



Harborne Primary School

Teaching and Learning Policy

2025-26

Written by:	Tamsin O'Brien
Date:	September 2025
Position:	Deputy Headteacher
Review Date:	September 2026
Signed by Chair of IEB:	Raj Mann
Date:	15.12.25

Table of Contents

1. Aims and Purpose.....	3
2. Principles	3
3. Elements of Great Teaching at HPS.....	4
5. Priorities for 2025-2026	6
6. SEND and Inclusion.....	6
7. Roles and Responsibilities	8
8. Developing and monitoring teaching and learning	12
9. Review	13
10. Links with other policies	14
Appendix 1 - Marking and Feedback	15
Principles	15
Types of feedback at HPS	15
EYFS	21
KS1/KS2 English	21
KS1/KS2 Maths	22
KS1/KS2 Science and the foundation subjects	22
Appendix 2 – Homework.....	23
Appendix 3 – Whole-Class Questioning Strategies.....	24
Appendix 4 - Scaffolds	25
Appendix 5 - Classroom Environments.....	28
Appendix 6 – Using Working Walls.....	31
Appendix 7 – Vocabulary Tiers	32
Appendix 8 – CUSP Lesson Structure	33
Appendix 9 – HPS Elements of Great Teaching: Summary	34

1. Aims and Purpose

At Harborne Primary School we develop, confident, successful children with a natural love of learning, through an aspirational and inspirational curriculum where everybody is valued.

This policy seeks to address the following school aims:

- provide an exciting and relevant curriculum which motivates the children to learn, working both collaboratively and independently
- promote high standards of achievement through careful planning and assessment of children's progress, which maximises each child's individual potential
- use the expertise of individual staff to encourage teamwork and promote quality teaching and learning
- value all our staff and provide opportunities for their professional development
- promote a partnership between staff, parents, governors and the wider community, which enhances children's learning

2. Principles

At HPS, we believe in the potential of every child and strive constantly to improve our practice in line with the *Teachers' Standards*, to ensure that every child achieves their full potential. We know that excellent teaching is one of the most powerful levers a school can wield to improve all children's life chances.

We draw on the findings of cognitive science to articulate a shared understanding of how learning occurs. The diagram below outlines the model used at HPS:

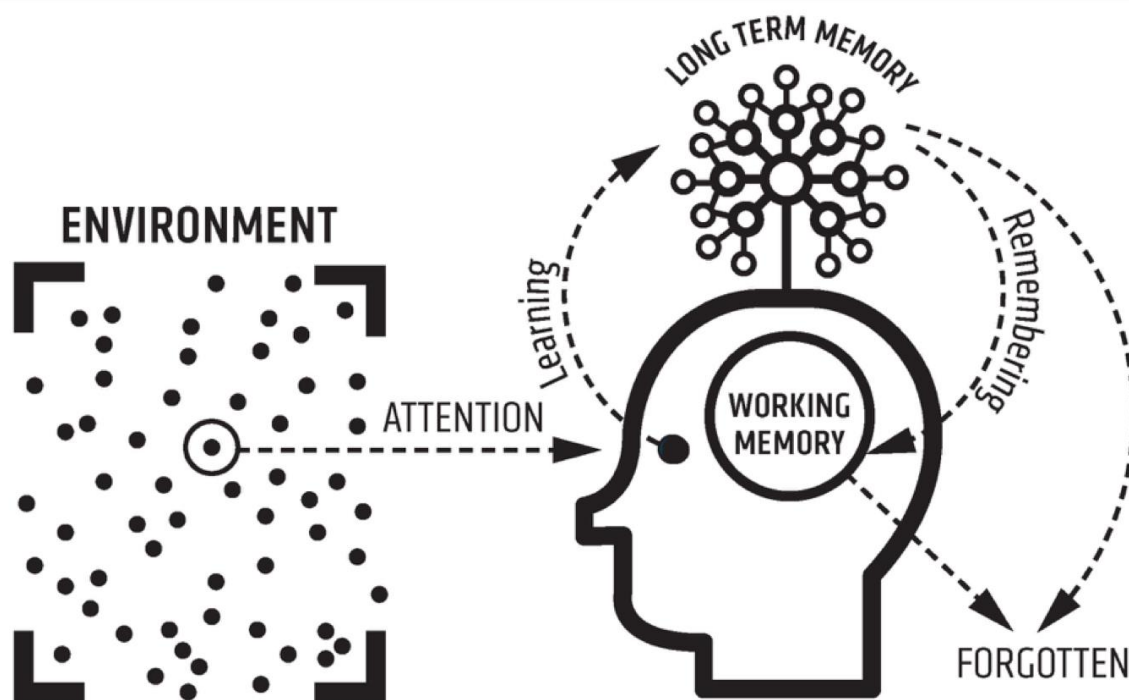


Figure 1 <https://teacherhead.com/2020/03/10/a-model-for-the-learning-process-and-why-it-helps-to-have-one/>

Our approach to teaching is informed by Rosenshine's [Principles of Instructions](#) (2012) and Evidence Based Education's [Great Teaching Toolkit Evidence Review](#) (2020).

These have been used to identify the following elements of great teaching at HPS.

3. Elements of Great Teaching at HPS

Element	Rationale	What does it look like at Harborne Primary School?
1. Daily review of previous learning	Daily review helps to embed knowledge and skills into long-term memory.	<ul style="list-style-type: none"> • Low stakes retrieval practice at the start of lessons.
2. Carefully-sequenced lessons broken into small steps	Breaking learning up into small steps reduces cognitive load and gives all pupils the greatest chance of success.	<ul style="list-style-type: none"> • New material presented in small steps, with teachers ensuring that each step is mastered before moving on. • Clear success criteria and learning objectives, that follow medium-term planning overviews.
3. Effective questioning that ensures all children think hard	Asking questions provides pupils with opportunities to practise new learning. It is essential that all pupils have opportunities to think hard throughout the lesson. Teachers are then able to assess the learning of all pupils in the class and respond as required in the moment.	<ul style="list-style-type: none"> • Teachers asking a variety of open questions, and using a range of whole-class questioning techniques (see Appendix 3). • All pupils having opportunities to practise after each small step of the lesson and receive feedback from the teacher.
4. Use of feedback to respond rapidly to gaps in learning	It is important to intervene swiftly to address gaps in learning or misconceptions. This will ensure that all pupils achieve success and the learning sequence can continue effectively.	<ul style="list-style-type: none"> • Pupils receiving regular feedback that improves their learning, in line with the Marking and Feedback Policy (see Appendix 1); this may include in-the-moment alteration to lesson plans. • Planning sequences being adapted to reflect gaps in understanding.
5. Clear modelling with opportunities for guided practice and feedback	Effective modelling reduces cognitive load and is an important form of scaffold. Pupils need opportunities to rehearse new learning and to receive immediate feedback from teachers.	<ul style="list-style-type: none"> • Teachers following an 'I do/we do/you do' sequence to provide pupils with opportunities for guided practice and feedback. • Teachers using equipment, visual and/or other aids to support understanding, where appropriate.

6. High rates of success, with opportunities for appropriate challenge	Pupils need to understand new learning before moving on. Research (such as Rosenshine, 2012) suggests that an 80% success rate is indicative of a good level of challenge.	<ul style="list-style-type: none"> • All children accessing the curriculum with success. • Evidence that all pupils are being challenged (pupils should be making some mistakes- if this is not the case, it indicates the work is likely not sufficiently challenging).
7. Effective scaffolding that allows all children (including those with SEND and EAL) to access their full curricular entitlement, through the removal of barriers and appropriate adaptation of provision	Scaffolds are important to support learners with difficult tasks. Some scaffolds (e.g. effective modelling) will be applied to the whole class. Other scaffolds may be required for children with specific barriers to their learning. Scaffolds should gradually be withdrawn and pupils become more confident.	<ul style="list-style-type: none"> • Teachers applying the elements of great teaching consistently and effectively. • Where appropriate, teachers providing pupils with specific barriers with tools that help them access a lesson (see Appendix 4 for suggestions). • Teachers adapting planning in line with the SEND policy and EHCPs, SSPPs and support plans (as appropriate for individual children), in collaboration with the SENDCo and other members of SLT.
8. Opportunities for children to practise independently	It is important that, after receiving guided practice, children have opportunities to consolidate their learning by attempting tasks on their own. This helps to build fluency and provides teachers with information about how embedded learning is.	<ul style="list-style-type: none"> • Pupils completing independent work during the course of a lesson. • Teachers providing feedback to pupils during and/or after the lesson, in line with the Marking and Feedback Policy (Appendix 1).
9. Regular reviews of learning	It is important to revisit previous content in order to embed learning into long-term memory and inform teachers' planning.	<ul style="list-style-type: none"> • Weekly/end of unit review lessons. • End-of-unit and summative assessments.

10. High expectations of oracy	Oracy is important to the development of strong writing and comprehension skills. Exposure to, and rehearsal of, a wide vocabulary is an important factor in children being successful in their learning.	<ul style="list-style-type: none"> • Teachers modelling a high quality of spoken English. • Children answering in full sentences. • Lessons being rich in Tier 2 and 3 vocabulary (Appendix 7), that is deliberately planned for and rehearsed.
11. High-quality play and continuous provision (EYFS)	Play is essential for children’s development. Children learn by leading their own play and by taking part in play and learning that is guided by adults. It is important that the environment stimulates children’s interests, while providing opportunities for children to consolidate essential skills and knowledge.	<ul style="list-style-type: none"> • The learning environment structured to provide children with meaningful opportunities for play and to embed key skills and knowledge. • A focus on encouraging free writing and the development of communication and language. • Adults engaging with children and their interests to ensure high quality learning interactions, modelling the use of key vocabulary.

5. Priorities for 2025-2026

Based on an analysis of need within the school, we have chosen this year to work on the following areas, linked to the School Development Plan. By the end of the academic year, we aim for these areas to be excellent.

1. Autumn term: identifying and responding to gaps in knowledge
2. Spring term: sequencing concepts and modelling
3. Summer term: challenge and independence

6. SEND and Inclusion

At HPS, we have high expectations of all our pupils: we believe that every child can succeed and go on to live a life of choice and opportunity. We also know that, sometimes, children require additional support to access parts of the curriculum and to make excellent progress. We work collaboratively as a team and with parents/carers and external agencies to ensure that appropriate provision is provided to all of our pupils.

6.1 SEND

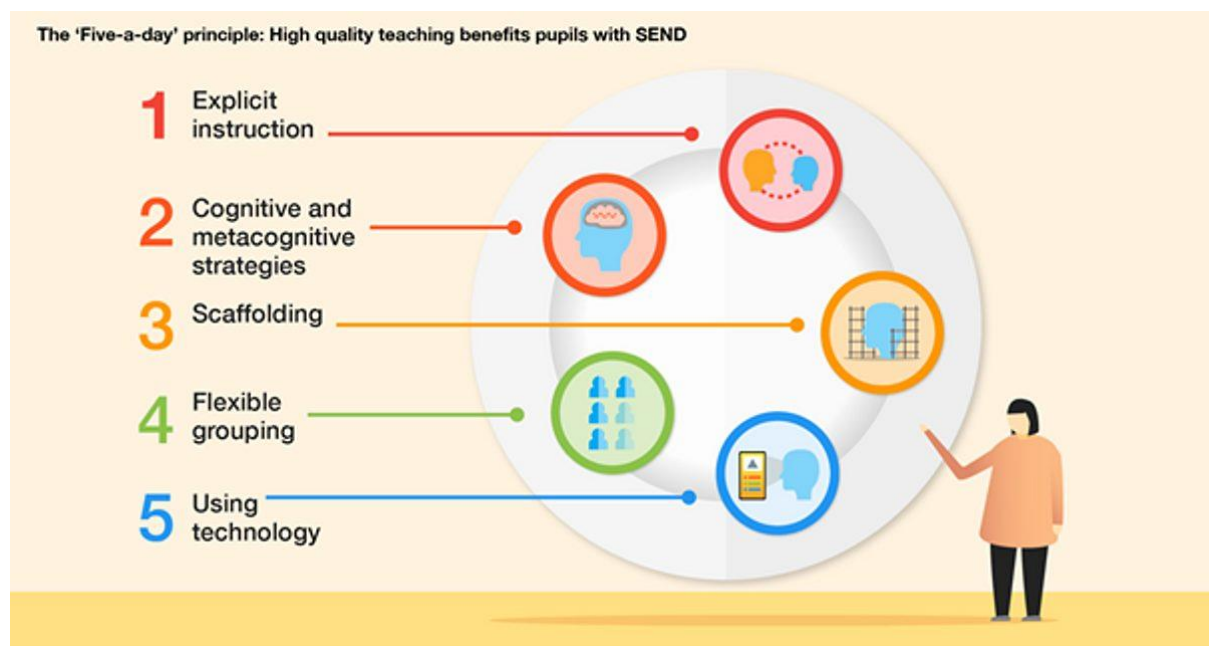
The *SEND Code of Practice* (2015) is clear that all pupils should have access to a broad and balanced curriculum. It states: ‘Lessons should be planned to address potential areas of

difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'

At HPS, we know that the most effective initial intervention is high-quality teaching. By following and continually improving practice within the Great Elements of Teaching, most children will make good progress within their age-related curriculum objectives. Where a child continues to make less than expected progress, despite high-quality teaching, teachers should refer to the assessment processes in the SEND Policy – working in collaboration with the SENDCo, in line with the graduated approach.

Class teachers at HPS are responsible for the progress of all children in their class (Teachers' Standards 2: 'be accountable for pupils' attainment, progress and outcomes'). Where children have personalised targets – such as through an EHCP, SSPP, or a Learning Plan – teachers work with the SENDCo to ensure that planning and the environment is adapted to allow all children to make good progress and achieve their targets. Regular review meetings are held with parents/carers, senior leaders and external agencies to ensure that provision is effective, as set out in the SEND Policy.

In considering support for all pupils, including those with SEND, teachers make use of the EEF's 'Five-a-day' principle:



6.2 EAL

It is important to note, in the words of the *SEN Code of Practice*: 'Identifying and assessing SEN for children or young people whose first language is not English requires particular care. ... Difficulties related solely to limitations in English as an additional language are not SEN.'

When supporting children with English as an additional language, we take care to:

- Recognise multilingualism as an asset
- Maintain high expectations with appropriate support

- Provide a language- and context-rich environment
- Assess holistically
- Create a sense of safety and belonging

The Bell Foundation’s *EAL Assessment Framework for Schools: PRIMARY* (2019) sets out five bands for pupils with English as an additional language:

	Listening	Speaking	Reading	Writing
BAND A	Engaging in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings	Emerging competence in basic oral expression	Showing little or no knowledge of written English; taking first steps to engage with written and digital texts in English	Showing attempts at writing in English
BAND B	Demonstrating an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context	Oral competence includes emerging ability to respond verbally in interactions with others	Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning	Demonstrating basic skills of spelling and sentence construction
BAND C	Developing more independence in the use of the basic listening skills needed to engage with learning	Emerging competence in spontaneous expression and communication	Drawing on growing knowledge of vocabulary and grammar to engage with curriculum related texts and tasks	Demonstrating competence in independent use of vocabulary and construction of simple sentences
BAND D	Applying listening skills over an increasing range of contexts and functions	Competence in producing more varied and complex speech in a wider range of contexts	Working with written language and accompanying visual and aural material productively, using different strategies in response to curriculum tasks	Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency
BAND E	Showing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance	Developing competence in fluent, creative use of English	Engaging with curriculum-related reading activities independently and productively in different subject areas	Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level

Pupils are assessed to support teachers with implementing effective interventions to support pupils with English as an additional language. Some suggested strategies are outlined in Appendix 4; further guidance is available here: [EAL Guidance - The Bell Foundation](#). Where teachers have concerns or require further support, they should consult with a member of the Senior Leadership Team.

7. Roles and Responsibilities

Teaching & learning is a shared responsibility: all members of the school community have an important part to play. All members of the school community should work towards the school’s aims by:

- Championing all our children, working as a team to support each other
- Seeing children as individuals and respecting their rights, values and beliefs

- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing an enabling learning environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work

Teachers

Teachers at HPS:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress in line with the school calendar
- Meet the expectations set out in this policy, alongside the EYFS, SEND, behaviour, anti-bullying and attendance policies

Support staff

Support staff at HPS: `

- Know pupils well and scaffold support to meet their individual learning needs, in consultation with the [class teacher](#), [SENDCo](#), [Administration staff](#), [Pastoral staff](#) and [members of SLT](#)
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in this policy, alongside the EYFS, SEND, behaviour, anti-bullying and attendance policies

Subject and Year Group Leaders

Subject and Year Group Leaders at HPS:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points

- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/year group, working with teachers to identify any challenges
- Moderate progress across their subject/year group by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/year group
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in this policy, alongside the EYFS, SEND, behaviour, anti-bullying and attendance policies

Senior leaders

Senior leaders at HPS:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate (with guidance from the Headteacher)
- Address underachievement and intervene promptly
- Meet the expectations set out in this policy, alongside the EYFS, SEND, behaviour, anti-bullying and attendance policies


Pupils

Pupils at HPS:


- Display the characteristics of effective learning set out below:

	Finding out and exploring
	Playing with what they know

	Be willing to 'have a go'

	Being involved and concentrating
	Keeping on trying
	Enjoying achieving what they set out to do

	Finding out and exploring
--	---------------------------

	Making Links/Building Theories
	Choosing ways to do things/Working with ideas

Parents and carers

Parents and carers of pupils at HPS:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors

Governors at HPS:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

8. Developing and monitoring teaching and learning

Staff at HPS are supported to improve their practice through ongoing programmes of Continuing Professional Development (CPD). This includes:

- Teacher Education Days

- Weekly staff meetings
- Line management meetings
- Middle leadership meetings
- Staff briefings
- The opportunity to take part in NPQs and other external training
- Consultation with external partners and colleagues to observe and emulate best practice
- Mentoring, aligned with the *Teachers' Standards*, as part of our ongoing commitment to professional growth and reflective practice

Teaching and learning is monitored in our school to ensure that professional development is targeted effectively, to secure excellent outcomes for pupils, and to support all staff to meet their performance management targets.

School leaders monitor and evaluate the impact of teaching on pupils' learning through:

- Performance management reviews
- Lesson observations: these take place for a maximum of 30 minutes per half-term, totalling a maximum of three hours per academic year. Advance notice, along with details about the focus of lesson observations, will be provided to staff
- Pupil progress meetings
- Year group and subject leader book looks, carried out alongside pupil conferencing, to provide whole-school feedback on their areas of responsibility. These book looks take place half-termly, are carried out during middle leader release time
- SEND book looks, carried out alongside pupil conferencing, conducted by the SENDCo and other Senior Leaders

Where concerns about practice are identified, support will be provided in the first instance through informal coaching and mentoring, focused on agreed targets for improvement. If concerns persist, they will be addressed in line with the procedures outlined in the Appraisal Policy. Where significant issues remain after these steps, the formal processes set out in the school's Capability Policy will be implemented.

9. Review

This policy is currently in a draft form. It will be evaluated by 24th October 2025 against the following criteria:

- Impact on learning, as identified through the monitoring processes outlined above
- Impact on teacher workload, in consultation with staff and the Marking and Feedback Working Party
- Appropriateness to age/stage: whether adaptations need to be made to specific elements of this policy to ensure suitability across the school
- Elements of effective practice not reflected in the policy, but embedded across the school

Subsequently, this policy will be reviewed annually to ensure that it reflects current practice and is adjusted to fit the requirements of the school.

10. Links with other policies

This policy should be read in conjunction with the following policies:

- EYFS policy
- Behaviour policy
- Anti-bullying policy
- Safeguarding policy
- Assessment, Recording and Reporting policy
- SEND policy
- Entry and Exit to the Nest policy
- Attendance policy
- HPS Staff Development Framework
- Capability policy

Appendix 1 - Marking and Feedback

Principles

The main purpose of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil. EEF meta-analysis suggests that effective feedback can have a significant impact on pupil outcomes:



The Education Endowment Foundation has identified that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on the pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these immediately or in subsequent lessons

The DfE's 'Eliminating Unnecessary Workload Around Marking' report (2016) describes three principles of effective marking:

- **Meaningful:** Marking varies by age, group, subject, and what works best for the pupil and teacher in relation to any particular work. Teachers are encouraged to adjust their approach as necessary and should be trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive – sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the pupils, this can be a disincentive for pupils to accept challenges and take responsibility for improving their work

Types of feedback at HPS

At HPS, teachers use the following feedback strategies. We recognise that high quality teaching will include a mix of these feedback types.




In determining the frequency and type of marking, teachers should follow guidance from subject leads and discuss with SLT.

Feedback Type	Description	What it might look like	Who is involved	Purpose/Outcome
Live Feedback	Next step in the moment - given whilst pupils are working ('over the shoulder')	Teacher circulates, asks questions, gives hints, models, scaffolds; pupils review and correct work immediately; includes gathering feedback from verbal responses, mini whiteboards, book work; may involve further support, challenge, or change of task; may redirect teaching focus; teacher marks work with class input or verbalises thought process; improvements/corrections evident in work; could involve teaching assistants, other adults, peers, or self-assessment	Individuals, small groups, whole class, teaching assistants, other adults, peers	Immediate correction, support, challenge, redirecting focus, self/peer assessment
Summary Feedback	Mini-plenaries - review learning and offer feedback during lesson/task	Teacher stops pupils, reviews success criteria, models, verbalises thought process, directs pupils to check work; pupils mark own work, check/correct mistakes; may be self- or peer-assessment against criteria; may use "exit" questions; review at any point or as plenary; teachers use AfL info to adapt lessons	Groups, whole class, teacher, pupils	Review learning, self/peer assessment, adapt teaching, correct mistakes
Distance Feedback	Assess learning after the lesson; away from point of teaching	Opportunities for assessment of understanding. Teachers should look through each book, noting misconceptions/successes to inform next lesson or identify intervention needs and/or adaptations to planning. A sheet like the one below may be used for this purpose. Lessons begin with a feedback slide, sharing successes and next steps from the previous lesson (see below).	Teacher	Assessment, inform planning, responsive intervention, next steps

Teacher marking notes template:

Date:	Subject:	LO:
Work to praise:	Presentation:	SPAG errors:
Support needed:	More challenge:	Misconceptions:
Next steps:		

Previous lesson feedback template:

		
<i>Feedback from Previous Lesson</i>		
WWW	EBI	
Work to share		

General Guidance (including Marking Codes)

Marking and feedback should primarily be linked to the lesson's learning objective and success criteria.

However, teachers should have a constant regard to basic expectations for each year group, with regard to punctuation, spelling and presentation.

The following codes and stamps should be used across all subjects.

Harborne Primary Marking Code

Achievement of LO

The following codes should be written in **green pen** in the margin next to the LO:

✓✓	LO achieved
✓	LO partially achieved but support needed
•	LO not achieved

T	Teacher supported	I	Worked independently
TA	TA supported	PS	Peer supported

Teacher Feedback

The following codes should be written in **green pen** to indicate where feedback has been given by a teacher or teaching assistant, and to support the children with identifying their next steps.

VF	Verbal Feedback given (followed in Y1-Y6 by pupil response in purple pen)	//	New paragraph needed
Sp	Check spelling (followed by 3x correction in purple pen)	^	A word is missing
✓	Correct answer (maths)	P	Check punctuation
•	A sentence or question (maths) needs improving	Ch	A challenge task has been provided (followed in Y1-Y6 by pupil response in purple pen)

Calculation Strategy

C	Concrete apparatus used
Pic	Pictorial support used



Reception Marking Codes



Capital letters



Full stops



Finger spaces



Letter formation



Sound talk



Key Stage 1 Marking Codes



Capital letters



Full stops



Finger spaces



Letter formation



Sound talk



Ascenders and descenders



Spelling

EYFS Coverage	.	Full stops	I like school.
	Aa	Capital letters	My mother and I visited France on the 2 nd September with Mary.
Year 1 Coverage	!	Exclamation mark	How wonderful you look today! or Oh my!
	?	Question mark	What time is it?
	and	Joining sentences using and	The dog was black and the cat was white.
	I	Personal pronoun	I like chocolate.
Year 2 Coverage	Suf	-	I passed the exam.
	M	Main clause sentence (simple sentence)	I walk to school.
	CC	Co-ordinating conjunctions	I ate my dinner and I drank my juice.
	SC	Subordinating conjunctions	I went out since it was sunny.
	's	Apostrophes for belonging	George's hair is blonde.
	it's	Apostrophes for contraction	I don't like broccoli.
	,l	Commas for lists	You will need chicken, bread, butter and lettuce.
	2A	2 adjectives separated by a comma	The big, red house overlooked the city.
Year 3 coverage	Ad	Adverbs	He was a lovely boy.
	“”	Inverted commas	He asked, "How are you today?"
	's	Apostrophe for possession	It was Maya's horse.
	Ad	Adverbs	He ran quickly.
	P	Prepositions	The cat sat on the mat.
	ENP	Expanded noun phrases	The big, red house on the hill overlooked the city. (big,red)
	Pre	Prefixes	He felt unmotivated.
	C	Conjunctions	I like apples and bananas. or I like trees but I don't like grass.
	//	Paragraphs	
	...	Ellipsis	The hero saved the day, for now...
	:	Colon in bullet point list	
Year 4 coverage	s'	Apostrophes for plural possession	The teacher knew the girls' names.
	FA,	Fronted adverbial with comma	Without hesitation, he dashed across the room.
	SS	Subordinate start	As he stood out from the crowd, Ian shouted to his friend.
	SE	Subordinate end	Laura liked biscuits although she didn't like tea.
	PP	Prepositional phrase	His jumper was on top of the box.
Year 5 coverage	()	Brackets for parenthesis	Antequera (a location in Spain) is a popular holiday destination.
	-	Dash (longer)	We went on a trip to Alton Towers and it rained all day – great!
	, Cl	Commas for clauses	The man, since it was getting late, looked longingly at his watch.

	MV	Modal verbs	He can jump. He will jump. He might jump. He may jump. etc
	RCl	Relative clause	A woman, who owns three cats , came into the vets today.
	ECl	Embedded clause	The weather, although it was raining , was surprisingly warm.
	-	Hyphen (shorter)	The bramble-covered garden hid the house.
Year 6 coverage	;;lists	Colons and semi-colons for lists	It was apparent that he needed; a range of furniture; some tablecloths and all of the food.
	De:de	Description: detail sentence	Basking sharks, although big, are mostly harmless; they use their vast jaws to eat plankton from the sea.
	M;m	Main clause; main clause sentence	Claudia had enjoyed the picnic; the weather had held out all day.
	S;o	Some; others sentence	Some of the children in school had voted for football; others felt that rugby would be a better option.
	PV	Passive voice	The ball was kicked over the fence by Steve .
	AV	Active voice	Steve kicked the ball over the fence.

In addition, the following guidance applies to specific subjects and phases:

EYFS

In EYFS, pupils will generally work in small guided groups or individually. It is recognised that the majority of feedback in the EYFS will be immediate and verbal. This feedback might be to support a child or to provide additional challenge.

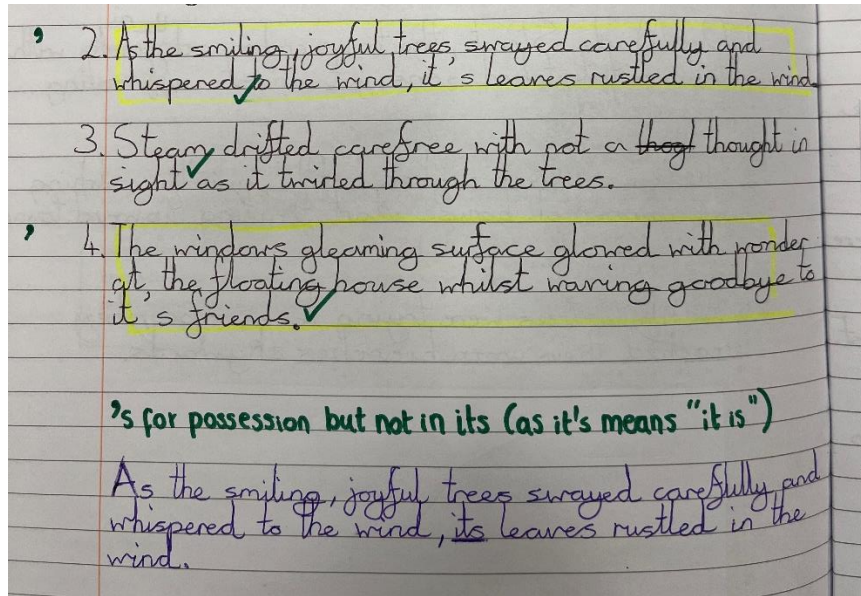
Where adults do provide written feedback (for example, where pupils are learning to write), they should:

- Use the stamps to indicate areas for improvement and editing, or to indicate where success criteria have been met.
- Write using a green pen.
- Ensure that any written comments are appropriate to the needs of the pupil.

For writing tasks, EYFS staff should fill out the writing checklist to indicate the level of support provided and by whom.

KS1/KS2 English

- Time should be included during, at the end or at the start of lessons for pupils to edit their work from the previous day, in line with feedback from the teacher.
- To support teacher workload and ensure that editing of longer pieces of work is focused, the teacher may section off a small part of the text (appropriate to the age of the child and the nature of the task) by drawing a box around the area of writing to be edited with a yellow highlighter. The pupil can then edit the section in response to verbal or written feedback.



- For 'Embed' and 'Star Write' lessons, teachers should produce a writing checklist linked to the skills being taught for the week. They should assess this using a single tick or dot. In KS2, pupils should self-assess against the checklist features in purple pen. Templates for these checklists can be found here: [IAACW](#).

KS1/KS2 Maths

- Teachers may need to provide models or scaffolds to support children's understanding.
- Short verbal or written comments could be provided to extend children further. For example: 'Prove it', 'Explain how you know', 'Draw it', 'Show in another way'. These comments could be provided during live feedback or as part of distance marking.

KS1/KS2 Science and the foundation subjects

- Feedback (written and/or verbal) should be primarily subject focused: for example, in history, has the pupil demonstrated key historical skills, concepts or knowledge?
- However, there should continue to be a focus on basic expectations around handwriting, presentation, punctuation and spelling (up to a maximum of 3 words).
- Retrieval tasks at the start of lessons may be adjusted to focus on areas in which pupils require additional practice.

Appendix 2 – Homework

	Phonics	Reading	Spelling	Maths
Reception	GPC cards and TwinklGo	Phonics book		White Rose activity suggestions
Year 1	TwinklGo	Phonics book Choice book	Spellings	Purple Mash NumBots
Year 2	TwinklGo (as needed)	Phonics book Choice book	Spellings	Purple Mash NumBots
Year 3		Scheme book* & Choice book	Spelling Shed	Purple Mash TTRS
Year 4		Scheme book* & Choice book	Spelling Shed	Purple Mash TTRS
Year 5		Scheme book* & Choice book	Spelling Shed	Purple Mash TTRS
Year 6**		Scheme book* & Choice book	Spelling Shed	Purple Mash TTRS

*Children to be given a scheme book until they graduate from the highest level of the scheme.

**Year 6 may additionally send home SATs-related homework at the discretion of the Head of Year 6.

Homework projects, linked to the curriculum, can be set at the discretion of the Head of Year. These projects should take into consideration questions of accessibility to all pupils in the year group. They will be published on the website in the half-termly curriculum overview.

Year 2 will also have recorder practice set as homework throughout the year.

Expectations for teachers:

- Teachers should ensure that homework is set by the end of the school day on Friday
- Homework is due each week on a Wednesday
- Reading scheme books (including phonics books) should be changed at least weekly; reading records should be checked, stamped and initialled weekly
- Spellings practised at home are rehearsed as part of a dictation exercise during the following week
- Any homework sent home in a book should be acknowledged by a member of teaching staff with a tick/stamp/sticker/any necessary feedback

Communication with families:

- Online platforms: tasks will be set on Purple Mash and Spelling Shed for pupils to complete
- Reading books and reading diaries will be sent home in pupils' book bags. Pupils should read a minimum of 3x per week with an adult and note in their reading diary
- Any homework sheets will be sent home in pupils' book bags
- The website will signpost parents to the expectations for homework, as well as additional suggested activities that can be completed if desired
- TTRS and NumBots: the expectation is that children complete 5mins per day

Appendix 3 – Whole-Class Questioning Strategies

Strategy	What is it?	How can it be done?
1. Cold Calling	Deliberately asking questions of target children, rather than accepting 'hands up' or calling out. The purpose is to, in a supportive manner, build a culture in which all children know that they may have to answer and so need to think about the question.	<ul style="list-style-type: none"> • Tell the children that you are cold calling (hands down, everyone ready to answer, active listening). • Ask the question. Repeat if necessary. • Build in thinking time. • Ask a target child to answer. • Respond as required (e.g. rephrasing, asking the child to extend their answer, asking other children for more responses, reteaching).
2. Show Me	Getting all children to show their thinking. This might be via pupils writing on mini-whiteboards; however, it might also involve children showing an answer on their fingers, or in any other way that allows the teacher to check the answer of each child in the class at a glance.	<ul style="list-style-type: none"> • Tell the children what you expect them to do (e.g. show on fingers/write on whiteboards). • Ask the question. Repeat if necessary. • Build in thinking time. • Signal all boards up (3-2-1 show me). • Sample responses and respond as required (e.g. move on/reteach/note groups or individuals for guided support).
3. Think-Pair-Share	Providing all children with a chance to rehearse their ideas with a partner or partners, before sharing with the class. This can be done in conjunction with Cold Calling or Show Me, to allow the teacher to sample pupil responses. Partners should be rotated regularly to provide children with opportunities to experience a range of ideas.	<ul style="list-style-type: none"> • Tell the children what you expect them to do (i.e. discuss with partner). • Ask the question. Repeat if necessary. • Clarify which partner will talk first. • Circulate and listen to pupil responses. • Bring discussion to a close (3-2-1 & thank you/hand up). • Sample responses and respond as required (e.g. challenge question, ask for further responses, reteach).
4. Choral response	Asking all children to call out an answer at the same time to check general levels of understanding. This is particularly useful with key bits of knowledge that children should know – for instance, it is common practice in phonics lessons, or when rehearsing number facts in maths.	<ul style="list-style-type: none"> • Ask a question and clarify what you want pupils to do. • Build in thinking time. • Provide a countdown (3-2-1 and stop; thank you/hand(s) in the air) so that pupils say the answer together. • Respond as required.

Appendix 4 - Scaffolds

It is important to note that the best initial scaffold is high-quality teaching. All of the elements of great teaching at HPS help to scaffold learning for pupils and create the best possible circumstances for success. This includes the effective use of working walls.

However, there may be pupils who require further support to reduce barriers to learning such that they can access their curriculum entitlement. For example: a child who does not yet read at age-related levels may need support to access a task in a history lesson. Below are some suggestions for scaffolds that may support such pupils.

The aim is that the need for these scaffolds should be reduced over time, so that pupils become more independent. In the example above, for instance, the child should be receiving targeted reading intervention so that – over time – their reading comes in line with age-related expectations.

Please note that the scaffolds below are non-exhaustive; they also relate to general quality-first teaching. They may be used in addition to, but do not supersede, any specific requirements set out in EHCPs, SSPPs or Learning Plans.

Need/subject	Possible scaffolds
Reading	<ul style="list-style-type: none"> • Where appropriate, assess phonics knowledge to identify gaps and arrange intervention • Re-reading taught or familiar texts to build confidence: have a box of taught/familiar books for children to access • Identify and pre-teach tricky or new words • Practise 'book talk' before reading: make predictions, ignite prior knowledge, make links with other books • Practise deepening comprehension of shorter extracts of text: e.g. look for inferences within sentences rather than wider topics • Discuss reading after sentences/paragraphs, rather than at the end of a chapter • Read aloud daily to the class to model fluent reading and expose children to age-appropriate texts • Use drama and role-play to help explore the meaning of texts • For younger pupils, use story sacks or props representing characters or objects • Share reading between the pupil and adult supporting • Use 'partner read' strategies: alternate between partners after each page/paragraph/sentence • Use 'choral read' strategies: all pupils read out loud together, with the teacher supporting, to develop fluency • Use 'echo read' strategies: the teacher reads a sentence, then the pupils read the same sentence out loud, echoing the teacher's phrasing and intonation • Provide time for pre-reading • Use cloze procedures to support children with the written element of reading

Writing	<ul style="list-style-type: none"> • Secure the basics of pencil/pen grip, using pencil grips if necessary • Provide phonics intervention for pupils not making GPC links when spelling • Teach letter formation explicitly • Use picture and word banks of key vocabulary • Use the school’s marking codes to remind pupils of key skills • Use story maps with actions to help rehearse ideas orally • Identify, teach and rehearse key words together • Teach new vocabulary in context • Pre-teach skills, vocabulary or genre types • Provide pupils with opportunities to write about things they already know (e.g. if doing an information text, and studying cold climates in geography, allow pupils to draw on their existing knowledge) • Use cloze procedures to focus on key skills or concepts • Provide clear worked examples (WAGOLLS) that break down the learning and that children can refer to when working independently • Use phoneme frames to support with spelling • Provide children with GPC grids to support with spelling and model how to use these effectively • Provide lots of opportunities for oral rehearsal before writing • Use sound buttons, so children can record their sentence before writing and play it back • Ensure that children have frequent opportunities for proof-reading and editing, linked to the success criteria and fundamentals; model this explicitly • Provide opportunities for children to peer-edit their work • Use drama and role play to help develop character, setting and atmosphere
Maths	<ul style="list-style-type: none"> • Ensure key vocabulary is explained clearly, using symbols where appropriate • Pre-teach key vocabulary, using visuals and actions where appropriate • For word problems, where a child struggles to read, consider: <ul style="list-style-type: none"> ○ Deploying an adult or peer to read the questions aloud ○ Teach children how to draw a problem ○ Provide children with, and explicitly teach them how to use, concrete resources and visuals • Think about how worksheets are laid out to reduce overload; some pupils may require larger squared paper • Use intervention time to play games that consolidate a concept • Pre-teach concepts to give learners a head-start • Use clear worked examples for children to refer to when working independently • Pre-write non-essential information (date, LO) so the pupil can focus directly on the skill when working in their book • Practise fluency outside of maths (e.g. during transitions)

	<ul style="list-style-type: none"> • Practise fluency skills needed for the lesson at the beginning of the lesson (e.g. recalling the 5 times table), using concrete/visual resources where appropriate • Group children flexibly: draw together pupils who are struggling during the lesson to provide more modelling/feedback during independent work • Use live feedback to provide immediate praise/correction so that pupils do not practise incorrectly and embed misconceptions • Provide children with resources that reduce cognitive load and allow them to focus on the skill being taught (e.g. times tables grids when learning column multiplication, if their tables are not yet secure)
Wider curriculum	<ul style="list-style-type: none"> • Deploy strategies from the areas above, relevant to the barriers that individual pupils are facing • Consider how the learning can be made more practical, making use of concrete apparatus and/or visuals
EAL (Phase A/B)	<ul style="list-style-type: none"> • Provide children with resources to support them to learn key words and phrases: EAL and EAL resources • Make use of visuals, symbols and actions to support with learning vocabulary • Pre-teach vocabulary and provide opportunities to pre-read texts where appropriate • Speak to SLT about purchasing dual-language books and dictionaries • Maintain high expectations for the child's learning, while offering appropriate support • Seat the child with pupils with strong levels of spoken and written English • Support the child to form friendships with other pupils • Provide digital technology (e.g. Flash Academy) that allows pupils to scan items and receive immediate translation, or use voice translation software • Further guidance and ideas from the Bell Foundation can be accessed here: EAL Classroom Guidance for Teachers - The Bell Foundation

Speak to the SENDCo, EAL Lead or another member of SLT for further advice about how to support specific pupils.

Appendix 5 - Classroom Environments

We know that the way in which a classroom is set up can have a significant impact on pupils' performance and wellbeing. We take pride in our classrooms and seek to utilise them in such a way as to increase the chances of pupils being successful.

A learning environment is about more than physical layout: it is also about the culture and climate within the classroom. All staff at Harborne Primary School therefore:

- Promote interactions and relationships with pupils that are based on mutual respect, care, empathy and warmth
- Are sensitive to the individual needs, emotions, culture and beliefs of pupils
- Promote a positive climate of pupil-pupil relationships, characterised by respect, trust, cooperation and care
- Promote pupils' motivation through feelings of competence, autonomy and relatedness
- Create a climate of high expectations, with high challenge and high trust, so that all pupils feel that it is okay to have a go
- Encourage pupils to attribute their success or failure to things that they can change
- Manage time and resources efficiently in the classroom to maximise time spent on learning
- Give clear instructions to pupils so that they understand what they should be doing
- Have clear routines for transitions to provide consistency and minimise wasted time
- Ensure that the school's Behaviour Policy and Anti-Bullying Policy are followed consistently, and that rules, expectations and consequences are explicit, clear and consistently applied

The following expectations are in place for classrooms at Harborne Primary School:

Classroom Environments

Anything **highlighted in yellow is provided** on SharePoint: [SEND - Documents](#)

Feature	Rationale
Front of the classroom	The area to which you are directing your children to look for teaching should be very limited in visuals, other than what is needed for that lesson – i.e. IWB, white board, visual timetable . This is so that the children can focus their attention on the current learning content. The phonics GPCs which are taught in each year group should be displayed: <ul style="list-style-type: none"> • Rec - Levels 2-4 (although only sounds in 2+3) • Year 1 - Level 5 sounds (also level 3 for children so, the original and alternative digraphs) • Year 2 - Level 6 sounds • Year 3 – Phonics posters for consolidation/revisiting
Nothing to be stuck on frames of IWBs	Limit distractions to focus children’s attention on teaching content.
Nothing to be stuck above display boards/on walls	Children often struggle to transfer information from wall to book – tabletop tools should be readily available to children (e.g. 100 squares, number lines, conjunctions, CEW, phonics sounds cards, letter and number formation shown in alphabet arrangement, year group vocabulary).
Washing lines	Classrooms should have washing lines to display the sequence of learning in English. Washing lines should not be used for general display work: There will be display boards in communal areas for year groups to display their fantastic artwork and amazing learning outcomes on. We don’t need to keep all artwork in school; a photographic record of a sample piece can be kept in a class folder for evidence of curriculum coverage.
No teacher notice boards or artwork ‘gifts’ from children displays	These can become disorganised and are not for learning purposes. We also risk having confidential data pinned to walls. Please create a teacher folder for your desk to store reference documents or stick them inside cupboard doors. If children like to make you things, create a scrap book for these to be glued in or a Poly Pocket display folder. The children can sign their work, create the books and enjoy looking at them.
Visuals for drawers	All resources drawers should be clearly labelled with the given dual-coding widget/text drawer labels shared and/or the concrete item attached to the front. If you need further drawer labels, please ask Tamsin so she can update the Master.
Clear surfaces	Everything should have a home. Nothing is to be piled up, left on tops of units or window sills – this creates a cluttered environment which is dysregulating for our children.

Classroom Essentials on Display Boards

<p>Working Walls – These will show worked and modelled examples to help children know and remember more. They will include examples of the key concepts/strategies and vocabulary taught that week. See Appendix 6 for more guidance on the use of working walls. One board per subject for:</p>	
--	--

<ol style="list-style-type: none"> 1. Maths – blue for the title colour 2. English – yellow for the title colour 3. Science - green for the title colour 4. Curriculum – rainbow for the title colour (History – purple, Geog – red etc) <p>Please use headings supplied which match our subject colours.</p>	
<p>Characteristics of Effective Learning – criteria posters for earning ThO (brown), MM (black) and PP (blue) rewards supplied. Daisy’s legacy of beautiful bird images on a tree. Pupil records of awards achieved not displayed but kept separately (example supplied).</p>	
<p>Birthdays – Design of your choice and bright as you like. Not in the eye-line of children facing the front of the classroom for direct instruction.</p>	
<p>Zones of Regulation – Lesson 1 – as you completed on Induction Day. Heading supplied. Hessian/neutral colour backing will make colours obvious.</p>	
<p>Timeline to show where the year group’s history topics fit into the grand scheme. Can be on a display board or stuck to the wall.</p>	
<p>School Rules and Routines board – made up of four quadrants:</p> <ol style="list-style-type: none"> 1. School Rules 2. School Values 3. 3 Cs (An or mS) 4. 3 Rs 	
Classroom Essentials not on Display Boards	
<p>Reading area/bookshelf to encourage reading for pleasure – fiction, poetry and non-fiction separated in organisation (see information from Laura and Abi).</p>	
<p>'We are reading...' door sign</p>	
<p>Class name and adults door sign</p>	
<p>RHE and RE Class Scrap books and, EYFS Floor Books</p>	
<p>Marble Jar and “Ways we can earn marbles” poster. Display on wall or cupboard door.</p>	
<p>Visual Timetable – pieces supplied</p> <p>Lessons start with: ‘Today, we’re going to be Geographers/Historians/Artists etc (link to knowing and remembering more)</p> <p>Laminated back-to-back timetable pieces that can be turned over to show when ‘Finished’</p> <p>Displayed on a horizontal plane and at the front of the classroom.</p>	
<p>Trusted adults poster</p>	

Appendix 6 – Using Working Walls

Working walls can be used to support independent working and learning. They should be developed over the course of a unit: they are not fixed ‘display’ boards.

Further guidance about the layout of working walls can be found in Appendix 5.

Working walls should:

- Reflect the current learning sequence over the course of the unit, using the templates found on the shared area, here: [Classroom environments](#).
- Include key vocabulary for the unit (printed in Sassoon Penpals, large enough to be seen from pupils’ seats – minimum A5)
- Include clear teacher models (including model texts in writing) that show how to apply the skills for the lesson/unit (written or printed in Sassoon Penpals, large enough to be seen from pupils’ seats – minimum A5)
- Show the progression of learning over the course of a unit. This might involve placing a new model on top of the previous model, such that the teacher can flip back to the earlier example when needed.
 - For writing, the learning journey should be set out on the class washing line. The English working wall should include the features for the unit set out above.

Working walls might:

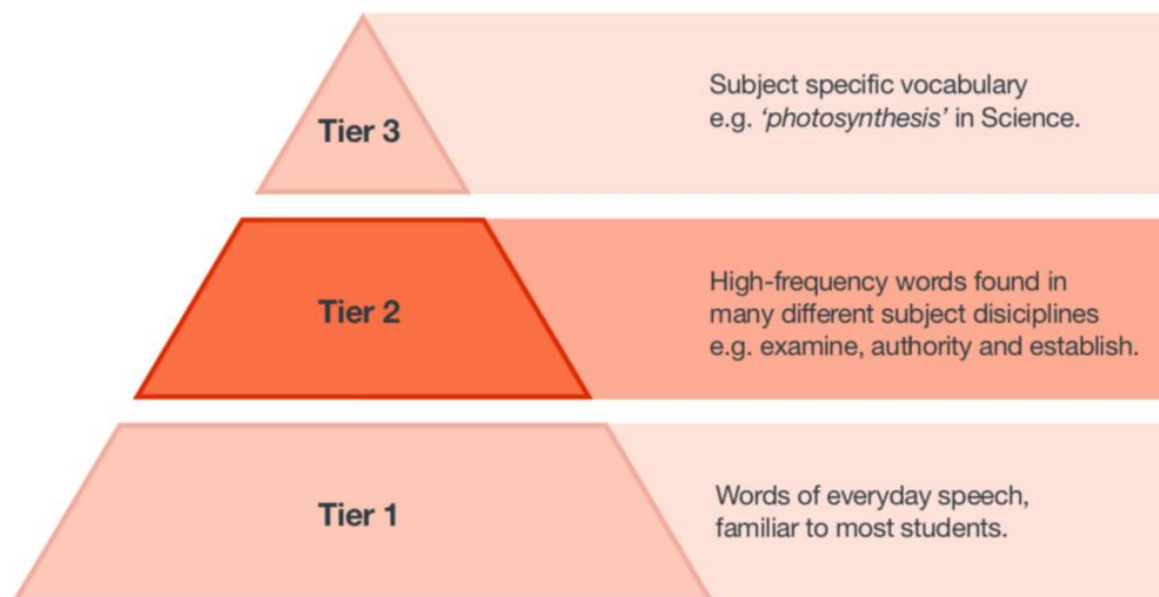
- Include opportunities for pupils to interact directly with the board (e.g. through responding to questions or a challenge)
- Include photos (or actual copies) of children’s work. Please note that this is not a requirement – the focus of the working wall should be on materials that support children’s understanding, and that allow them to work independently and successfully in the lesson

Appendix 7 – Vocabulary Tiers

Beck et al. in their book, *Bringing Words to Life: Robust Vocabulary Instruction* (2002), created a 3-tier framework for classifying words. This was based on the frequency, complexity and use in different contexts.

1. **Tier 1 vocabulary:** Basic, everyday words that students are likely to know.
2. **Tier 2 vocabulary:** High-frequency words used by mature language users, often appearing in academic texts. It is worth noting that many command words in statutory assessments are Tier 2.
3. **Tier 3 vocabulary:** Low-frequency, subject-specific words found primarily in specialised fields.







Categorising words in this way provides teachers with a useful framework for considering those words that will require direct, explicit instruction. This will particularly be the case for words in Tier 2, which are required for reading more academic texts across a range of disciplines – but which are less commonly encountered through speech or non-academic reading. Tier 3 words will also require direct instruction, but have less generalisability across subject areas.



Tier	Example words
1	Dog, Happy, House, Run, Water
2	Adjacent, Beneficial, Consequence, Diverse, Emphasise, Inevitable, Motive, Obvious, Precise, Significant, Tendency, Discuss, Evaluate, Justify, Summarise
3	Photosynthesis (Science), Quadratic (Mathematics), Baroque (Art History), Isotope (Chemistry)










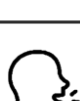

Appendix 8 – CUSP Lesson Structure

The lesson structure below is embedded throughout many of the foundation subjects. The lesson elements have been selected to align with the HPS Elements of Great Teaching.

	 Connect	 Explain	 Example	 Attempt	 Apply	 Challenge	
	Retrieval		Instruction		Deliberate practice	Guided or independent practice	Integrate
Connect prior learning	My Turn	Worked examples	Our turn	Your turn	Sophisticate through retrieval, explanation,		
Connect to concept and Big Idea	Explicit vocabulary instruction	Full or partially completed diagrams	Allows for misconceptions to be identified	Sophistication through self-questioning			
Position learning within KO			Feedback given at the point of learning	Summarise using 'I know and I think' statements			

Appendix 9 – HPS Elements of Great Teaching: Summary

HPS Elements of Great Teaching

		Element
1		Daily review of previous learning <ul style="list-style-type: none"> • Retrieval quizzes
2		Carefully-sequenced lessons broken into small steps <ul style="list-style-type: none"> • Clear LOs and success criteria • Each small step mastered before moving on
3		Effective questioning that ensures all children think hard <ul style="list-style-type: none"> • Use of Cold Call, Show Me, Think-Pair-Share, Choral Response
4		Use of feedback to respond rapidly to gaps in learning <ul style="list-style-type: none"> • Live, summary, distance
5		Clear modelling with opportunities for guided practice and feedback <ul style="list-style-type: none"> • I do, we do, you do sequences • Use of concrete and/or visual aids to support understanding
6		High rates of success, with opportunities for appropriate challenge <ul style="list-style-type: none"> • 80% success rate • All children being challenged
7		Effective scaffolding that allows all children (including those with SEND and EAL) to access their full curricular entitlement, through the removal of barriers and appropriate adaptation of provision <ul style="list-style-type: none"> • Scaffolds to remove barriers to learning • Planning adapted to reflect EHCPs, SSPPs and school support plans
8		Opportunities for children to practise independently <ul style="list-style-type: none"> • Consolidate and demonstrate learning • Informs feedback from the teacher and adaptations to planning
9		Regular reviews of learning <ul style="list-style-type: none"> • Weekly/end of unit review lessons • End-of-unit and summative assessments
10		High expectations of oracy <ul style="list-style-type: none"> • Full sentences • Explicit teaching of Tier 2 and Tier 3 vocabulary
11		High-quality play and continuous provision (EYFS) <ul style="list-style-type: none"> • A stimulating environment with opportunities to embed key knowledge and skills • High-quality adult interactions with children, modelling the use of key vocabulary