



Great Bedwyn CE Primary School

Teaching for Learning policy

Policy adopted: November 2025
Reviewed date: September 2027
Review body: Principal and staff

Vision Statement: Together May We Give Our Children – Roots to Grow and Wings to Fly.

Our mission is to deliver a high-quality education to all children by providing teaching that:

Will enable children to:

- Acquire the skills, knowledge, and attitude to promote a life-long love of learning through an inspiring curriculum.
- Embrace the spiritual values to foster respect, to have a sense of belonging and thrive in a caring environment, the wider community and become responsible global citizens.
- Develop social and emotional skills and to understand what it is to be healthy in body, mind, and spirit.

Great Bedwyn CE School Teaching for Learning Policy

Learning: Learning is a change to the long-term memory

Progress: Remembering more, knowing more

This policy is designed to...

- *Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school.*
- *Promote consistency of approach and expectations, continuity, and progression to improve the quality of teaching for learning.*
- *Recognise, acknowledge, and implement the most effective classroom practices, to further children's learning intellectually, socially, emotionally, and physically.*

Guiding Principles

A mastery approach is adopted across the curriculum.

Key vocabulary is taught and used.

Regular and effective feedback leads to more rapid progress.

Learning is retained when delivered through meaningful contexts.

Assessment for learning will be a continuous process.

Assessment of learning will demonstrate understanding at the end of the learning journey.

Identifying the Intent of all Learning

Curriculum Design

Our aim is to provide access to all children offering a broad and balanced curriculum which is ambitious, engaging and presents a range of learning opportunities, rich first-hand experiences, and challenge. It is based on an understanding of how learning takes place, and it also promotes the enjoyment of learning knowledge and skills essential for lifelong learning.

The curriculum ensures each child's learning journey is coherent and progressive, with learning being linked across subjects and experiences, and connections made across year groups.

Learning for History and Geography is blocked to allow learning at a deeper level. These areas of the curriculum are taught over three terms. Core subjects, PE (Physical Education), PSHE/RSE, RE, Computing, Classics, and Art and Design are taught weekly. (See appendices for Eng', Maths & Science guidance)

Quality of learning

At Great Bedwyn we believe all children should have the opportunity to be challenged in their learning. Therefore, we take a mastery approach for all, except for children working two years or more below their chronological age. Children are challenged through:

- deeper level questioning
- resources
- success criteria
- groupings
- level of support

Implementing the Learning

Pedagogical Approach

We ensure that there is consistent Quality First Teaching and all LSAs (Learning Support Assistants) are provided with the necessary CPD (Continuous Professional Development) to ensure that they can support learning. We recognise that children learn in many ways so adapt our pedagogical approach to ensure all learners make progress. We use a range of strategies, including:

- Small groups, whole class, paired and individual learning
- Daily pre/post learning
- Modelling the learning
- Learning from mistakes
- The use of a WAGOLL
- Scaffolded learning
- Talk partners
- Quizzes at the beginning, during and at the end of the lesson

At Great Bedwyn School we believe that children learn best and respond appropriately when asked, ‘**Are you ready to learn?**’ at which time they can draw upon taught strategies. Developing meta-cognition strategies empowers children to take ownership and control of their learning. The motivation to learn is an essential part of the process.

Optimum learning environment

The learning environment reflects the ethos that any space is a learning space. We ensure that:

- Classrooms are welcoming and safe.
- Classrooms are orderly and well-signposted so that all children can access resources independently.
- There is a ‘live’ working wall for numeracy and literacy.
- Visual timetables are accessible.
- The displays are low arousal to ensure focus remains on the learning.
- There are few distractions around the whiteboard, including the teacher’s desk.
- Classroom displays at the back of the class stimulate pupil interest and intrigue, are a celebration of learning and link to various curriculum areas of the current learning throughout the year.

- Christian values are celebrated through a dedicated display area that will include a cross, the school prayer, and the value of the term, and some key questions and/or reflections from the children.
- Noise is purposeful and conducive to learning.
- Outdoor learning spaces are used purposefully to develop learning opportunities.

The Role of the Parent

We believe that parental support is fundamental in the way children learn. We inform parents of the termly learning through the Learning Journey Overview, and in blocked subjects each term (Knowledge Organisers). We ensure the school website has the latest information for all core subjects so that every parent knows what their child is learning. We expect children to be supported with their reading, learning number facts and the development of greater thinking skills.

We believe parents should take responsibility for their child's attendance, uniform, health, and behaviour so that they are in a composed state of readiness to learn during the school day.

Monitoring the Impact of Learning

There is a high expectation for learning across all year groups, and Pupil Premium and SEND children are appropriately supported to work well to achieve desired outcomes. The impact for all children is measured through a range of assessment opportunities throughout the year by the class teacher, subject leaders, and the leadership team.

Assessment for Learning – Formative

Formative assessment informs future planning and more effective teaching. It ensures the teacher can be flexible in their response to children's needs, and explicitly share next steps and address misconceptions so all children recognise success and ways to improve. All formative assessment and feedback strategies will be manageable, meaningful, and motivating. (See appendices for presentation guidance)

Verbal Formative Assessment and Feedback

- Daily assessment of prior learning in all subjects (written or verbal)
- Learning objectives clearly shared and assessed during the lesson.
- One to one discussion with a pupil

- Adult supported group work
- Through mini plenary/plenary opportunities where pupil work may be shared. This may be with specific groups or with the whole class.
- Peer discussion
- Children or adults summarising current learning.
- Use of the visualiser
- Use of individual whiteboards
- Use of thumbs/ actions to demonstrate learning.
- Use of learning partners/ talk partners
- Child teaching peers/ other year groups
- Observations and follow up discussions.

Verbal feedback will ensure pupils are clear about what specific aspects of their work have been done well and will be used as an opportunity to identify with a pupil how they could further improve their work. SEND and Pupil Premium children will have support to respond to feedback, if appropriate.

Written Formative Assessment and Feedback

- Formative written assessment will be written in orange. This will be done alongside the child during the lesson or during the pre/post learning session.
- In written work, the orange written assessment could include the use of the codes- // = new paragraph needed, Sp = incorrect spelling for pupil to correct, P = punctuation missing
- Maths' work will be marked alongside children or by children during the lesson or during the pre/post learning sessions. Formative assessment tasks in maths could include completing a slightly more challenging calculation, a task that requires the pupil to apply their knowledge (eg presenting the same maths in a slightly different way), is something true or false, explain, always, sometimes, never
- Children will be taught and encouraged to develop the skills of giving and receiving feedback between themselves thus seeing themselves as a learning resource for one another. Pupils will edit or improve their work and the work of others, and this should be done using a purple pen so that it clearly stands out from the rest of their work.

- Ongoing record keeping evidence will be on planning sheets and updated SEN (Special Educational Needs) proformas as applicable.
- Know More, Remember More quizzes slips will demonstrate what the children have learnt from the lesson.
- Quadrant quizzes will assess learning overtime and will be used regularly across curriculum areas.
- At the end of every English and Maths lesson pupils will self-assess using a traffic light colour code to indicate their level of confidence and understanding during that lesson. This will be used to inform the post learning sessions.

Assessment of Learning – Summative

Summative Assessments identify what a child has learnt at the end of the learning journey. This informs future planning across the school year, year groups and Key Stages. Summative assessments are reviewed during pupil progress meetings and reported to parents annually.

A range of Summative Assessments used at Great Bedwyn CE School include:

- Subject essays, two page spreads, investigative reports -termly
- End of term quizzes - termly
- SATs (Standard Assessment Tests) in Year 6
- Multiplication tests in Year 4
- Phonics screening in Year 1
- NFER summative assessments (end of year June)
- Wellcomm speech and language screener
- Sandwell Early Numeracy Test
- Strengths and Difficulties Questionnaires

Please read in conjunction with:

Behaviour Policy

EYFS (Early Years Foundation Stage) Policy

Appendix

Presentation Guidance

English:

Each piece of work will be given a title. The title will be the Learning Objective and the work will be dated and set out as below....

Thursday 8th September 2025

LO: To write a newspaper report

Any errors should have a single line drawn through them and the correct word written next to or above it in purple.

Mathematics

All maths work to be done in pencil.

Each digit should have its own square.

All straight lines to be drawn with a ruler.

All work to have a title which will be the learning objective and the short date. It will be set out as below....

8.09.25

LO: to solve word problems

General

All work to be dated (at least with the short date) and have a learning objective.

Diagrams or pictures (including Story Mountains) should always be drawn in pencil.

Where pupils use lines in diagrams, charts etc these must be drawn with a ruler.

Formal Marking

In written work, the orange written assessment will include the use of the codes:

- // = new paragraph needed
- Sp = incorrect spelling for pupil to correct
- P = punctuation missing
- S = supported learning

Pupil's will be expected to respond using a purple pen.

The teaching of English at Great Bedwyn School

At Great Bedwyn Primary School, our aim is to provide all of our children access to a broad and balanced curriculum which is ambitious, engaging and provides a range of learning opportunities, rich first-hand experiences and challenge. We will ensure children will develop a life-long love of learning. The curriculum ensures each child's learning journey is coherent and progressive, with learning being linked across subjects and experiences, and connections made across year groups.

We believe that the Literacy curriculum prepares all pupils to lead an enriched, fulfilling life by promoting high standards of language and literacy and teaching the skills they need to communicate effectively and confidently with others, using the spoken and written word. We aim to promote a life-long love of reading and literature so they can participate fully in the world around them

We aim for our pupils to:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style creatively in and for a range of contexts, purposes and audiences.
- Be competent in the arts of speaking and listening and use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas.

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss

A **daily English lesson (40-60mins)** that is based on the [English Skills Progression Map](#) .

A regular **phonics/spelling lesson (10-30 mins)** that is based on the ‘Little Wandle Letters and Sounds revised’ phonics scheme, and cued articulation.

[Great Bedwyn School phonics and Spelling Teaching](#)

[Overview Phonics Teaching in Great Bedwyn Reception](#)

Daily or weekly individual/group reading

All teachers should be planning from the [English Skills Progression Map](#) and the [Whole School Overview of writing Genres](#) weekly.

Teachers are required to keep a clear record of their coverage of each unit in the orange planning folder/Share Point.

Planning folders should contain:

- MTP week by week suggested coverage clearly dated and annotated.
- Planning sheet for additional to/different from that clearly shows SEN/PP/Post learning misconceptions/GD extensions
- Any extra resources/activity sheets
- Any GAP analysis of individual’s areas of need, including children performing in the bottom 20%
- Please save any notebooks/IA flipcharts to the English folder in each class’s planning folders on Share Point.

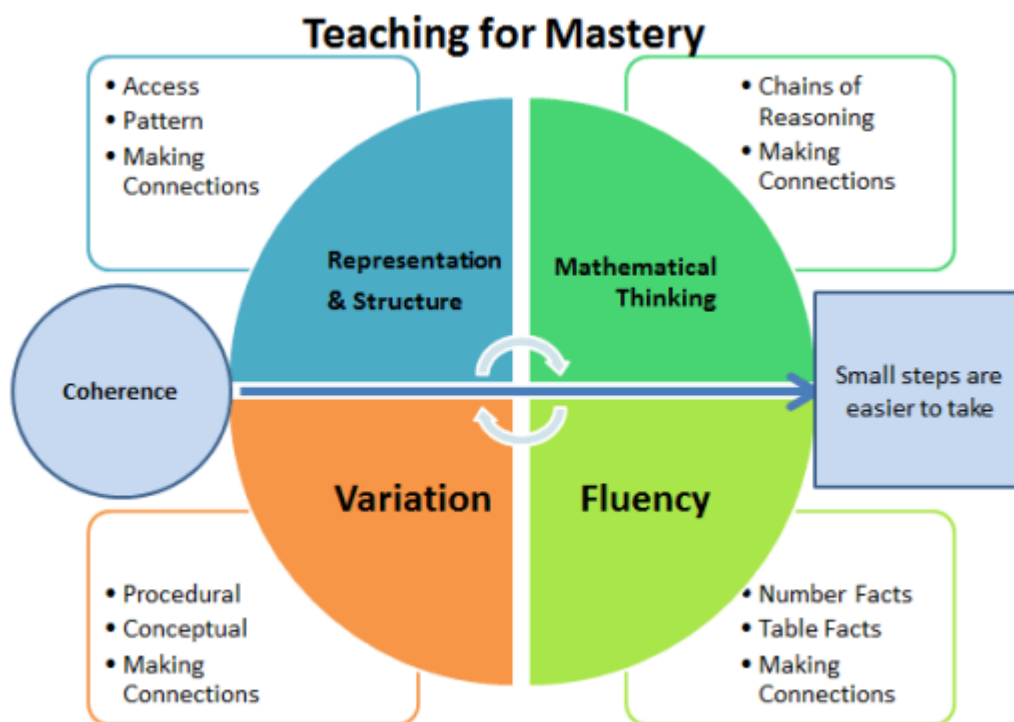
The teaching of Maths at Great Bedwyn School

The intent of our mathematics curriculum is to provide a mastery curriculum, which is accessible to all and will maximise the development of every child’s ability and academic achievement. We deliver lessons that are creative and engaging and aligned with the nationally recognised White Rose Maths scheme and

[Together May We Give Our Children – Roots to Grow and Wings to Fly.](#)

enriched with support from NCETM support materials. We want children to make rich connections across mathematical ideas through using visual aids and models and images in every lesson to develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems.

We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want our pupils to realise that mathematics has been developed over centuries, providing the solution to some of history’s most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have an ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.



“Go down deep enough into anything and you will find mathematics” Dean Schlicter

“The study of mathematics, like the Nile, begins in minuteness but ends in magnificence” Charles Caleb Colton

Implementation

Together May We Give Our Children – Roots to Grow and Wings to Fly.

At Great Bedwyn children study mathematics daily following the White Rose Maths small steps. WRM is a set of blocked unit resources which allows for depth and breadth of learning within each strand of mathematics. It is aligned with the government 'Ready to Progress' documents.

A **daily maths lesson (40-60 mins)** that is based on the approach and resources from White Rose Maths.

A daily '**Sticky Maths**' **session (10-15 mins)** to support the teaching of mental arithmetic- daily practice, chanting number facts, number bonds, times-tables, Five for Five.

All teachers follow the **White Rose Small steps**, an approach that follows the Shanghai teaching methods of CPA (Concrete- Do It, Pictorial- Twist it. Abstract- Solve it).

Children engage with a wide and varied range of **concrete manipulatives, pictorial representations, and abstract methodologies** within each session. Cohesive use of CPA is a fundamental part of mastery in maths for all learners, not just those pupils with SEND. Concrete and pictorial references scaffold and strengthen understanding and are widely used as a teaching and learning tool from Foundation Stage to Year 6. This is reflected in our adapted Calculations policy.

Fluency, Reasoning, and problem solving: Every learning session includes the opportunity to develop fluency skills, construct chains of reasoning using relevant knowledge alongside relevant terminology and solve increasingly complex problems in a systematic and coherent way.

KS1- This may be over a week, resulting in a Problem of the week to solve. LKS2 at least 2/3 opportunities to solve problems each week. UKS 2- Daily problem solving.

Mathematical Vocabulary: Sessions include explicit reference to vital mathematical vocabulary and the use of stem sentences to support and encourage all children to communicate their ideas with mathematical precision and clarity. These sentence structures often express key conceptual ideas or generalities and provide a framework to embed conceptual knowledge and build understanding.

Interleaved Learning: WRM is a blocked learning resource and to ensure full coverage of certain strands of maths, as well as returning to areas covered in Lockdown Learning, and areas identified from Gap analysis, we plan and deliver daily interleaved Learning sessions as 'Sticky Maths'. These are tailored to each cohort's individual needs and are a combination of mental arithmetic and areas to revisit to ensure fluency.

EYFS- At Great Bedwyn we believe that developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. We use a balance of WRM and NCETM and provide children with opportunities to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children have opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting. Our children have clear opportunities to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures through a creative engaging curriculum and environment.

Curriculum Impact

At Great Bedwyn our expectation of a mastery curriculum is that the majority of pupils will achieve Age related Expectations within each year group.

Assessment informs the teaching and learning sequence, and children work on the objectives they are assessed as being at. - Children who not making the required progress are given extra support through booster sessions, interventions, tutoring and support in class to meet our INTENT of developing pupils academically. - Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and same day post-learning activities can take place. Those who are ready for greater stretch and challenge through planned questioning or additional activities. - In order to support teacher judgments, children are assessed using cold/hot tasks before and at the end of each unit, as well as using current and reliable tests (NFER) in line with the national curriculum for maths. - Analysis of any tests that the children complete is undertaken and fed into future planning.

Summative assessments are completed at the end of the academic year and help influence the overall judgement reported to parents in the end of year report. - The maths leader has a clear role and overall responsibility for the progress of all children in maths throughout school. Working with SLT, key data is analysed, and regular feedback is provided and discussed at pupil progress meetings to inform on progress and future actions.

Planning folders should contain:

- LTP yearly overviews printed from White Rose
- MTP week by week suggested coverage printed from White Rose- clearly dated and annotated.
- Small steps planning for each unit printed from White Rose- clearly dated, annotated with which activities have been covered, objectives, AfL.) **OR** original planning sheet
- Planning sheet for additional to/different from that clearly shows SEN/PP/Post learning misconceptions/ GD extensions.
- Any extra resources/activity sheets.
- Sticky maths coverage, week by week/termly.
- Any GAP analysis of individual's areas of need.

Please save any notebooks/IA flipcharts to the maths folder in each class's planning folders on share point.

The teaching of Science at Great Bedwyn

In conjunction with the aims of the National Curriculum, our science teaching offers opportunities for children to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.
- Develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer questions about the world around them.
- Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Develop the essential scientific enquiry skills to deepen their scientific knowledge.

- Use a range of methods to communicate their scientific information and present it in a systematic scientific manner including I.C.T., diagrams, graphs and charts.
- Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- Develop an enthusiasm and enjoyment of scientific learning and discovery.

“Scientists have become the bearers of the torch of discovery in our quest for knowledge“

Stephen Hawking