkit
- Talk for writing and reading
- NCETM, White Rose
- Bell Foundation
- Mary Myatt
- Chris Quigley

### Quality First Teaching at St Thomas Cantilupe

What	How	Why
<b>Understand the content</b> Planning and Assessment	<ul style="list-style-type: none"> <li>Daily formative assessment uses questioning to precisely understand what each child knows can d/o</li> <li>Daily actionable feedback is given for all lessons, children respond to it, and cold/hot task</li> <li>Use of that formative assessment is used to plan next steps in learning for each child</li> <li>Insight is used as a tool to record learning and plan for next steps. It is shared and use by all staff</li> <li>Planning clearly identifies vocabulary, widgets, STEM sentences, questioning</li> <li>Pre and over teach as well as provisions are tied together to give the right next steps for each child</li> </ul>	Children know what they can do Children's misconceptions are addressed Children can articulate their learning
<b>Maximise opportunities to learn</b> Hard thinking activated	<ul style="list-style-type: none"> <li>Explicit modelling used daily – worked examples, visuals put on working walls and used by children</li> <li>Learning objectives are explicitly signalled - verbally, in writing, using <b>Widgets</b>, linked to prior learning</li> <li>Making it stick strategies are used in all lessons</li> <li>Questioning is targeted, planned, effective and occurs throughout the lesson</li> <li>STEM sentences/sentence starters used in all lessons. Children repeat whole sentences</li> <li>Provisions for SEND/EAL tie directly to next steps and include scaffolding, specific tasks, resources</li> </ul>	Children's explanations are secure Children persevere Children make connections
<b>Relentless routines</b> Organisation and expectation	<ul style="list-style-type: none"> <li>Manners matter – one speaker, listening, checking in, holding doors, walking, turn taking, greeting</li> <li>Learning environments matter – worked examples, HFW lists, vocabulary, apparatus, theme walls built each week, current work, pride</li> <li>Time is managed effectively - lesson starts, transitions, teacher talk vs pupil talk and learning</li> <li>Paul Dix strategies used by all staff – nudges, positivity notes, proximity</li> </ul>	Children's progress is good Children see themselves as successful learners Children take pride in learning

Ambition for all

Manners

Pride

Positivity

Expectations

Organisation

You establish what you establish

ASK

EXPLORE

LINK

EXPRESS