



Teaching and Learning Strategy

(Updated October 2025)

This document must be read in conjunction with our **Curriculum Statement** document, **Subject Statement** documents, our **Universal, Targeted and Specialist Offer** document, **Termly Assessment Guidance** and the **Evidencing** document.

By the time children reach the end of primary school we have a shared vision of what we want them to achieve...

Our Shared Vision



A special place where children know how to keep themselves safe and healthy. They love learning and become:

Effective
communicators



Responsible
and caring
citizens



Active
contributors



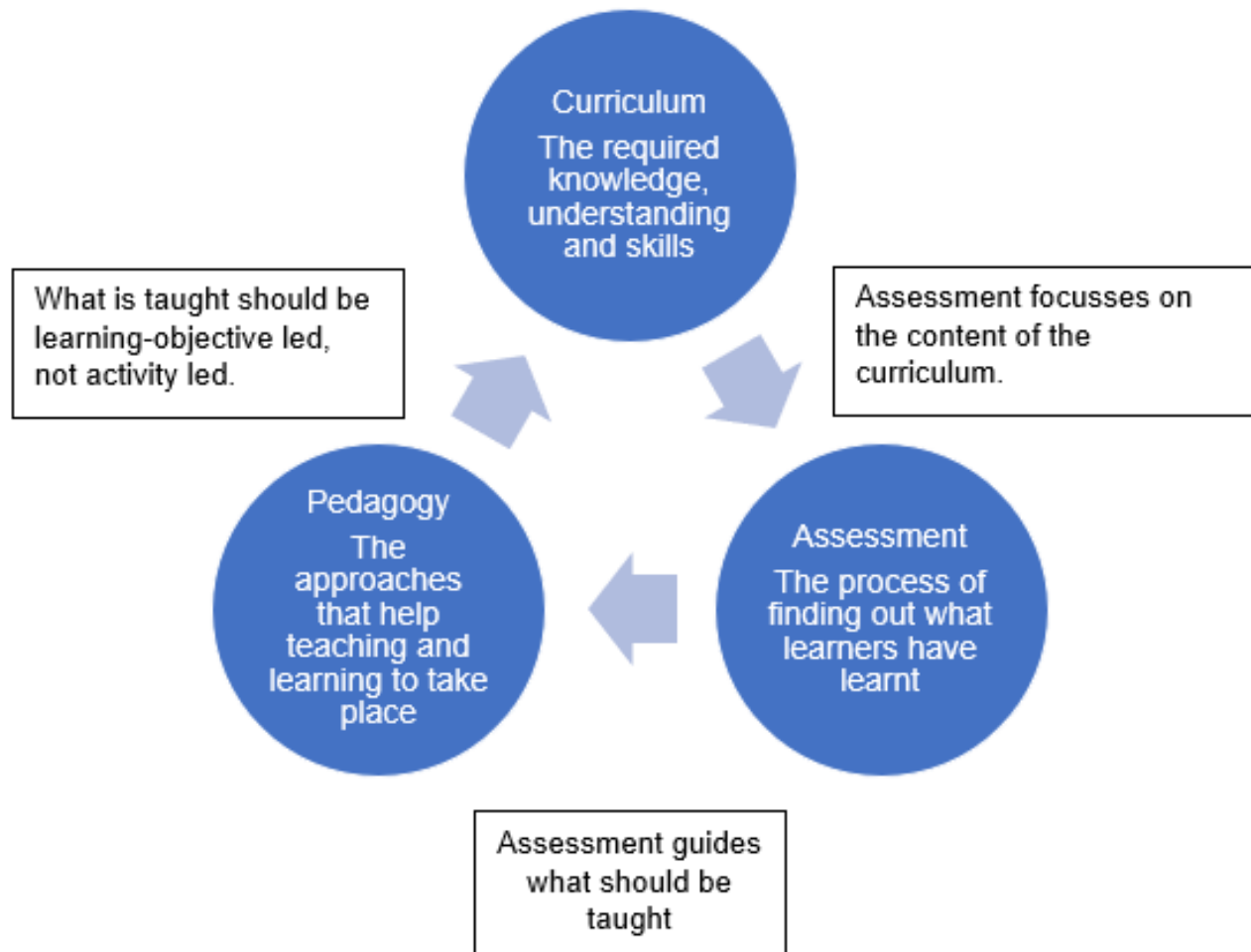
Successful and
independent
learners



Confident and
ambitious
individuals



Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment



Curriculum

Our Curriculum Statement document sets out our Intent, Core Purpose, Curriculum Design, Curriculum Structure and Implementation.

Subject Specific Statement documents also give more subject specific information.

These are available on the school website.

Pedagogy

This refers to the approaches that help teaching and learning to take place.

Our Core Purpose (Mission)



Highly effective teaching and learning for ALL children, within a culture of challenge, nurture and support.

All members of our team are valued and make a positive contribution to children's learning by:



Our Core Values

Respecting One Another



The Importance
of Respect
(for others and
for yourself)

A Growth Mindset



Our school motto, core purpose and core values (respecting one another and a growth mindset) are brought to life in the positive and inclusive **learning culture** that is created in every classroom at Becontree Primary School. Classrooms where teachers continually **respond** to what they see, hear and feel, whether that be within an individual lesson or over a longer period of time.

The following table details our key beliefs about when and how children learn best. These beliefs have informed decisions that now define highly effective teaching and learning for ALL children at Becontree Primary School.

At Becontree Primary School, children learn best when...

...they are taught by well-trained staff that are passionate about teaching and learning.	...they have positive relationships at school and are valued and treated fairly and respectfully.	...they have a growth mindset.
...they are given the right level of support and challenge, and assessment is used effectively to guide this.	...they are interested and engaged.	...new learning makes links with, and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn from others and develop their oracy.	...they receive regular and timely feedback and have their misunderstandings addressed.
...they are given enough time to practice, consolidate and apply new learning.	...they are taught in a physical space that supports effective learning.	...there is a strong partnership between home and school.

We believe that children learn best when ...	Why do we believe this?	Teachers at Becontree Primary School:	Children at Becontree Primary School:
...they are taught by well-trained staff that are passionate about teaching and learning.	Research: John Hattie: Qualities which impact children's learning: - Teachers who are passionate about helping their students learn - Teachers who monitor their impact on students' learning, and adjust their approaches accordingly - Teachers who actively seek to improve their own teaching	- Have commitment to their role. - Always go the extra mile. - Feel that their wellbeing and workload are considered. - Develop positive relationships with colleagues and children. - Support children's social and emotional development. - Are committed to their own professional development. - Have good subject knowledge and always strive to develop professionally. - Engage in training and development opportunities and apply new knowledge to their classroom. - Are knowledgeable about the school improvement plan. (SIP) - Respond positively to teaching feedback. - Create familiar structures and routines to help children feel safe, valued, nurtured and supported.	- Are inspired to learn and develop themselves. - Are taught effectively and engage positively in the learning process.
...they have positive relationships at school and are valued and treated fairly and respectfully.	Research: John Hattie: Qualities which impact children's learning: Teachers who forge strong relationships with their students have more of an impact EEF: Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.	Take time to build relationships - Get to know children as individuals as well as learners (learn the names of the children and how to pronounce them). - Know specific individual needs and circumstances, e.g., EAL, SEND, vulnerable children etc. - Get to know children through sharing their likes, dislikes and interests, and share some of your own with them. - Take time to communicate with children about their thoughts and feelings. - Welcome the children at the classroom door with a greeting. Model positive behaviours	- Feel a sense of belonging. - Have strong relationships with staff and peers. - Feel safe, valued, nurtured and supported. - Have a diverse range of role-models to aspire to. - Are confident and contribute to the wider-life of the school. - Develop as participants and leaders.

	LBBDs Inclusion Pledge 1: <i>The importance of maintaining an unconditional positive regard for all of our children and young people. We endeavour to develop meaningful and consistent relationships with every individual, group, and family.</i> Pledge 2: <i>Schools provide safe people and spaces to support children's rights and wellbeing. All children have the right to be safe, belong, achieve, be heard and contribute to their community.</i> Teach Like a Champion	• Model respectful attitudes and behaviours, i.e., use positive body language to show interest, e.g., smile, eye contact, face them when they are talking etc. • Let children know that it is okay to get things wrong and model what happens if mistakes are made. (Growth Mindset) Value and develop the contributions of all children • Make a committed effort to ensure and promote equality in the curriculum and school, e.g., a diverse range of books, subject matter, celebrations etc. • Include children in decision making and hear their opinions, e.g., class discussions, questionnaires, school council. • Give children opportunities to participate in, and lead, activities and clubs that make them feel valued, e.g., year 6 children running clubs, pupil leadership roles and responsibilities, class monitors. Establish clear and consistent behaviour systems • Establish routines that are consistent, providing a predictable environment where children feel safe. • Use the school's reward and behaviour systems to value and acknowledge positive behaviours. • Keep calm/professional when talking to children and dealing with issues. • Start every day 'new' and leave previous challenges/issues behind.	
... they have a growth mindset	Research: Shirley Clark 'The key elements that create a learning culture are: • where pupils have self-belief, know how to learn	• Demonstrate a growth mindset. • Promote problem solving, creative and critical thinking and resilience. • Believe that ALL children can achieve success. • Ensure that all children are challenged.	• Have self-belief. • Understand that every person has different strengths. • Understand perseverance, resilience, cooperation and

	teachers have high expectations that ALL pupils can succeed EEF Toolkit Meta-cognition and self-regulation: Very high impact for very low cost based on extensive research. (Impact 7 months +) Social and emotional learning: Moderate impact for very low cost based on very limited research (Impact 4 months +)	- Promote, recognise and celebrate growth mindset principles in class. Develop children's self-esteem, emotional maturity, relationships and confidence. - Teach children to take ownership of their learning. Value children's efforts, not just outcomes. - Follow our Behaviour and Attitudes policy to promote growth mindset for all through the Becontree characters in KS1 and the 4 Rs in KS2 (Ready, Responsible, Resilient, Reflective)	improvement linked to our Becontree characters. - Understand the four Rs in KS2 (Ready, Responsible, Resilient, Reflective) and how they can demonstrate this in their own behaviours. - Demonstrate a growth mindset and articulate how key principles support them to learn. e.g., not giving up and articulating that they cannot do something...yet. - Listen to one another and give sensible responses.
...they are given the right level of support and challenge, and assessment is used effectively to guide this.	Research: Shirley Clarke 'The key elements that create a learning culture are: - teachers have high expectations that ALL pupils can succeed - EEF – understanding adaptive teaching (Education Southwest – Understanding Adaptive Teaching document)	Right Level of Challenge and Support - Understand that children learn at different rates and require different levels and types of support from teachers to succeed. - Seek to understand children's differences and potential barriers to learning. - Work collaboratively with the SENDco/LMT to address more specialised needs and behaviour support. - Adapt teaching in a responsive way, including providing targeted support to children who are struggling. - Refer to the Universal, Targeted and Specialist offer which sets out wave 1,2 and 3 intervention. - Employ a broad range of adaptations to meet the needs of all children: Before Teaching: - Anticipate different levels of knowledge and understanding; - Anticipate the needs of all children and how best to meet these;	- Feel confident about what they can achieve. - Are never limited by developmental boundaries (ability groups). - Experience success and achievement. - Have a growth mindset. - Understand that learning is a process and that they are all at different stages within this process. - Are always taught by the most suitable and experienced staff (the class teacher).

- Anticipate barriers caused by language and vocabulary, SEND, cultural experiences, common misconceptions.

Plan to address barriers by:

- supplying additional support e.g. picture prompts, word banks, manipulatives;
- simplifying/scaffolding the task;
- adjusting the level of challenge/quantity to complete;
- changing your language/questioning;
- clarifying a task or providing additional steps;
- highlighting essential content;
- re-explaining a concept or explaining it in a different way;
- giving additional (or revisit) examples;
- using peer tutoring;
- providing a prompt;
- structuring a group attempt before an individual attempt;
- improving accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)
- setting a differentiated tasks (only when appropriate) for children who cannot access age-appropriate work;
- using learning support assistants effectively to support in the classroom;
- setting extension tasks for children who are ready for further challenge.

Assessment

- Check prior knowledge and exit tasks to guide planning and teaching.
- Use formative and summative assessment to check understanding and skills/knowledge mastered.
- Refer to the 'Termly assessment Overview', as well as the 'Evidencing the Curriculum' document, which sets out expectations.
- Use data analysis to inform planning and teaching.

		- Refer to the 'Core Subject Data Analysis' document. - Hold termly Pupil Progress Meetings to identify needs and plan support for individuals. - Refer to Pupil Progress Meeting records.	
... they are interested and engaged	Research: John Hattie: Qualities which impact children's learning: - Teachers who monitor their impact on students' learning, and adjust their approaches accordingly - Teachers who are clear about what children find interesting Research: Shirley Clarke Providing children with experiences we might take for granted – cultural capital etc.	- Plan meaningful contexts for learning that interest children. - Promote engagement through wow tasks/hooks for learning. Connect to children's own experiences to support learning, but also to introduce them to new experiences. - Plan a range of practical/hands on activities to promote engagement and learning. - Have a balance between teacher led activities and hands on activities. - Promote children's cultural capital with a range of activities purposefully planned into the curriculum.	- Are interested and engaged in their learning. - Answer questions and talk enthusiastically, with expression, about their learning. - Have good listening skills. e.g., eye contact. - Contribute their thoughts and ideas. - Are on task. - Answer questions. - Apply their learning in different contexts. - Can relate their own personal experiences to learning taking place in class. - Do home learning independently – especially reading. - Take part in topic projects and follow up tasks.
... new learning makes links with and builds on prior learning	Durrington Research School - one of the most important factors influencing learning and student achievement - gives teachers valuable insights that may allow for the refining and adjusting of future teaching. Cornell Centre for Teaching Innovation - target knowledge gaps and misconceptions	- Know what prior learning has taken place and have access to whole school schemes of work. - Follow schemes of work set out by subject leads which have some clear links with other areas of learning. Refer to previous units taught to make links with prior learning. - Refer to links in learning to encourage children to make connections themselves. - Have clear long, medium and short-term planning. Repetition of some prior learning to improve long term memory.	- Have opportunities to re-visit previous work and reinforce knowledge or address misconceptions. - Children who missed key knowledge and skills before, can be targeted to achieve these now. - Are able to make links with previous work covered. - Are able to embed more knowledge and remember more.

	create a bridge between students' previous knowledge and new material	- Use Learning Journeys and workbooks to remind children of previous work covered linked to new work. - Build discussions about prior learning into lesson planning. Involve children in the planning process. E.g., brainstorming at the start of the unit.	
... they understand the learning objectives and know what success looks like	Research: Shirley Clark 'The key elements that create a learning culture are: - pupils know the learning objective and help to create a success criteria - discussions about what excellence looks like (end points) Research: John Hattie: Qualities which impact children's learning: - Teachers who are clear about what they want their students to learn	- Are clear about the success criteria for each lesson and the lesson objective/s covered. - Share the lesson objective at the start of the lesson and reinforce this throughout. Model what excellence looks like at all stages of the learning process. - Provide direct instruction – clarity of objectives, content, method and media.	- Understand what they need to achieve to be successful by the end of the lesson. - Have an opportunity to measure their own achievement and celebrate their own successes.
...they have opportunities to learn from others (collaborative learning) and develop their oracy.	EEF Toolkit: Collaborative learning: High impact for low cost based on limited research (Impact 5 months +) Oral language interventions: High impact for low cost based on extensive research (Impact 6 months +) Peer Tutoring: High impact for very low cost based on extensive evidence (Impact 5 months +) Voice 21 Resources and Research	- Assign weekly learning partners randomly to create opportunities for children to have a wide range of learning partners. - Set clear expectations for being good learning partners – this is introduced at the start of the year and reinforced throughout. - Use key terms 'hog', 'log' and 'guide dog' to support a whole school understanding of the types of learning partners. - Display expectations for being good learning partners in the classroom to serve as a constant reminder. - Display learning partners in the classroom. - Allow children to collaborate without too much interference/interruption from the teaching staff -	- Understand that they and their peers are part of the learning process. - Actively participate in their own and others' learning. - Understand that they are safe to fail and make mistakes. - Join in discussions/collaborative learning in line with expectations.

	The key elements that create a learning culture - Shirley Clark Closing the Vocabulary Gap – Alex Quigley Classroom Talk In Practice – Rupert Knight Teaching, Speaking And Listening – One Step at a Time – Ann Locke Talk For Writing Across the Curriculum – Pie Corbett and Julia Strong Word Aware – Stephen Parsons and Anna Branagan	instead, move around the class room listening actively to conversations without making eye contact -Use feedback to assess understanding and to guide the teaching • Develop pre-requisite key developmental skills children need to become an active learning partner: -Attention and Listening -Communication -Proximity and Interaction -Interaction and Active Learning -Critical Thinking and Active Learning <i>(Refer to the Effective Communication – Pre-requisite Skills for Effective Collaboration document)</i> • Use appropriate sentence stems to model expected language. -Promote the use of sentence stems by displaying or verbalising them. • Ensure that children have a clear understanding of new language and vocabulary – use deliberate teaching and displaying on the white boards to support this. -Develop new vocabulary actively – three words per week. •Employ effective questioning by using a range of question types. -Engage as many children as possible in the questioning. -Use minimal 'hands up' to choose a child/ren to respond – instead use other strategies such as lolly sticks OR cold-calling. -Create a psychologically safe space where children feel safe to try, even if they fail. -Ensure that children are given enough thinking time to consider the answer.	• Understand how to answer questions effectively using clear explanations, full sentences and appropriate vocabulary. • Learn new vocabulary and language and use it daily.
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		-Give children time to discuss possible answers with their learning partner. -Insist on children explaining themselves clearly using extended answers and subject specific language. -Hold children accountable to feed back answers to the class.	
... they are given enough time to practice, consolidate and apply new learning	Third Space Learning: 'Ideally students should be asked to engage in deliberate practice of concepts at increasing intervals; a day later, a week later, a month later, 6 months later. This is the process of consolidation of a memory . The brain gets the message: this stuff is important.'	• Ensure that routines and structures are in place to give children enough practice and consolidation time – mainly independently. • Planning of lessons and the sequences of learning includes time to practise and consolidate learning. • Provide opportunity for repetition and reinforcement within the lesson but also at another time in the near future. • Avoid too much repetition as it could hold children back.	• Are used to routines that include time to practise independently. • Are supported during this time by classroom adults – roaming and conferencing.
...they receive regular and timely feedback and have their misunderstandings addressed.	EEF Toolkit Feedback: Very high impact for very low cost based on extensive research. (Impact 6 months +) Research: Shirley Clark 'The key elements that create a learning culture are: • effective self, peer and teacher feedback.	• Teachers are responsive during the lesson and address misunderstandings. • Teachers move around the classroom while children are working and collaborating and listen for misunderstandings. • Teachers address misunderstandings 1:1 or whole class. • Teachers focus on addressing misunderstandings that link to the lesson objective. • Teachers follow the Marking and Feedback policy relevant • Teachers follow the Evidencing Learning across the Curriculum document. • Teachers actively teach editing and improving of writing following a shared approach.	• Understand when they have been successful and when they need to improve. • Understand how to use feedback to improve their work. • Take some ownership of learning through self and peer assessment. • Know how to edit and improve their writing effectively.
.. they are taught in a physical space that	A study by Salford University found that well designed	• Follow the Environment Expectation document.	• Have an engaging and well-ordered classroom environment

supports effective learning	classroom environments can boost academic performance, and that the layout and decoration of a classroom can have a marked impact on children's progress in the core subjects in particular.	• Arrange the classroom to ensure that collaborative learning can happen effectively and that adults and children are able to move around the space freely.	that supports the learning process. • Have a clear line of sight to the teacher and the electronic whiteboard. • Are reminded of key learning information through displays in the classroom. • Are able to see key classroom information e.g., behaviour chart. • Have easy access to all the resources they need to learn effectively.
... there is a strong partnership between home and school	EEF Toolkit Homework: Very high impact for very low cost based on limited research (Impact 5 months +) Parental engagement: Moderate impact for very low cost based on extensive research (Impact 4 months +)	• Promote the whole school Home Learning strategy. • Support families with home-learning. • Have workshops to promote/explain the curriculum and ways parents can support children at home. • Support families who may not have access to devices and WIFI at home. • Keep parents/carers informed of children's progress via parent consultation evenings, SEN Passports and end of year reports. • Support whole school events and open-days where parents are invited into school.	• Are clear about expectations for home-learning. • Are supported by parents who understand how to guide them at home. • Have access to/opportunities to use devices to do online learning. • Enjoy participating in whole school events and parents are more engaged as well.

Leadership of Learning	
Curriculum Leadership Curriculum leadership plays a vital role in ensuring high quality education and raising attainment and achievement. All responsibilities are linked to four main areas: • strategic direction and development, • quality of education, • leading and managing staff • the efficient and effective deployment of staff and resources.	School Leaders Head Teacher: M Ziane Deputy Head Teacher (EYFS and Y1): C Stock Deputy Head Teacher (Y2 – Y6): L Stonier SENDco: B Reilly EYFS: M Dean ARP Lead: M Cracknell Reading: M Gaughran Early Reading: S Ali Writing/SPAG: R Lawrence Maths: K Wilden Science: S Giles History and Geography: L Stonier Art and DT: T Pearce Computing: A Begum Music and RE: M Peters Health and Well-being: C Stock PE and PA: L Crowther French: R Bousbaa PSHE: C Stock Language and Communication: L Stonier, supported by R Bousbaa and Tracy Dear <i>Refer to the Accountability Structure, Leadership Responsibilities 2025-2026 and the Core Subject/Curriculum Team Leader job description document.</i>
The School Self Evaluation Document The School Self Evaluation Form (SEF) is the school's evaluation of how we are performing in the following areas: effectiveness of leadership and management; quality of teaching, learning and assessment; personal development, behaviour and welfare; and outcomes for children and other learners. <i>Refer to the SEF 2025 -2026</i>	School Improvement Plan The School Improvement Plan (SIP) is the school's strategic plan for improvement. It sets out the school's priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve. All members of the school community must feed into this plan. <i>Refer to the SIP 2025 -2026</i>
Appraisal	Role of Governors

Appraisal is a thorough yet supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. <i>Refer to the Appraisal Policy, the Appraisal Responsibilities document and the guidance for setting appraisal targets – updated annually.</i>	School governors help to set the school's vision, ethos and strategic direction. They work with the headteacher and the senior leadership team to drive the strategic development of the school and to raise standards of achievement. <i>Refer to the Governor Roles and Responsibilities and Committee Membership document 2025- 2026</i>
Leadership of Learning Overview This overview sets out half termly actions in key areas. Quality of Learning, Leadership and Management, Personal Development, Behaviour and Attitudes, Attendance and School Business <i>Refer to the Leadership of Learning Document 2025-2026</i>	Leadership Accountability Meetings All members of the leadership team have meetings with line managers to review progress, actions and impact. <i>Refer to Action and Accountability Plans 2025-2026</i>

Planning for Delivery of the Curriculum

Planning is essential for effective teaching of the curriculum. Careful planning will ensure that children achieve intended learning outcomes and that learning is adequately challenging for all learners through content, learning objectives and activities which meet the needs of all learners.

Long Term Planning - We follow the programmes of study as required by the National Curriculum 2014. - Every Year group has a long-term overview for the whole year that they use to map out medium term plans for the half terms. - This is shared on the school website. - Programmes of Study are carefully balanced to ensure full coverage of the National Curriculum. - Units are planned to show progression and to create opportunity for children to revisit key concepts to improve long term memory retention. - We follow a curricular approach to learning where most subjects are taught as discrete subjects, but where possible, links are made between the subjects - EYFS planning is based on the Early Learning Goals.	Medium Term Planning - Every year group has a medium-term overview that maps out what is taught in every week. - It also maps out enrichment and cultural capital activities. - This is shared on the school website. - There is a set expectation for time allocated to subjects covered.
	Planning for Trips and Enrichment - A trip overview sets out trips and workshops for the year – these are linked to the curriculum - Teachers use trip/workshop checklists and guidance to plan for these. - Evolve is used to upload and check all risk assessments and necessary paperwork. <i>Refer to the Educational Visits Policy 2025 - 2026</i>
Lesson Level Planning There is a set expectation for coverage on the weekly timetable. This is planned to ensure a balanced coverage of different subject areas to avoid a narrowing of the curriculum.	Cross Phase Continuity We plan for continuity through: Cross-phase meetings

- Teachers produce lesson plans for all lessons taught. Planning can be either paper-based or on the server. Different formats/styles are accepted. - For some subject areas, commercially produced lesson plans are used as a starting point. - These are adapted to meet intended outcomes and to meet the needs of all children. - Learning objectives, key vocabulary, prior knowledge and endpoints are clarified in the planning. - Planning expectations are shared with teachers and monitored by leads. <i>Refer to Planning Expectation documents and Subject Allocation document 2025-2026</i>	- Home visits in Nursery and Reception - A transition programme from reception to year 1 - Transition activities/lessons to prepare year 6 children for secondary school - Communication between year 6 teachers and those from prospective secondary schools - Visits to secondary schools by Year 6 pupils - Transfer of pupil records of progress and summative assessment results.
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Home Learning We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members.	
Home Learning Strategy - At the beginning of every school year, we provide year group information via email to set out expectations for home learning. - This is also shared in parent workshops and reinforced during parent teacher consultations. - Further guidance is shared in half termly year group curriculum information that is also emailed to all families. - This information, as well as information about planning and schemes of work used in school, can be found on our school website.	Home Learning Booklets - These are available to parents, either in a paper format, if requested, or on the website. - They contain information about end of year expectations, online activities, as well as practical activities which could be done at home to develop key skills if parents are requesting more to do at home or need more information about supporting their child at home. - There is a Learning booklet for every year group so some children could benefit from looking at a previous year group if the child needs more support.
Home Learning Projects These are set every holiday and half term linked to whole school themes and events and curriculum topics covered around that time.	CGP Books Maths and SPAG CGP books are made available for purchase from year 1 – 6 (Free to PP children).

- Families are encouraged to work together to complete these projects and to return the outcomes to school. - These are then displayed and also shared in the gallery section of the website.	- These books contain activities for children to do at home, supported by parents/carers. - Parents can also refer to medium term weekly plans on the website and do related topics in books.
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Assessment for Learning We focus on the progress of each individual child. We believe that this process should be thorough, manageable and relevant. Refer to the <i>Termly Assessment Overview 2024-2025</i> and the <i>Evidencing the Curriculum document 2025-2026</i>	
Purpose and Use of Assessment To be formative : provide information to teachers to plan the next steps in children's learning and to support children to identify their own next steps. To be diagnostic : provide more detailed information about individual children's strengths and weaknesses. To be summative : provide a snapshot of each child's achievement which can also be used for reporting purposes. To be evaluative : allow the school and individual teachers to evaluate how effective their teaching is. To be informative : allow children to develop their own learning and to inform parents and carers about children's progress and attainment.	- All learning that is evidenced relates to National Curriculum objectives, the Early Years Foundation Stage Framework and the Development Matters guidance. - We assess prior learning to ensure that new learning is pitched at the right level for children, building on their prior knowledge and skills. - We carefully plan the end points of every unit of work and build in exit tasks, where appropriate, to ensure that we have assessed every unit of work effectively. - Teachers collate evidence and present this in a variety of ways, depending on the subject or lessons being taught. - Evidence is presented in many different places including individual writing books in English, maths folders, sketchbooks in art, online files in computing and Learning Journeys for other subjects. - In EYFS, Evidence is presented in Floorbooks, which evidence all areas of learning, writing books for Literacy and Maths and teacher knowledge of the child. - We expect a high standard of presentation when children do work in books and on worksheets. <i>Refer to Presentation Guidance 2025-2026</i>

The Learning Journeys • These represent the quality of learning and the depth of our curriculum and children's educational experiences at Becontree. It is a way to be creative with how we approach and evidence the learning. • Learning Journeys raise expectations of children's learning and presentation and help to embed long term knowledge. • Children are involved in the process of collating evidence where appropriate. • They produce a better quality of work as they aspire to get their work included and enjoy contributing. • The Learning Journey is a quick reminder to children of work that has been covered before and is used as a prompt when discussing what they have been learning. This also supports long term memory retention.	Evidencing Learning across the Curriculum This document sets out expectations for evidencing in every subject area. This evidencing will support assessment and ensure a consistent approach. Termly Assessment Guidance This document sets out expectations for key assessments and data collection.
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Monitoring and Quality Assurance The main purposes of monitoring and quality assurance is to: • maintain consistently high standards of teaching and learning. • identify where support is needed to improve teaching and pupil outcomes. <i>Also refer to the Monitoring Flow Chart Below</i>
Identifying a Monitoring Focus Through the Leadership of Learning Schedule, as well as the Termly Assessment Overview, monitoring and quality assurance is mapped out strategically across each academic year. This considers the current school priorities in the School Improvement Plan. Staff are also consulted about their support and training needs. All monitoring and quality assurance activities focus on compliance with school policies, as well as, evaluating the impact of teaching on children's learning and progress. Subject leads monitor the quality of the subject/s within their area of responsibility, supported and monitored by the DHT. The types of monitoring and focus for the term are discussed in Subject Lead Action Plan meetings with the DHT. These review previous issues, evaluate impact/improvements and identify any next steps. All monitoring by subject leads is recorded in the termly Monitoring Document which is also shared with governors. Types of Monitoring Data Scrutiny Assessment data is analysed to identify trends/highlight concerns and areas to focus development on.

All summative assessment data is quality assured by SLT and core subject leads.
Internal and external moderation sessions support consistency and accuracy of judgements, e.g. writing, Zen Den and ARP Floorbooks.
Smartgrade is used to compare school data to other schools locally and nationally (Year 2 – 5 maths and reading data).
Individual test outcomes are percentile ranked to support teacher judgements.
EYFS, Year 1 phonics, Year 4 MTC and Year 6 data is compared to local and national data.
Outcomes are discussed in **Pupil Progress meetings**, which are held with class teachers, SENDCo and DHTs, and are used to plan interventions for groups and/or individuals.

Work Scrutiny

Subject evidence is scrutinised, for compliance with expectations; curriculum coverage; adaptations to learning for key children and individual pupil progress. This is done by subject leads, supported by the DHT where necessary.
EYFS/ARP/Zenden Floor Books and Learning Journeys are monitored by the ARP/EYFS Leads/SENDCo and the DHT.

Planning Scrutiny

Long-term, medium-term and short-term planning is scrutinised by subject leads.
Timetables are scrutinised to check if these are followed as per expectation, and if the correct amount of time is allocated as set out.
DHTs and subject leads undertake this monitoring.

Pupil Voice

Subject leads, supported by DHTs where necessary, have focussed discussions with groups of children/school leaders/school council to gauge their experience and involve them in identifying future priorities.
Link governors also undertake pupil voice activities at times.

Teacher/Staff Voice

Subject leads, supported by DHTs, have focussed discussions with teaching staff.
The SENDCo meets with staff leading on interventions as part of the Assess Plan Do and Review cycle.
Feedback is used to guide curriculum/subject development.

Parent/Carer Voice

Subject leads, supported by DHTs where necessary, consult with Parents/Carers.
Parent/Carers consulted with during SEND meetings and annual reviews for those children with an EHCP.
Parents/Carers are also consulted with during parent teacher consultation evenings in relation to any key development areas.

Environment Checks

Conducted by SLT and LMT/SENDCo, mainly to ensure that Environment Expectations are followed. LMT follow up on feedback to check on progress.

Lesson Observations

Conducted by SLT/LMT/SENDCo and subject leaders.
These could be in the form of drop-ins, or more formal observations where teachers are notified ahead of time.

External Observations

We work with a range of other professionals and organisations who provide external validation regarding the quality of teaching and learning, e.g. LA Quality Assurance Visits (whole school and ARP), Ark Maths Consultant, School Improvement Partner, IQM, PACE colleagues. Most activities are conducted with the involvement of SLT/LMT/SENDCo and subject leads.

How do we use findings from monitoring?

Evidence collected is summarised and analysed.

Feedback is given to relevant staff within 48 hours.

Appropriate action/support/CPD is arranged based on the evidence collected. This might be for individual staff (please refer to information below) or linked to strategic planning as part of the School Improvement Plan.

Any next steps/modifications are agreed and implementation checked.

The impact of any changes/CPD/support is reviewed within a set time frame.

Monitoring Flowchart

Monitoring Focus identified – See above

Monitoring of the Quality of Education by SLT/LMT/External Partners/Subject Leads/SENDCo, through Data Scrutiny, Work Scrutiny, Planning Scrutiny, Pupil Voice, Teacher Voice, Parent/Carer Voice, Environment Checks, Lesson Observations, Pupil Progress Meetings

Feedback shared within 48 hours. This is done either via email, or in person, by the lead observer.

Any concerns about pupil progress and outcomes also to be shared with the DHT.

All monitoring outcomes are recorded in the **Termly Monitoring Record**, and identify **What Went Well, Even Better If** and **Next Steps**.

Next Steps consider how to achieve the Even Better If statements.

This is completed by the lead observer/subject lead and shared with governors at QED meetings.

Any written records of monitoring to be kept by the lead observer/subject lead.

Next Steps for Individuals

Training and support arranged where needed.

Followed up by lead observer/subject lead, and progress monitored by the set

Next Steps for Groups/All staff

Changes to curriculum where needed.

**Next Steps not Sufficiently Met**

DHT to meet with member of staff to review actions taken to address concerns.
DHT to set up a Monitoring Support Document with a timetable of support and monitoring, with clear deadlines for actions to be met and types of monitoring to be undertaken.

**Insufficient Progress**

Capability support (Head Teacher) following the school's Capability Policy.

CPD

Key priorities for our termly CPD programme are informed by priorities identified on the School Improvement Plan and within Appraisal targets.

CPD is planned ahead of each term and mapped out on the Leadership of Learning Schedule.

Approaches to CPD**Teaching and Learning:**

INSET sessions – subject knowledge or pedagogy – in school or via an external provider (ECT/HLTA).

Phase team discussions and opportunities for planning.

Collaborative approaches to share good practise, e.g. UPS teachers contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, team teaching and providing advice and feedback.

We have a research approach to some whole school developments to include all staff in the process.

E.g. research towards changes in the Behaviour and Relationship policy.

We pilot/trial new developments.

E.g. units from the Teach Computing and KAPOW schemes.

Leadership Development:

Subject lead action planning and accountability meetings

Accredited courses, e.g. NPQ

Coaching – LMT (SIP)

Reflective Spaces - subject leads (Southwood)

Peer to peer support – EYFS, SENDCo (Southwood)

External Partners/QA – reading and writing (BDSIP), inclusion (IQM)

