

Teaching and Learning Handbook 2026-27



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Culture and Ethos Expectations

We want to make a difference for all of our children at St Thomas a Becket	Every moment matters eg. ELS interventions on arrival	Scaffolds in place for those that need them	Feedback in the moment	Strong routines effective	Teaching from standing - circulating the room	Well prepared before children arrive – first thing, after break, after lunch
We value our colleagues within our own school as well as more broadly across the Trust.	Speaking positively	Come with solutions / solution focused	Professional challenge as appropriate (and willing to receive this)	Outward focused in Trust	Ask first – children, parents, staff	
We have a moral duty to make a difference to our children.	Show up daily for all	Strong advocates for all our children	Greeting on the door	Using voice respectfully (eg. no shouting, sarcasm)	Smile – positive first	Supporting play during provision/Forest School/break and lunchtime, not standing chatting
All members of our school community know that they truly belong.	Letters translated into languages represented in class/school.	Photos represent diversity within our community.	Widgits and pictures represent the diversity within our community	Language selected carefully to uphold values.		
We are the best model for the children that we have at St Thomas a Becket	Ask for help when struggling or unsure	Clear boundaries and consequences – both positive and negative	Modelling behaviours and values we want children to display	Speak positively about all children to our colleagues.	Professionally curious when children are struggling – behaviour, learning, etc	Children communicate to us through their behaviour – notice and reflect
We are a professional learning community – always growing and challenging ourselves.	10% braver	Collaborative working – staff and children	Proactive not reactive with behaviour and SEND	'Better tomorrow' approach	Be willing to be professionally challenged and offer professional challenge as appropriate	Be reflective about your practice and pupil response to you and your teaching.

Learning Environment Visible Consistencies

Learning Environments are clean, tidy and free of clutter	Routines for tidying up are taught, modelled and embedded	All resources and items 'have a home' within the classroom	All areas of the classroom (including outdoor areas, back rooms and intervention spaces) are left tidy at the end of every day	Every item in the classroom has a purpose. Items no longer in use are removed	All adults take responsibility for keeping the classroom clean, tidy and free of clutter and modelling this for children
The environment meets the needs of all our children	Boards are backed in hessian, clearly labelled and well presented	'How does this support learning?' approach to extraneous load	Sensory audits are regularly used and items removed or adapted	Calm corners or individual areas where needed	A Widgit visual timetable is clearly displayed and discussed each day
	The House Points poster is easily accessible to the children	Agreed safeguarding posters (NSPCC, Childline) are displayed at child height	Access to adaptations as agreed in IEPs – fidget toys, ear defenders, wobble cushions, therabands etc		
The environment reflects that reading is treasured and valued	The book corner is kept tidy and books are displayed neatly	Books are forward-facing where possible	Book stock is age appropriate and enticing for the children.	Books linked to current learning and the class read are displayed clearly	Book stock is audited regularly and rotated to keep interest levels high
The environment acts as a scaffold for learning	Working walls are added to and referred to as the term progresses	The Maths working wall contains key vocabulary, small steps within current WRM area of study and representations linked to this	The Writing working wall contains key vocabulary, SPAG posters and modelled writing	There are Science, History/Geography and RE working walls which include key vocabulary, the unit overview and visuals to support	The ELS frieze (Skylarks) and GPC chart (all classes) are clearly displayed and referred to
	Maths manipulatives are stored tidily, easily acceptable and returned to Maths cupboard when no longer in use	Every classroom has a visualiser and a flipchart for modelling	Consistent scaffolds, such as ELS Phonics mats, are accessible and the use of these is modelled to the children		
Our Christian ethos is evident within our environments	There is a clear reflection area within the classroom	The reflection area contains a cross, bible and candle	The school vision is displayed and referred to	The school values are displayed and referred to	

EYFS Environment Visible Consistencies

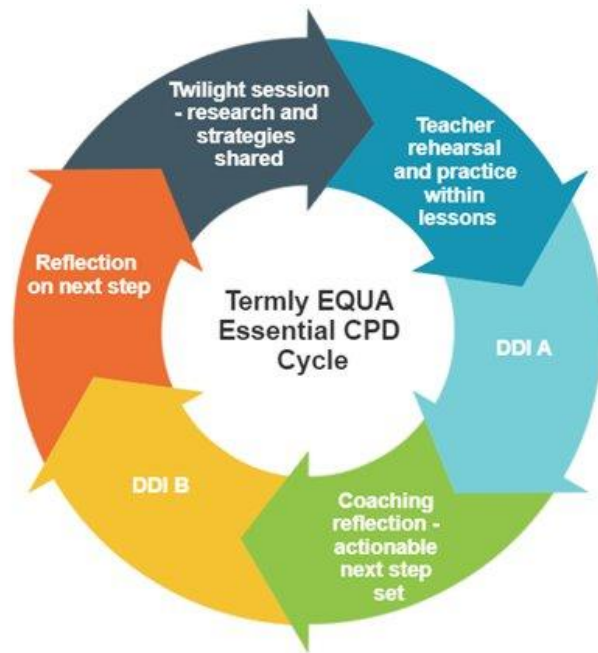
The environment is clean, tidy, clutter free and safe	Visuals and music are used to reinforce taught tidy up routines	The outdoor area is swept daily and any debris removed	Weeds are removed regularly	Any broken or damaged items are brought to the attention of the Admin Officer who can contact maintenance	The learning environment is continuously monitored to ensure any trip hazards are removed
	Items not in use are stored in the indoor cupboard or outdoor shed and rotated regularly	The environment is welcoming and homely – use of rugs, lamps etc			
The environment offers core learning experiences	Core areas are accessible within the classroom – book area, role play, construction, Art, malleable and writing	These areas are stocked with core resources which are always available	Items in these areas are rotated or enhanced on a regular basis - 'less is more'	Prompts for adult interactions and key vocabulary are displayed clearly in each area	
The environment is enhanced to support areas of focus or interest	Children's progress against the Strong Foundation Development Points is used to plan enhanced provision	Taught curriculum or children's interests may also be used to plan enhanced provision	Tuff trays and enhancements in areas are refreshed regularly, and children's engagement is used to inform this	All staff are aware of the learning intentions behind core and enhanced provision and support this through their interactions	The most vulnerable children are a focus for adult interactions
The outdoor environment promotes mastery learning	Core areas are accessible within the outdoor area – mud kitchen, gravel pit, sand, digging pit, water, bike, deconstructed role play, chalkboards	These areas are stocked with core resources which are always available	Items in these areas are rotated or enhanced on a regular basis - 'less is more'	The wildlife garden is used daily as a key aspect of provision (with adult supervision)	Resources are audited regularly and ordered through the Admin Officer as required – sand, chalk, paint etc

There are 6 Equa Mead Essentials:

- | | |
|-----------------------------|----------------------------|
| 1. Behaviour and Engagement | 4. Modelling |
| 2. Explicit Instruction | 5. Independent Application |
| 3. Adaptive Teaching | 6. Assessment and Feedback |

Why?

- To increase the consistency of high-quality teaching, which is known to improve outcomes for learners, particularly the most vulnerable
- To narrow transition gaps by building familiarity into the student experience
- To build capacity to share best practice
- To enhance and support training programmes – ITT/ECF, NPQs
- To more accurately and efficiently quality assure teaching and learning and identify development needs
- To provide colleagues with opportunities for professional dialogue, collaboration and understanding across all our settings



- Each term starts with input: training, sharing best practice and the research behind the strategies
- Teachers then have chance to put these into practice for a week or so before first 'developmental drop ins' (DDI A)
- This is followed by a coaching conversation for the teacher to reflect and set an 'actionable next step' in relation to the Essential.
- Second drop in within two weeks – to see the next step being actioned.
- Final coaching conversation to reflect on progress.

Behaviour and Engagement



	Essentials	Tools and Techniques	
Behaviour and Engagement	1. School behaviour and reward system is correctly and consistently applied 2. Corridor/playground to classroom routines are in place 3. Classroom routines and expectations are made explicit, including habits of attention 4. School values are referred to and demonstrated 5. Positive behaviours are highlighted and narrated 6. Unwanted behaviours are corrected when necessary 7. Children and young peoples' (CYP) communication is respectful and age-appropriate	1	School behaviour and reward systems and platforms (e.g., ClassCharts / EPraise / names on board)
		2	School routines for corridor/playground to classroom (e.g., Meet, Greet, Stand, Seat / Wonderful Walking Walking feet and voices off / Do Now tasks)
		3	What to do – TLAC 52 Signal, pause, insist – Walkthrus Silence/Discussion sign Habits of Attention – TLAC 48
		4	School values
		5	Narrate the positive – TLAC54 Positive Framing - Walkthrus
		6	Be seen looking – TLAC 53 Correct when necessary - TLAC 55 Redirect, correct or challenge – Walkthrus
		7	Oracy frameworks / age-appropriate expectations

How this looks at St Thomas a Becket

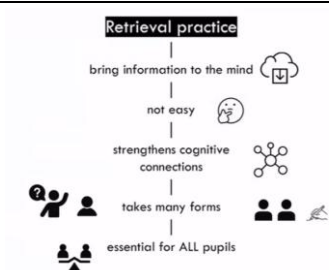
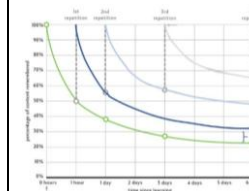
1. School behaviour and reward system is consistently applied	Recognition Boards in each classroom	Whole Class Reward Jar	House Points	Headteacher Hot Chocolate	Postcards Home
2. Corridor and playground to classroom routines are in place	Lining up in silence after break and lunch	Voices off, walking feet – children walk around the school in silence	Do it again, better – practicing if routines are not done in silence	'Do now' activities – expectations made clear before children enter the classroom	
3. Classroom routines and expectations are made explicit including habits of attention	5, 4, 3, 2, 1 countdown	Each child is greeted at the door for SOTD by their teacher	Classroom Monitors/Jobs	Partner Talk routines established and practiced	
4. School values are referred to and demonstrated	Collective Worship	Class Charter displayed and referred to	Headteacher Hot Chocolate reward focused on values demonstrated	PSHE lessons	
5. Positive behaviours are highlighted and narrated	Narrate the positive	Sentence stems "I can see..." "I noticed..." "Thank you for..."	Recognition Boards in each classroom		
6. Unwanted behaviours are corrected when necessary	Non-verbal signals	Saying a pupil's name and giving positive reminders	Use of behaviour ladder and individual behaviour plans	Time out and restorative conversations	Communication with parents, SENCO and external agencies where required
7. Children and young peoples' (CYP) communication is respectful and age-appropriate	Responding in full sentences during learning	Sentence Stems "I want to build on what...said"			

Explicit Instruction



Essentials	Tools and Techniques	
1. A clear learning aim and related success criteria make the purpose of lessons explicit and challenging for all 2. Lessons include retrieval practice to allow CYPs to review prior learning 3. Links to prior and future learning within the curriculum are made explicit 4. Explanations and definitions are clear and succinct 5. Key vocabulary and definitions are explicitly taught and CYPs are given opportunities to rehearse these	1	Double Plan – TLAC 5 Coherent mapping and Pitch it Up - <u>Walkthrus</u> 'By the end of this lesson you will...' - / Big Question
	2	Retrieval Practice – TLAC 7 / <u>Walkthrus</u> 'Sticky knowledge' quizzes / Quadrant quizzes
	3	Knowledge organisers – TLAC 5 Connect and explain – CUSP Sequence concepts in small steps – <u>Walkthrus</u> / EEF 5 a day
	4	Dual coding - <u>Walkthrus</u> / EEF 5 a day Clear and succinct language – EEF 5 a day
	5	Deliberate vocabulary development – <u>Walkthrus</u> Tiered vocabulary - CUSP Warming up the words / <u>phrases</u> techniques – Talk4Writing <u>Oracy</u> frameworks / age appropriate expectations

How this looks at St Thomas a Becket

1. A clear learning aim and related success criteria make the purpose of the lessons explicit and challenging for all.	Purpose and audience for writing	Key learning question for the foundation subjects – for each lesson and overriding topic	Key learning objective in Eng and Maths – including practising skills already learnt	Children can articulate what they are learning and why	Focus on key knowledge and skills																																									
2. Lessons include retrieval practice to allow children to review prior learning.	Retrieval maps Walkthrus 1 p. 110	Low stakes quizzes	Exit tickets, remember 2 things, Flashback 4	Questioning is carefully considered and targeted	Retrieval practice bring information to the mind not easy strengthens cognitive connections takes many forms essential for ALL pupils 	Forgetting curve  <table><caption>Forgetting Curve Data (Estimated)</caption><thead><tr><th>Time (days)</th><th>1st Rehearsal (%)</th><th>2nd Rehearsal (%)</th><th>3rd Rehearsal (%)</th></tr></thead><tbody><tr><td>1 hour</td><td>100</td><td>100</td><td>100</td></tr><tr><td>1 day</td><td>58</td><td>84</td><td>91</td></tr><tr><td>2 days</td><td>44</td><td>75</td><td>85</td></tr><tr><td>3 days</td><td>38</td><td>69</td><td>80</td></tr><tr><td>4 days</td><td>34</td><td>65</td><td>76</td></tr><tr><td>5 days</td><td>31</td><td>62</td><td>73</td></tr><tr><td>6 days</td><td>29</td><td>60</td><td>71</td></tr><tr><td>7 days</td><td>27</td><td>58</td><td>69</td></tr><tr><td>8 days</td><td>26</td><td>57</td><td>68</td></tr></tbody></table>	Time (days)	1st Rehearsal (%)	2nd Rehearsal (%)	3rd Rehearsal (%)	1 hour	100	100	100	1 day	58	84	91	2 days	44	75	85	3 days	38	69	80	4 days	34	65	76	5 days	31	62	73	6 days	29	60	71	7 days	27	58	69	8 days	26	57	68
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3. Links to prior and future learning within the curriculum are made explicit.	Working walls	Prior learning activation map	Knowledge overviews in books	Connect and explain	Sequence in small steps Walkthrus 1 p. 52																																									
4. Explanations and definitions are clear and succinct.	Model completing a task	Dual coding (eg. widgets, diagrams, images, tables) Walkthrus 1 p. 70	Check understanding frequently Walkthrus 1 p. 96	EAL support																																										
5. Key vocabulary and definitions are explicitly taught and children are given opportunities to rehearse these.	Long term plan includes vocabulary	Practise, rehearse and retrieve Walkthrus 1 p. 72	Me Then You used to introduce new vocabulary	Stem sentences																																										

Adaptive Teaching

Essentials	Tools and Techniques	
1. School SEND strategy is correctly and consistently applied 2. Teachers plan <i>how</i> to teach the content, not just what to teach (including planning for misconceptions and chunking of concepts) 3. All CYPs are given regular opportunities to participate and think hard throughout the lesson 4. Checking for understanding leads to in-the-moment adaptations where errors or misconceptions occur 5. Grouping of CYPs is planned and flexible 6. Scaffolding supports CYPs to make progress towards independent application	1	School SEND strategy
	2	Plan for Error – TLAC 2 Sequence concepts in small steps – <u>Walkthrus</u> / EEF 5 a day Dual coding – <u>Walkthrus</u> / EEF 5 day
	3	Means of Participation – TLAC 36 Turn and Talk – TLAC 43 Think, pair, Share – <u>Walkthrus</u> Discussion structures (Dialogic, Harkness, Fishbowl etc.,) Wait Time & Cold Call – TLAC 33/34 Call and Response – TLAC 35 Pitch it Up – <u>Walkthrus</u>
	4	Active Observation- TLAC 9 Show Call (study mistakes and model upgrades)– TLAC 13 Check for understanding - <u>Walkthrus</u> Show-me boards Probing questions – <u>Walkthrus</u> Visualiser – EEF 5 a day
	5	Flexible grouping – EEF 5 a day Collaborative learning – <u>Walkthrus</u>
	6	Scaffolding – <u>Walkthrus</u> / EEF 5 a day Worked examples and backward fading – <u>Walkthrus</u>

How this looks at St Thomas a Becket

1. School SEND strategy is correctly and consistently applied.	Targets on IEPs					
2. Teachers plan <i>how</i> to teach the content not just what to teach (including planning for misconceptions and chunking of concepts).	Teacher positioned so everyone can see them (even when reading)	Font size, layout and spacing of text helps reading	Misconceptions planned for	Learning environment supports learning / positioning of children thought about	Plan echo and choral reading thinking about challenge and accessibility	Anticipate knowledge blind spots – teach key vocab / bring things to life with images or objects
3. All CYPs are given regular opportunities to participate and think hard throughout the lesson.	Agree, Build, Challenge	Mini whiteboards	Talk partners – using turn and talk routine	'Opting out' not an option – return to child if unable to answer yet	Teach to the top / high expectations for all	Cold calling / no hands up Wait time encouraged (7 seconds)
4. Checking for understanding leads to in-the-moment adaptations where errors or misconceptions occur.	Prior learning maps	'We do' used to check understanding and then support further 'we do's' or staggered we do / I do transition	Active observation during we do / partner talk	Misconceptions tackled immediately	Visualisers to model corrections	
5. Group of CYPs is planned and flexible.	Flexible guided groups	TAs know why they are working with certain children	Most vulnerable children taught by teachers	DL / SEND children regular check ins		
6. Scaffolding supports CYPs to make progress towards independent application.	Scaffold strips	Accessible resources available that anyone can use – word mats, dictionaries etc	Verbal scaffolding – prompts, questions	Sentence stems used across curriculum	Personalised spelling banks	Working wall used to scaffold

Modelling

1. Models of excellent practice and success criteria are used to stretch and challenge students	1	Pitch it Up – <u>Walkthrus</u> Visualiser – EEF 5 a day
2. Models are deconstructed to develop CYPs understanding of what success looks like	2	Show Call – TLAC 13 Own and Track – TLAC 14 Co-construction of toolkits – Talk4Writing Visualiser – EEF 5 a day
3. Teachers narrate the thinking while 'live' modelling		
4. <i>I do, <u>We</u> do, You do</i> strategies are used to scaffold the process from teacher modelling to independent application	3	Metacognitive talk: Narrate the Thinking – <u>Walkthrus</u> / EEF 5 a day Live Modelling – <u>Walkthrus</u>
5. CYPs emulate models in their work	4	<i>I do, We do, You do</i> Worked examples and backward fading – <u>Walkthrus</u> Example and Attempt – CUSP
6. Expectations for verbal responses and discussion tasks are modelled and made explicit	5	<u>Maggie'd</u> phrases – Talk4Writing
	6	Stretch it / Format Matters – TLAC 17 and 18 Say it again, better – <u>Walkthrus</u> Discussion structures (Dialogic, Harkness, Fishbowl etc.,) <u>Oracy</u> frameworks: sentence stems

How this looks at St Thomas a Becket

1. Models of excellent practice and success criteria are used to stretch and challenge students.	Visualisers used to show excellent examples	WAGOLL provided across all subjects (model text, art pieces, double page spreads)	Whole class feedback to celebrate good examples	Editing modelled in writing	Checking modelled in maths (estimation and using inverse)	Making mistakes modelled by teachers	Peer editing
2. Models are deconstructed to develop CYPs understanding of what success looks like.	Worked examples used in maths	Toolkit lessons to understand WAGOLL in English	Modelling of behaviour expectations	'Playing' modelled to support behaviour	Teachers model polite conversations and communication with everyone		
3. Teachers narrate the thinking while 'live' modelling.	Modelled writes	Letters modelled in handwriting and ELS mnemonics used consistently	I do in maths – fluency and problem solving	Modelled writes are prepared in advance by the teacher			
4. <i>I do, We do, You do</i> strategies are used to scaffold the process from teacher modelling to independent application.	I do, we do, you do used across the curriculum	Live modelling scaffold removed slowly to support independence					
5. CYPs emulate models in their work.	Use worked examples as a scaffold	Oral and written scaffolds/narration slowly removed					
6. Expectations for verbal responses and discussion tasks are modelled and made explicit.	Answering in full sentences expected	Sentence stems provided in all lessons	Spoken language corrected in the moment	Time given to model and practice how to discuss	Echo reading	Support children to say it better / recasting	My turn / your turn and hand signals

Independent Application

Essentials	Tools and Techniques	
1. Students have the chance to apply new knowledge and skills independently 2. Learning is chunked so students can attempt independent application in stages 3. Opportunities to increase stamina with independent practice (particularly writing) are built into sequences of lessons 4. Teachers create opportunities to activate hard thinking and metacognition through discussion 5. Student books show consistently high-quality work and presentation 6. Teachers maximise time when CYPs are working independently to support progress	1	Protect extended periods of lesson time for independent learning Silent Solo – TLAC 39
	2	Sequence concepts in small steps – Walkthrus / EEF 5 a day Example and Attempt – CUSP
	3	Silent Solo – TLAC 39 Do it Again – TLAC 51
	4	Stretch it – TLAC 17 Format Matters – TLAC 18 Discussion structures (Dialogic, Harkness, Fishbowl etc.,)
	5	School Presentation Essentials
	6	Live marking / real-time feedback Active Observation / Affirmative Checking – TLAC 9 / 11 Every Minute Matters – TLAC 31

How this looks at St Thomas a Becket

1. Students have the chance to apply new knowledge and skills independently.	Lessons are carefully planned with time allocated and protected for the 'You do'	Time in lessons for silent practise	Models / I do / shared write visible in the classroom	Key vocabulary and scaffolds accessible to children	
2. Learning is chunked so students can attempt independent application in stages.	Purposefully chunk and practise each step of the learning	Extend the 'we do' phase of the lesson with carefully sequenced questions	Writing sequences planned so that skills are carefully planned and practised before the final write	More than one I do, we do, you do in lessons – cycles	Gradual release – some pupils may be ready for 'you do' and some will need further 'we do'
3. Opportunities to increase stamina with independent practice (particularly writing) are built into sequences of lessons.	Children given a chunk of time to practise / write independently	Strong Foundations writing progression used to develop transcription skills	Use of 'prepare for writing' checklist every time children write		
4. Teachers create opportunities to activate hard thinking and metacognition through discussion.	Problem solving opportunities for all in maths	Think time given	Partner talk routine		
5. Student books show consistently high-quality work and presentation.	High expectations for presentation for all	Presentation charters and models visible in classrooms for maths and writing	Visualiser used to model and celebrate good presentation		
6. Teachers maximise time when CYPs are working independently to support progress.	Bus route strategically planned around the room	Teachers spend time actively observing and looking for signs of learning / misconceptions	Power of not helping to allow independent application	Live marking and real-time feedback	Pupil conferencing used effectively

Assessment and Feedback

Essentials	Tools and Techniques	
1. School assessment and feedback policy is correctly and consistently applied 2. Teachers check for understanding throughout lessons 3. A range of questioning strategies are used to challenge and deepen understanding 4. Teachers recognise common errors and respond by modelling corrections and upgrades in real time 5. Students understand why wrong is wrong and what they need to do to get it right 6. Feedback (verbal and written) is specific and targeted to how the student can make progress	1	School assessment and feedback policy
	2	Wait Time & Cold Call – TLAC 33/34 Show me boards – TLAC 10 / Walkthrus Affirmative checking – TLAC 11 Active Observation – TLAC 9 Call and Response – TLAC 35
	3	Probing and process questions – Walkthrus Say it again, better – Walkthrus Stretch it – TLAC 17 Format Matters – TLAC 18 CUSP: challenge
	4	Show Call – TLAC 13 Visualiser – EEF 5 a day
	5	Right is Right – TLAC 16 Own and Track – TLAC 14 Break it down – TLAC 37
	6	Live marking / real-time feedback SMART targets Break it Down – TLAC 37 'Next steps' / 'Even better if...'

How this looks at St Thomas a Becket

1. School assessment and feedback policy is correctly and consistently applied.	All books are looked at daily	Marking in the moment is consistent in all lessons	Marking codes used across the curriculum	Evidence of progress shows feedback is effective	Letter and number formation as well as key spellings are highlighted where required	
2. Teachers check for understanding throughout lessons	Cold calling Walkthrus 1 p. 90	Check for understanding Walkthrus 1 p. 96	Think pair share Walkthrus 1 p. 92	Show me boards Walkthrus 1 p. 94		
3. A range of questioning strategies are used to challenge and deepen understanding	Probing questions Walkthrus 1 p. 100	Process questions Walkthrus 1 p. 102	Say it again better Walkthrus 1 p. 98	Thinking time is given (7 seconds)		
4. Teachers recognise common errors and respond by modelling corrections and upgrades in real time	Use of visualiser	Whole class feedback	Stopping to share examples			
5. Students understand why wrong is wrong and what they need to do to get it right	Say it again better Walkthrus 1 p. 98	Worked examples				
6. Feedback (verbal and written) is specific and targeted to how the student can make progress	Feedback moves the learning forward Walkthrus 1 p. 104	Whole class feedback Walkthrus 1 p. 108	Feedback framed as actions (eg. redraft, rehearse/repeat, more questions, relearn & retest) Walkthrus 1 p. 106			

Curriculum Intent:

At St Thomas à Becket Primary School we want every part of our school community – pupils, parents and staff – to cherish their time here and to develop a love for learning. We offer a broad, balanced and supportive curriculum which provides breadth, depth and challenge for all. Our curriculum is underpinned by three key drivers that ensure our children have the opportunities and experiences to grow and flourish academically, physically, socially and emotionally from their starting point in rural Wiltshire. We also see our curriculum as a living, breathing document and continue to refine and update our curriculum to meet the needs of our children, as documented in our Curriculum Strategy.

The curriculum drivers are as follows:

Relevant

Our curriculum has been designed and refined to ensure key concepts are made relevant for our children on Salisbury Plain in rural Wiltshire. We take advantage of our rural setting by exploring our local environment through geographical fieldwork, Forest School and landscape sketching trips. Additionally, we teach children about the fascinating context and history of our local area; from comparing Salisbury Plain with the Sahara Desert to investigating the lost village of Imber and considering its significance in the Second World War, we encourage our children to know the history of the world immediately around them in addition to that of the wider world.

Read

Whilst our English curriculum supports children to develop a love of reading and writing, we recognise that children need to appreciate the value of text as a tool for learning. Therefore, we seek to link high-quality texts to our curriculum wherever possible, to give children a broad knowledge of the subjects they learn. Children enjoy opportunities to read across the curriculum as well as in English lessons.

Revisit

We know that, to ensure knowledge is retained in the long-term memory, children need to revisit concepts. Additionally, we are mindful of the mobility experienced by many children in our school. Therefore, our curriculum is sequenced using subject-specific Key Concepts. These are revisited in each class and allow children to make clear connections with their prior learning. Additionally, we have built into our curriculum opportunities to revisit essential knowledge; for instance, children learn to locate the continents and oceans in KS1, and this is revisited throughout KS2. This ensures that all children have multiple opportunities to revisit and secure this learning.

Planning, Recording and Assessment:

Phonics	YR and Y1 – daily Y2+ - as required based on ELS assessment of whole class at beginning of T1	ELS flipcharts on Oxford Owl	ELS workbooks, dictated writing in back of English books (if not in workbook)	ELS termly assessments on Phonics Tracker
Reading	Each week: 2x reading comprehension lessons 1x 'Fluent in Five' lesson 1x Book Club	Reading comprehension – use reading milestones, record objectives on termly LTP, plan using Powerpoint Fluent in five – Using Fred's teaching Fluency resources Book Club – use starter questions on shared drive, then child-led	Reading books	Reading milestones Headstart reading assessments YARC fluency assessments Recorded on Insight and Smartgrade

Writing	Daily	See Writing Curriculum Overview - HfL Essential Writing curriculum	Writing books – daily writing during Phase 2 and Phase 3 of writing sequence. Phase 1 recorded on Tapestry	Writing assessment sheets Headstart SPAG assessments Recorded on Insight and Smartgrade
Handwriting	Daily	See Handwriting Curriculum - Letter-Join planning	Back of English books	Assessment against Letter-Join progression
Spelling	Sounds and Syllables WordLAB (from Y2+)	Sounds and Syllables planning	Spelling books using Sounds and Syllables resources	Sounds and Syllables assessments Headstart SPAG assessments
Maths	At least 4x a week	White Rose Powerpoint slides with content removed or adapted to suit needs of class and follow I Do, We Do, You Do lesson structure	Maths books or Tapestry for practical lessons	White Rose end of unit assessments White Rose end of term assessments Recorded on Insight and Smartgrade
Arithmetic	EYFS/KS1/KS2 – NCETM Mastering Number 4x per week 1x Arithmetic Ninja sheet per week from Y2+	Mastering Number progression Arithmetic Ninja progression	Sheets stuck into Maths books	White Rose end of term assessments
Times Tables	Daily from Summer Term Y2 until Spring Term Y5 As required after	Wiltshire Times Tables progression document on shared drive (adapted for TAB)	Times table booklets TTRS	TTRS soundchecks
Science	See learning sequence	Use Learning Sequence and suggested resources to plan using PowerPoint	All lessons recorded in Science books or on Tapestry	Collaborative knowledge map (KS1), end of unit double page spread (KS2) Key knowledge and skills assessed against curriculum progression and recorded on Foundation Subject assessment overview
RE	5x lessons per short term	Use Learning Sequence and Emmanuel Project planning	All lessons recorded in RE books or on Tapestry	Collaborative knowledge map (KS1), end of unit double page spread (KS2) Key knowledge and skills assessed against curriculum progression and recorded on Foundation Subject assessment overview
PSHE	6x lessons per short term	Use Learning Sequence and SCARF planning	Discussion based, can be recorded in Foundation Subject books in KS2	Key knowledge and skills assessed against curriculum milestones and recorded on Foundation Subject assessment overview

History	5x lessons per long term	Use Learning Sequence and suggested resources to plan using PowerPoint	All lessons recorded in History books or on Tapestry	Collaborative knowledge map (KS1), end of unit double page spread (KS2) Key knowledge and skills assessed against curriculum progression and recorded on Foundation Subject assessment overview
Geography	5x lessons per long term	Use Learning Sequence and suggested resources to plan using PowerPoint	All lessons recorded in Geography books or on Tapestry	Collaborative knowledge map (KS1), end of unit double page spread (KS2) Key knowledge and skills assessed against curriculum progression and recorded on Foundation Subject assessment overview
PE	2x week PH Sports lessons planned by peripatetic teacher	Use Learning Sequence and Complete PE Planning	Tapestry – 1 post per unit of work	Use of Complete PE individual assessments Key knowledge and skills assessed against curriculum milestones and recorded on Foundation Subject assessment overview
Art	5x lessons per long term	Use Learning Sequence and Access Art planning	Sketchbooks Tapestry – 1 post per unit of work	Key knowledge and skills assessed against curriculum progression and recorded on Foundation Subject assessment overview
Design and Technology	5x lessons per long term	Use Learning Sequence and Projects on a Page planning	Foundation Subject books Tapestry – 1 post per unit of work	Key knowledge and skills assessed against curriculum progression and recorded on Foundation Subject assessment overview
Music	5x lessons per short term planned by peripatetic teacher	Use Learning Sequence and Charanga Model Music Curriculum	Foundation Subject books Tapestry – 1 post per unit of work	Key knowledge and skills assessed against curriculum milestones and recorded on Foundation Subject assessment overview
French	5x lessons per short term from Y2	Use Learning Sequence and Language Angels	Foundation Subject books Tapestry – 1 post per unit of work	Key knowledge and skills assessed against curriculum milestones and recorded on Foundation Subject assessment overview
Computing	5x lessons per short term	Use Learning Sequence and Teach Computing	Foundation Subject books Tapestry – 1 post per unit of work	Key knowledge and skills assessed against curriculum milestones and recorded on Foundation Subject assessment overview

Marking and Feedback Expectations

See full Marking and Feedback Principles in our Feedback and Marking Policy.

Feedback is most effective when:

- it is immediate;
- it has impact in terms of pupil progress;

- it moves the learning on;
- it accurately diagnoses gaps in learning and informs planning;
- pupils understand and can respond to it quickly.

To ensure feedback is effective:

- ✓ we focus on giving feedback (verbal or written) directly to pupils during lessons;
- ✓ we give feedback which is formative, rather than summative;
- ✓ any 'next steps' are clear, specific and actionable;
- ✓ we involve pupils in the process of 'live marking' where possible, so they develop assessment literacy;
- ✓ we give pupils a chance to respond quickly to feedback;
- ✓ student response to feedback happens through teacher planning of the next step in learning or bridging gaps, rather than students re-producing existing work;
- ✓ we integrate feedback into teaching and learning, by planning lessons which address identified gaps or misunderstandings and through use of the Equa Mead Teaching & Learning Essentials, such as questioning and modelling.

As a result, we do not:

- ✗ give lengthy written feedback;
- ✗ give summative feedback alone;
- ✗ specify the frequency of feedback;
- ✗ 'tick and flick' or put comments which do not have purpose in books;

Specific expectations

- Look at all books daily (this could be within the lesson) prioritising disadvantaged and SEN learners first to find common misconceptions and whole class feedback.
- Verbal feedback given in the moment through teacher circulating, active observation, whiteboards, cold calling, 1,2,3 and questioning.

Annotation	Meaning
Ticks	- Ticks where correct or to acknowledge teacher has read work - A cross where mistakes are made and work will not be marked again - A circle where the pupil needs to correct an answer which can then be ticked to show work was revised
Purple 'polishing' pen	Any editing or self-marking
	An action point indicating something the child needs to do, including practising letter formation
'Steps' image	To bring the child's attention to a target they need to work on
 or 	Work was heavily supported by the teacher or TA
	Work was independent (used mostly in Skylark Class)
ü or üü or üüü	After the learning objective indicates to the pupil how well they have achieved the learning objective or intention
SP (in margin or bottom or writing)	Spelling error in the line for child to correct or copy out
^	Missing word here

Maths

- ✓ At least 3 times a week, teachers mark the books providing corrections, which the children work on the next morning at STOD.
- ✓ Evidence of children correcting in books. This should aim to move the learning on – more of a focus on the learner improving, rather than the specific task improving (so clear evidence that the misconception has been addressed and the child now understands, evidenced through future work).

English

- ✓ Teacher to use green or black pen (writing in pen not highlighter) for everything.
- ✓ Incorrect letter formation and joins at the bottom of the page for children to practise (this can be in the moment or after lesson).
- ✓ Use 'sp' to highlight incorrect spellings (this can be in the moment or after lesson) with the expectation that they write them out three times and correct in the text. Spellings should be the lowest common exception words for each specific child.

- ✓ Next steps set out at the end of the cold write (*should be completed prior to the planning of the next unit*) and only moved on when it is achieved (use steps to show it is a target). Ensure target is written in child speak, relates to the genre and that the children have time to understand what it means and how they can secure it.
Children to use purple pen for editing linked to HFL editing hexagons
- ✓ Feedback books used to record notes in the lesson and whilst reading children's work, focusing on whole class misconceptions, spellings, handwriting and children who need to be pulled to guided group (dictation or guided).

Handwriting Strategy

At St Thomas a Becket Primary School, we teach handwriting explicitly every day using LetterJoin so that all pupils develop a fluent, legible and automatic handwriting style. We believe that when handwriting becomes automatic, pupils are able to focus their attention on spelling, sentence construction and composition rather than the physical act of writing itself. Handwriting is taught as a discrete skill through a **daily 5–10 minute lesson** using Letter-join and, in Reception, alongside the Essential Letters and Sounds (ELS) progression.

Fundamental Principles

Handwriting is taught every day

Every class teaches handwriting through a focused lesson lasting **5–10 minutes**. Short, frequent practice is more effective than occasional longer sessions and supports the development of automaticity over time.

Every lesson follows the same structure

All lessons follow a consistent approach:

Writing Routine

- Chair in
- Feet flat
- Page ready
- Pick and lick
- Ready to write

The writing routine visual is displayed and referred to daily.

Revisit

- Review previous learning.
- Recall formation language and key teaching points.
- Address misconceptions.

Teach

- Explicitly model the focus letter, family, pattern or join.
- Use Letter-join animations.
- Use ELS mnemonics when introducing new letters in Reception.

Practise

- Complete short, focused practice.
- Receive immediate feedback from adults.

Apply

- Complete a brief handwriting-focused application activity linked directly to the lesson objective.

Teachers model every new learning point

Adults explicitly teach:

- starting points;
- direction of movement;
- formation pathways;
- finishing points;
- common mistakes to avoid.

Children are never expected to work out correct letter formation independently.

Errors are corrected immediately

Teachers actively monitor:

- posture;
- pencil grip;
- paper position;
- starting points;
- letter formation;
- orientation;
- size;
- spacing;
- joins.

Incorrect habits are addressed as soon as they are identified to prevent misconceptions becoming embedded.

Accuracy before fluency

Pupils do not move on simply because time has passed.

Our progression is:

Accuracy → Consistency → Fluency → Automaticity

Secure handwriting habits are established before speed is increased.

Curriculum Progression

Our handwriting curriculum follows a carefully structured progression:

Patterns → Letters → Letter Families → Lead-ins → Joins → Fluency → Automaticity

Further detail about the progression of handwriting across each year group can be found in the school's **Handwriting Curriculum** document.

Key Expectations

At St Thomas a Becket Primary School:

- Handwriting is taught every day.
- Every lesson lasts between **5 and 10 minutes**.
- Handwriting is taught as a discrete skill.
- Adults model every new learning point.
- Errors are corrected immediately.

- Pupils progress through the handwriting sequence systematically and securely.
- High expectations for handwriting and presentation apply across the curriculum.

Through this consistent approach, all pupils develop the fluent, legible and automatic handwriting needed to become confident and successful writers.

Spelling Strategy

- Sounds and Syllables WordLab is taught with fidelity to the programme and its underlying linguistic principles.
- Spelling is taught through regular discrete lessons from **Year 2 onwards**.
- Spelling is viewed as understanding how words work rather than simply memorising word lists.
- Pupils are taught to explore spelling through **phonology (sounds), morphology (word structure) and etymology (word origins)**.
- New spelling concepts are explicitly taught, modelled and investigated before pupils apply them independently.
- Pupils are encouraged to develop curiosity about words and become active word investigators.
- Discussion and investigation are central to spelling lessons, enabling pupils to explain patterns, rules and generalisations.
- Teaching builds on previously taught knowledge and makes explicit links to prior learning.
- Retrieval practice is used regularly to strengthen long-term retention.
- Pupils are taught how words are constructed through the study of roots, prefixes, suffixes and spelling conventions.
- Connections between spelling, vocabulary and meaning are explicitly explored.
- Dictation is used regularly to support the transfer of spelling knowledge into writing.
- Pupils are given opportunities to apply newly taught spelling patterns within meaningful contexts.
- Assessment is used to identify misconceptions and inform future teaching.
- Errors are treated as opportunities for investigation, discussion and learning.
- Teachers prioritise the accurate application of taught spelling patterns within independent writing.
- High expectations for spelling are maintained across all areas of the curriculum.
- Phonics, spelling, vocabulary and reading are taught as interconnected aspects of literacy development.
- All pupils are supported to become confident, independent and reflective spellers.
- The ultimate goal is for pupils to understand the structure of the English spelling system and apply this knowledge accurately, confidently and independently in their writing.

Fundamental Expectations

- Sounds and Syllables WordLab is taught from **Year 2 to Year 6**.
- Lessons focus on investigation, understanding and application rather than rote learning alone.
- Previously taught concepts are regularly revisited and reviewed.
- Dictation is used routinely to support transfer from spelling lessons into writing.
- Pupils are expected to apply taught spelling knowledge across the curriculum.
- Teachers maintain high expectations and explicitly teach spelling patterns, conventions and word structure.

HFL Essential Writing Strategy

- Writing is taught using HFL Essential Writing. We use the school Curriculum Overview for each class and the corresponding HFL Essential Writing units. The adaptations specified on the Overview are made in order to meet the needs of our mixed-age classes.
- High-quality texts are used as the stimulus for reading, discussion, vocabulary development and writing.
- Reading and writing are closely connected; pupils learn how authors craft texts and apply these techniques in their own writing.
- Writing is taught through the sequence of **Immerse → Analyse → Plan → Write → Refine → Edit → Publish**.
- Teachers explicitly model the writing process through shared and modelled writing.
- Pupils are taught the purpose, audience and intended impact of each piece of writing before they begin writing.
- Vocabulary development is a central component of every writing sequence.
- Opportunities for rich oral rehearsal are planned before pupils write independently.
- Grammar is taught within the context of writing rather than as isolated exercises wherever possible.
- Sentence-level skills are explicitly taught, modelled and practised before being applied in independent writing.
- Writing lessons provide opportunities for pupils to revisit and apply previously taught transcriptional and compositional knowledge.
- Teachers use high-quality examples, model texts and WAGOLs to make expectations clear.
- Shared writing is used regularly to demonstrate the thinking process of an effective writer.
- Independent writing is the outcome of a carefully scaffolded teaching sequence.
- Scaffolds are gradually removed to promote independence.
- Pupils are encouraged to make ambitious choices as writers, drawing on their reading and vocabulary knowledge.
- Editing and revising are taught explicitly and viewed as an essential part of the writing process.
- Pupils are taught to evaluate and improve their own writing and the writing of others using the HFL Editing Hexagons.
- Success criteria are derived from the intended learning and support pupils to understand what successful writing looks like.
- Teachers provide precise feedback that helps pupils improve both the quality and accuracy of their writing.
- Writing opportunities are meaningful, purposeful and rooted in authentic contexts wherever possible.
- Writing is valued, celebrated and published to give pupils a genuine sense of purpose and audience.
- Teachers maintain high expectations for composition, transcription and presentation across all areas of the curriculum.
- All pupils are supported and challenged to make progress as writers, regardless of starting point.
- The goal is for every pupil to become a skilled, independent writer who can effectively communicate ideas, knowledge and creativity for a range of audiences and purposes.

Phonics and Early Reading Strategy - Essential Letters and Sounds

Review	Show no more than 12 GPC flashcards. These should be selected using data analysis from the previous term as well as GPCs recently taught	Ask children to say the sounds on the flashcards. Do three rotations of the pack of GPC cards. Children should say independently where possible – use MTY if required.	'Harder to read and spell words. Me, then you.' Use your pointer finger. Point at each HRSW in turn, asking the children to repeat after you. Say in order first, then mix up, then do without MTY.	Model a sentence with the focus HRSW at the bottom. Use MTY – ask children to say it back to you. Give thinking time, then choose one child's sentence to hear.	Oral blending – model sounding out and blending using robot arms. Children repeat, blending the word together – no clapping! They may need MTY for longer words or initially in Reception.	Quick word reading. All use pointer fingers – children and adults. Children sound out and blend together 3x, then read fluently. Identify digraphs before reading if teacher assessment suggests this is useful. Use the language 'Together...again...one more time...the word is....'
Teach	HRSW teaching. Sound out the word. 'That doesn't sound right! In this word, the ... grapheme makes the sound. So the word is....' Teach the word using MTY, repeating at least 12 times.	Model a sentence with the HRSW at the bottom. Use MTY – ask children to say it back to you. Give thinking time, then choose one child's sentence to hear.	Drum roll and 'stop' hand signal for the new sound. Say 'Today's new sound is....' Repeat the sound at least twelve times.	Show the children the slide with the GPC. Teach the GPC using MTY, repeating at least 12 times. Then, teach the mnemonic eg 'ay – play all day.' Repeat this at least 6 times.	Identify the GPC in pictures using MTY. Use your teacher judgement to briefly (one sentence) explain what any unfamiliar words mean.	Model the handwriting as part of the Apply section.
Practise	Before each new word, ask children to say the GPC from the flashcard, then spot it in the word.	Then, children read each word 3x using pointer fingers. Use the language 'Together...again...one more time...the word is....' Before showing the picture. If multisyllabic words are shown, the teacher should use MTY to segment the word into smaller sections, before blending together.	Add the new GPC flashcard to the existing flashcards, still no more than 12. Ask children to say the sounds on the flashcards. Do three rotations of the pack of GPC cards. Children should say independently where possible – use MTY if required. When they see the focus grapheme, they say 'There you are, ...!'			
Apply	Begin sentence reading by spotting together the focus GPC within the sentence. Then, identify any harder to read and spell words using MTY. Also identify any GPCs that assessment indicates children may find challenging.	Then, children use pointer finger to sound out and blend the sentence. Then, children read the sentence 3x fluently, before the teacher uses MTY for a 'storyteller's voice' (prosody).	Model the letter formation for the taught GPC on a lined flipchart (not on the slides). Use the ELS mnemonics to model the formation. Teacher models 4 times, children model large in the air and on the carpet.	Move to tables and practise writing routine (this may be in groups in provision for Reception). Model completion of each section under the visualiser. Give children 10 minutes to complete Apply book.	For Review lessons, dictated writing is done at tables in English books. Model each word using the spelling sentence. Teacher then models writing the word whilst the children say GPCs. The word is then covered and children write in their books. Children then check each GPC in the word and tick it. Errors are corrected immediately.	For children on 'keep up' and 'catch up', complete the in-lesson intervention. Say the GPC again 12x. On a mini-whiteboard, write the given words one at a time and children read each word 3x using pointer fingers. Use the language 'Together...again...one more time...the word is....'

Further Principles - Essential Letters and Sounds

- ELS is taught with fidelity to the programme using consistent routines, language and lesson structures.
- Phonics is taught daily and follows the sequence: **Review – Teach – Practise – Apply – Review.**
- Previously taught learning is revisited every day to support retention and automaticity.
- New GPCs are taught explicitly and systematically following the ELS progression.
- Staff use pure sounds and agreed ELS mnemonics consistently.
- Assessment takes place continuously through daily teaching and formally during **Week 5 of each half term.**
- Assessment informs teaching, intervention and pupil grouping.
- The principle of **'Keep Up, Not Catch Up'** underpins all phonics teaching.
- Pupils identified as at risk of falling behind receive immediate additional practice and support.
- Reading practice books are carefully matched to pupils' secure phonic knowledge.
- Children should be able to read their reading practice book with a high degree of accuracy and success.
- Reading practice books are **re-read at least three times before being changed:**
 - First read: decoding
 - Second read: fluency
 - Third read: prosody and comprehension
- Re-reading is valued as it develops confidence, automaticity and reading fluency.
- Reading practice sessions focus on **decoding, prosody, fluency and comprehension.**
- Reading and spelling are taught alongside one another to strengthen phonic knowledge.
- Children are taught to apply their phonic knowledge when reading and writing.
- Dictation is used regularly to support the transfer of learning from reading to writing.
- Home reading reinforces success through the re-reading of familiar, fully decodable texts.
- All staff maintain high expectations and ensure every child participates fully in phonics lessons.
- Every child is supported to become a confident, accurate and fluent reader.

Maths Strategy

I DO - Explicit Teaching	Review prior learning to activate knowledge.	Share/construct anchor chart for working wall. Present new material in manageable steps.	Model clearly using worked examples and visual representations.	Teach vocabulary explicitly. Include choral repetition/response.	Introduce stem sentences to support structured explanations.	Ask questions frequently to check understanding (AFL).
WE DO - Guided Practice	Work through examples with pupils.	Use 'Turn and Talk' to rehearse understanding verbally using the shared stem sentences.	Give pupils every opportunity for active participation and prioritise oracy.	Provide scaffolds (including manipulatives) and partially worked examples.	Pose frequent questions to ensure secure understanding and identify misconceptions.	Aim for a high success rate before moving on.
YOU DO TOGETHER - Collaborative Practice	Pupils practice together individually with discussion or in pairs/groups.	Use shared vocabulary and stem sentences.	Gradually reduce scaffolds as confidence grows.	Circulate to monitor and support learning OR provide targeted support to a small group.	Flexible/responsive/dynamic grouping.	
YOU DO - Independent Practice	Pupils apply learning independently	Carefully consider variation, intelligent and incremental practice.	Include reasoning and problem solving for all.	Flexibly group to allow for targeted support.	Teacher supports most vulnerable.	

Concrete-Pictorial-Abstract approach

All pupils are taught through a carefully sequenced Concrete-Pictorial-Abstract (CPA) approach. This enables pupils to develop secure conceptual understanding before moving towards more formal written methods and abstract mathematical representations.

- **Concrete:** pupils are introduced to a new skill, concept or method using physical objects and mathematical manipulatives. These are modelled precisely by the teacher and handled by pupils so that they can explore the mathematical idea, discuss the structure and explain their thinking.
- **Pictorial:** once pupils are secure with a concept using concrete resources, they progress to pictorial representations, diagrams and efficient sketches. This stage strengthens the connection between practical experience and formal recording.
- **Abstract:** when pupils have a secure understanding of the concept through concrete and pictorial representations, they move towards abstract symbols, numerals and formal written methods. Pupils should continue to have access to earlier representations where these support understanding.

The CPA stages should not be treated as a fixed linear sequence. For the most effective learning, pupils should be able to move between concrete, pictorial and abstract representations so that concepts are reinforced, misconceptions are addressed and mathematical structure is made visible.

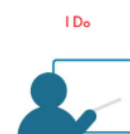
During the maths lesson

- The gradual release - I do, we do, you do lesson structure is used to move pupils towards independence.
- Vocabulary is explicitly introduced, modelled and rehearsed. Staff should refer to the agreed child-friendly vocabulary definitions and ensure pupils have regular opportunities to use precise mathematical language in full sentences.
- Scaffold and anchor charts are displayed and used purposefully. These may be prepared in advance or co-constructed during the “I do” stage, then referred to throughout modelling, guided practice and independent application.
- Where a written method is being taught, the anchor chart should become a focal point on the maths working wall, with clear vocabulary, representations, worked examples and stem sentences available to support learning.
- All pupils have access to a carefully selected range of manipulatives and representations. These should be used to reveal mathematical structure, not simply as an activity or add-on.
- [Freya Models and Definitions can be found here](#)

Progression of written mathematical skills can be found on the Teacher Drive on Sharepoint.

I DO – Explicit Teaching

- Review prior learning to activate knowledge.
- Present new material in small, manageable steps.
- Model clearly using worked examples and visual representations.
- Teach vocabulary explicitly (including choral repetition).
- Introduce stem sentences to support structured explanations.
- Ask questions frequently to check understanding (AfL).



WE DO – Guided Practice

- Work through examples with pupils.
- Use Turn & Talk to rehearse understanding verbally using the shared stem sentences.
- Give pupils every opportunity for active participation and prioritise oracy.
- Provide scaffolds (including manipulatives) and partially worked examples.
- Pose frequent questions to ensure secure understanding and identify misconceptions.
- Aim for a high success rate before moving on.



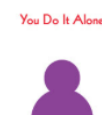
YOU DO (TOGETHER) – Collaborative Practice

- Pupils practise together individually with discussion or in pairs/groups.
- Use shared vocabulary and stem sentences.
- Gradually reduce scaffolds as confidence grows.
- Teacher circulates to monitor and support learning or provides targeted support to a small group who need to remain at the 'we do' stage.



YOU DO – Independent Practice

- Pupils apply learning independently.
- Carefully consider variation, intelligent, and incremental practice
- Tasks regularly include reasoning and problem-solving which may have been explicitly taught.
- Teacher checks for misconceptions (AfL) and supports as needed. Flexible grouping allows targeted small group support.



Wider Curriculum Strategy

St Thomas a Becket Curriculum

Progression Documents sequence learning in each subject across all year groups from EY to Year 6.

SCIENCE CURRICULUM PROGRESSION

Proud to be part of...



Biology	2. Animals including humans						
	Organisms require a supply of energy and materials: - Living things are special collections of matter that reproduce, use energy and grow. - Food provides materials and energy for life and growth. - Animals break down food and are ultimately dependant on green plants for energy.						
Substantive Knowledge	EY	Y1	Y2	Y3	Y4	Y5	Y6
Nursery: Children will talk about changes the life cycle of an animal or insects (e.g. caterpillars, tadpoles) Children will begin to understand the need to respect and care for the natural environment and all living things. Children will recognise and name different animals and some features (through exploration and stories) Children will recognise and name own body parts and their	Children will identify and name a variety of common animals, including: - Fish - Amphibians - Reptiles - Birds - Mammals Children will identify and name a variety of common animals that are - Carnivores - Herbivores - omnivores Children will describe and compare the structure of a variety of common animals.	Children will know that animals reproduce and grow through a life cycle (egg, chick, chicken; egg, caterpillar, pupa, butterfly; spaw, tadpole, frog; lamb, sheep). Children will notice that animals, including humans have offspring which grow into adults. Children will find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Children will describe	Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat. Children will identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Children will describe the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, and small and large intestine). Children will identify the different types of teeth in humans and their simple functions. Children will understand what damages teeth and how to look after them.	Children will describe the changes as humans develop to old age, including puberty.	Children will identify and name the main parts of the human circulatory system and describe the functions of: - the heart - the blood vessels - blood Children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Children will describe the ways in which nutrients and water are transported within animals including humans.	

Sequences of Learning provide teachers with the key questions for each lesson.

History	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
	What is Trowbridge like today?	What and when was the Industrial Revolution?	Why is the woolen industry significant to Trowbridge?	Why was Trowbridge able to trade?	How did life in Trowbridge change during the Industrial Revolution?	Double Page Spread Why and how did Trowbridge thrive during the Industrial Revolution?				
Science	Animals including Humans Scientist Marine Biol gist - Dawood Qureshi (2).pdf Strong Start - Drawing & explaining conclusions	Animals including Humans What is blood made of and why do we need it?	Animals including Humans Why do our bodies need nutrients and how are they transported?	Animals including Humans What is our circulatory system?	Animals including Humans What is our heart like inside? How does it work?	Animals including Humans Who influenced what we know about our circulatory system?	Animals including Humans What can we do to keep healthy?	Animals including Humans Why do we need to take repeat readings?	Animals including Humans What is a scatter graph?	Animals including Humans Double Page Spread
Geography										
Computing	Programming A - Variables in games	Programming A - Variables in games	Programming A - Variables in games	Programming A - Variables in games	Programming A - Variables in games	Data and Information - Introduction to	Data and Information - Introduction to	Data and Information - Introduction to	Data and Information - Introduction to	Data and Information - Introduction to

Foundations of a lesson

Activating Prior Learning map at start of each unit helps teachers find misconceptions and refresh key learning that has come before. This information comes from the progression documents.

Activating Prior Learning...

In Reception.... What is a map?	In Skylarks... What are the four cardinal points on a compass?
In Choughs.... What are the four intercardinal points on a compass?	In Kestrels... What is cartography?

Retrieval maps built up with a new question each lesson. The question comes from the sequence of learning and is carefully planned to make sure the lesson focuses on the important knowledge. At the start of each lesson, the previous lessons key questions are discussed and recapped.

Lesson 1: What is old and new around our school site?

Lesson 2: How can we find out what our school was like in the past?

Lesson 3: What important events have happened in our school's life?

Lesson 4: How has going to school changed?

Lesson 5: What is similar and different about our school now and in the past?

Lesson 6: Would you prefer to go to school now or in the past?

Exit Ticket ends the lesson either written or oral to help teachers to gauge what the children have learnt, any misconceptions and any children they need to support in future lessons.

19. What inherited characteristics does this living thing have?

- (A) Extended neck.
- (B) Specialised leaves.
- (C) Fat storage in humps that can be converted into food and water when there is none.
- (D) Large stem to store water when there is none.
- (E) I'm not sure.



20. Charles Darwin wrote the book...

- (A) Evolution of species.
- (B) On the Origin of Species.
- (C) The Evolution and Origin of Species.
- (D) I'm not sure.



24. The child of a bodybuilder will have big muscles because their parent works out.

- (A) True
- (B) False



25. Polar bears have thick white fur because...

- (A) its cold in the Arctic and they grow it to camouflage themselves
- (B) they grow it to keep warm and to hunt with
- (C) an ancestor had brown, white fur and was more successful than brown bears
- (D) I'm not sure



26. What is the main idea that drives the theory of evolution proposed by Charles Darwin?

- (A) Nurturing others.
- (B) Nature decides.
- (C) Natural selection.
- (D) I'm not sure.



27. What is natural selection?

- (A) When acquired characteristics make it easier to survive.
- (B) When inherited characteristics enable the being living to be more successful.
- (C) I'm not sure.



28. Which two scientists had the same idea about evolution?

- (A) Charles Darwin.
- (B) Jean-Baptiste Lamarck.
- (C) Alfred Wallace.
- (D) I'm not sure.



29. Survival of the fittest means...

- (A) well-adapted things will survive and pass on the successful characteristics.
- (B) only the strongest and toughest will live and be more successful.
- (C) that being the fittest is the best.
- (D) I'm not sure.



Double Page Spreads support children to bring all their knowledge together at the end of each unit. Children are encouraged to use the working wall and previous learning to support them.

SPACE

Isaac Newton

Isaac Newton was a famous scientist. He was born on 4th January 1643. He discovered gravity. Isaac Newton proved his theory of gravity when he saw an apple fall on his head when he was reading. Now people know about gravity. Newton was a unit of measurement that is used to measure the pull of gravity.

The Space Race

The Space Race was a competition between the USA and the USSR in the 1950s and 1960s. The race was to go to the moon first. The president of the USA John F. Kennedy said a speech and promised "We shall go to the moon by the end of the decade." Before the USA and the USSR started the technology to make it possible. Valentina Tereshkova was a member of the USSR and was the first woman in space. Neil Armstrong from the USA was the first person on the Moon. Yuri Gagarin was the first Russian mathematician who worked in NASA. Katherine Johnson was an African American mathematician who worked in NASA during the space race with NASA.

Gottfried Wilhelm Leibniz

Gottfried Wilhelm Leibniz was a German mathematician and philosopher. He was born in 1646 in Hanover and died in 1716. Leibniz invented the calculus that he used to solve problems that appeared across the world. He also discovered that the moon had craters and the sun was at the center of the Solar System. Leibniz proved the first principle of calculus.

Night and Day

Night and day occur because the Earth rotates on its axis. The Earth rotates once every 24 hours. The other part of the planet gets away from the sun so it is dark and it is night.

The Planets

The planet Mars has two water underground. Saturn is the second biggest planet in our solar system. It has 67 moons. Mercury is the closest to the Sun. Jupiter is the biggest planet in our solar system. It is a gas giant. Venus is the only planet in our solar system that has a greenhouse effect. Earth is the only planet that has life. The other planets are all dead.

EVOLUTION

Mary Anning

Mary Anning was the first person in the world to find a dinosaur fossil. She found over 200 fossils in her life. Unfortunately, someone bought her old things for nothing and she died. Mary was not in the money for about 10 years until her son died and she died and her son died. She was born on the 21st of May 1799 and died on the 21st of May 1847 on the 48th of March.

Fossils

A fossil is any preserved remains, though some from animals. The first person in the world to find a dinosaur fossil was Mary Anning.

Charles Darwin

Charles Darwin was born on the 12th of February 1809. He was a naturalist, geologist and biologist. He was famous for discovering adaptation and his theory of evolution. He discovered the Galapagos Islands and the finches.

What you know?

Animals and plants are all alive.

Finches Beaks

Beaks from finches can come in different sizes and the finches are named differently. One finch is called a small finch and another is called a large finch. The large finch has a large beak which means it can eat big seeds and nuts. The small finch has a small beak which means it can eat small seeds and nuts. The large finch has a large beak which means it can eat big seeds and nuts.

Galapagos Islands

The Galapagos Islands are filled with beautiful scenery and colorful animals. At the islands there are finches. There are also a lot of other animals. The island is very hot and the night is very hot. There are a lot of other animals. The island is very hot and the night is very hot.

Assessment Timeline



EQUA Mead Learning Trust - Assessment Cycle for Primary Schools 2026/27 DRAFT

Priority Assessments		Statutory Assessments		Whole Trust Data Collection Points		Personalised Plan / Evidence for Learning	
	EFYS	Y1	Y2	Y3	Y4	Y5	Y6
Term 1 Review RAPS & Personalised Plans for all year groups	- Statutory Baseline - SSP Programme Assessment - Strong Foundation Assessment Baseline EYs - Whole Trust EYFS Writing Moderation	- Update Strong Foundations for priority children (non GLD) - SSP Programme Assessment - PSC Predictions and RAPS	- Phonics Assessment for priority children - SSP Programme Assessment - PSC Predictions and RAPS	- Comparative Judgement - Phonics Assessment for priority children	- OUMTC – opens 29.09.25 (TTRS) - MTC Predictions and RAPS	- Soundcheck MTC for priority children (TTRS) - MTC Recheck Predictions	2018 Y6 SATS Papers – walkthrough 2022 Smartgrade Assessment where useful - Predictions and RAPS
EQUA Mead Progress to Predicted Outcomes based on Term 6/Term 1 (tab for whole cohort /tab for PP) by Wednesday 8 th October 2025							
Term 2 Review RAPS & Personalised Plans for all year groups	- Update Strong Foundations Assessment Framework - SSP Programme Assessment - Predictions and RAP based on Baseline Assessment – submit to Trust 10.11.25	- PSC – use PSC 2024 Smartgrade (if agreed priority area) - SSP Programme Assessment - Update Strong Foundations - Assessment for priority children (non GLD) - PSC Predictions & RAPS	- PSC for priority children – use PSC 2023 Smartgrade - SSP Programme Assessment - Writing Teacher Assessment - Maths – WRM (Smartgrade) - PSC Predictions and RAPS	- Writing Teacher Assessment - Reading – Headstart (Smartgrade) - Maths – WRM (Smartgrade) - GPS – Headstart (Smartgrade) - Phonics Assessment for priority children	- Writing Teacher Assessment - Reading – Headstart (Smartgrade) - Maths – WRM (Smartgrade) - GPS – Headstart (Smartgrade) - MTC Predictions and RAPS	- Writing Teacher Assessment - Reading – Headstart (Smartgrade) - Maths - WRM (Smartgrade) - GPS - Headstart (Smartgrade) - Comparative Judgement - MTC Recheck Predictions	2024 Y6 SATS Papers on Smartgrade (19.10.26 to 11.12.26) - Writing Teacher Assessment - Science Teacher assessment - Predictions and RAPS
EQUA Mead Progress to Predicted Outcomes Term 2 data (tab for whole cohort /tab for PP) by Wednesday 14 th January 2026							
Term 3 Review RAPS & Personalised Plans for all year groups	- SSP Programme Assessment - Update Strong Foundations Assessment - Whole Trust EYFS Writing Moderation	- SSP Programme Assessment - Comparative Judgement - Update Strong Foundations Assessment for priority children (non GLD) - Whole Trust Writing Moderation	- SSP Programme Assessment - Whole Trust Writing Moderation	- SSP Assessment for priority children - Whole Trust Writing Moderation	- OUMTC opens 11.01.27 (TTRS) - Comparative Judgement - Whole Trust Writing Moderation	- Soundcheck MTC for priority children (TTRS) - Whole Trust Writing Moderation	2025 Y6 SATS Papers on Smartgrade (14.12.26 to 08.02.27) - Comparative Judgement - Whole Trust Writing Moderation - Whole Trust Maths Moderation - Whole Trust Science Moderation

Term 4 Review RAPS & Personalised Plans for all year groups	- SSP Programme Assessment - Update Strong Foundations Assessment - Predictions and RAPS	- PSC – use PSC 2026 - Smartgrade - Whole Trust Maths Moderation - PSC Predictions and RAPS - Update Strong Foundations Assessment for priority children (non GLD)	- Comparative Judgement - SSP Programme Assessment - Writing Teacher Assessment - Whole Trust Maths Moderation - PSC Predictions and RAPS	- Writing Teacher Assessment - Whole Trust Maths Moderation	- DFE Practice MTC (opens Mon 27th April) - Writing Teacher Assessment - Whole Trust Maths Moderation - MTC Predictions and RAPS	- Writing Teacher Assessment - Whole Trust Maths Moderation	- Predictions and RAPS 2026 Y6 SATS Papers on Smartgrade (8.2.27 to 22.3.27)
Term 4 Priority children / groups / cohorts			- PSC – use PSC 2025 Smartgrade (for priority children) - Maths – WRM (Smartgrade)	- Reading – Headstart (Smartgrade) - Maths – WRM (Smartgrade) - GPS – Headstart (Smartgrade) - Phonics Assessment	- Reading – Headstart (Smartgrade) - Maths – WRM (Smartgrade) - GPS – Headstart (Smartgrade)	- Reading – Headstart (Smartgrade) - Maths – WRM (Smartgrade) - GPS – Headstart (Smartgrade) - MTC Soundcheck Recheck Assessment	

EQUA Mead Progress to Predicted Outcomes Term 4 data (tab for whole cohort /tab for PP) by Monday 19th April 2027

Term 5 Review RAPS & Personalised Plans for all year groups	- Update Strong Foundations Assessment - SSP Programme Assessment - Whole Trust EYFS Writing/GLD Moderation	- SSP Programme Assessment - Whole Trust Writing Moderation - Whole Trust Science Moderation	- SSP Programme Assessment - Whole Trust Writing Moderation - Whole Trust Science Moderation	- Whole Trust Writing Moderation - Whole Trust Science Moderation	- OUMTC – opens 26.04.27 (TTRS) - Comparative Judgement - Whole Trust Writing Moderation - Whole Trust Science Moderation	- Soundcheck MTC priority children (TTRS) - Comparative Judgement - Whole Trust Writing Moderation	- KS2 SATS wc 10th May 2027 - Whole Trust Writing Moderation - Whole Trust Science Moderation
Term 6 Review RAPS & Personalised Plans for all year groups	- Update Strong Foundations Assessment Framework - SSP Programme Assessment - EYFS Foundation Stage Profile - FS Profile Final Outcomes	- Phonics Screening - Week commencing 14th June - Update Strong Foundations Assessment for priority children - PSC Final Outcomes	- Phonics Screening - Week commencing 14th June - Writing teacher assessment - Reading – Headstart (Smartgrade) - Maths - WRM - GPS – Headstart (Smartgrade) - PSC Final Outcomes	- Writing Teacher Assessment - Reading – Headstart (Smartgrade) - Maths – WRM (Smartgrade) - GPS – Headstart (Smartgrade) - Phonics Assessment for priority children	- Multiplication Tables Check – 7th June – 18th June 2027 - Writing Teacher Assessment - Reading - Headstart (Smartgrade) - Maths – WRM (Smartgrade) - GPS – Headstart (Smartgrade) - MTC Final Outcomes	- Writing Teacher Assessment - Reading – Headstart (Smartgrade) - Maths – WRM (Smartgrade) - GPS – Headstart (Smartgrade) - MTC Recheck Final Outcomes	- Submit Writing and Science Teacher Assessment - LA Writing Moderation for selected schools - First Rush Outcomes

EQUA Mead Final / First Rush Outcomes Term 6 data (tab for whole cohort /tab for PP) by Tuesday 13th July 2027

School Improvement Plan Priorities 2026-27

Leadership and Governance	Curriculum and Teaching	Attendance and Behaviour	Achievement	Inclusion	Early Years
Implement a consistent whole-school oracy strategy to strengthen communication and learning across the curriculum Align governance structures and processes with the new EQUA Mead plan for governance	Introduce and embed the HfL Essential writing curriculum to secure high-quality writing provision across the school Embed spelling and handwriting curricula to secure strong foundations for writing Refine and embed the EQUA Mead Essentials of Teaching and Learning to ensure consistently high-quality teaching across the school	Strengthen consistency in the implementation of the behaviour curriculum to ensure high expectations at all times	Raise attainment for disadvantaged and pupil premium pupils through targeted training and precise intervention, including through the use of NELI Increase the proportion of pupils achieving greater depth in reading, writing and maths through high-quality teaching and robust pupil progress processes	Develop consistent and inclusive learning environments to reduce cognitive load and support all learners, in line with the school's universal offer	Enhance outdoor learning provision to provide high-quality, purposeful learning experiences Introduce the Maths Champions programme in pre-school to build strong foundations in early mathematical development Embed a precise approach to early writing, including the implementation of HfL Essential writing
Personal Development and Wellbeing	Safeguarding	Church School			
Implement a systematic approach to tracking participation in personal development and ensure equitable access for vulnerable pupils	Embed statutory requirements for allergy management and Benedict's Law through comprehensive staff training and review of systems and processes	Implement and embed the Wiltshire agreed syllabus within the RE curriculum Increase opportunities for pupil leadership, enabling pupils to lead change based on their interests. Participate in AYLA programme through SBDE			
Areas for development from last inspection:					