# Teaching and Learning Strategy

*(Updated July 2026)*

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



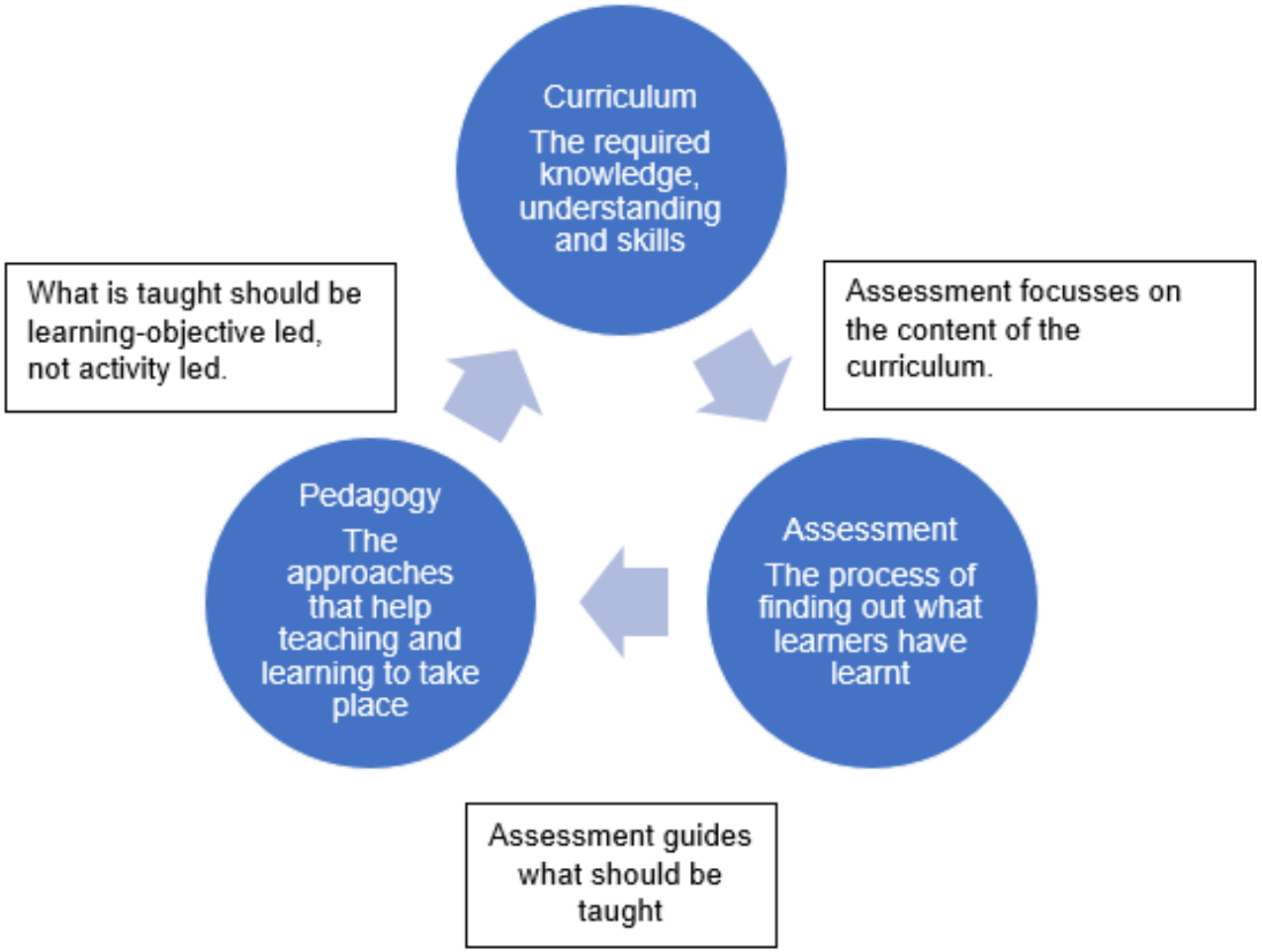
- Successful and independent learners



- 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:

- Understanding children's needs and having high expectations of them
- Being a positive role model
- Putting children first
- Contributing effectively to our work as a team
- Being enthusiastic and showing dedication and commitment






# Our Core Values

**Respecting One Another**

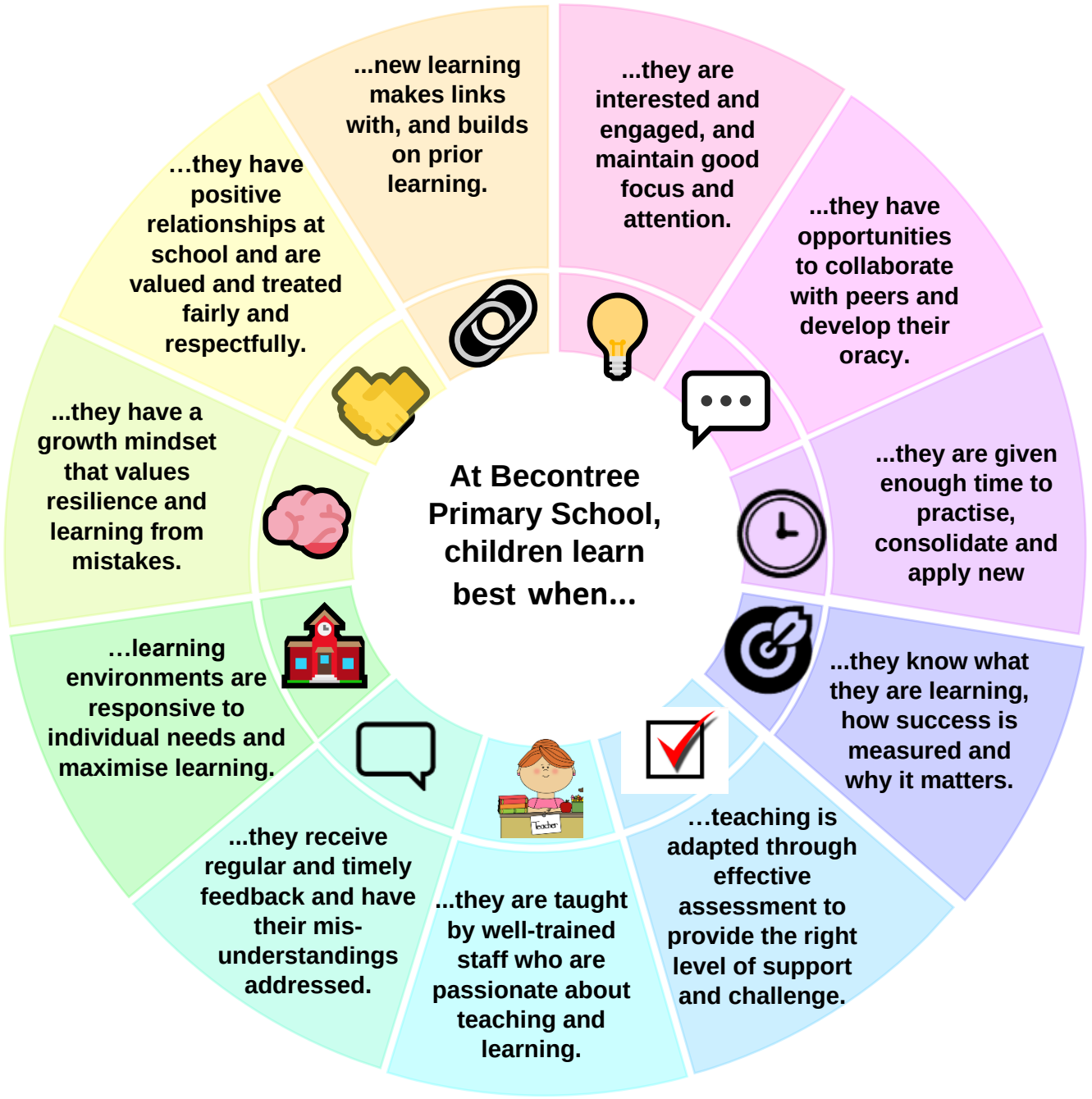



**A Growth Mindset**




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.

# Our Pedagogical Principles



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

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| | positive impact on academic attainment, equivalent to 4 additional months' progress.<br><br>**LBBDs Inclusion**<br>***Pledge 1:*** *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.*<br><br>***Pledge 2****: 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.*<br><br>Teach Like a Champion<br><br>EEF ShREC Approach | • Welcome the children at the classroom door with a greeting.<br><br>**Model positive behaviours**<br>• 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.<br>• Let children know that it is okay to get things wrong and model what happens if mistakes are made. (Growth Mindset)<br><br>**Value and develop the contributions of all children**<br>• 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.<br>• Include children in decision making and hear their opinions, e.g., class discussions, questionnaires, school council.<br>• 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.<br><br>**Establish clear and consistent behaviour systems**<br>• Establish routines that are consistent, providing a predictable environment where children feel safe.<br>• Use the school's reward and behaviour systems to value and acknowledge positive behaviours.<br>• Keep calm/professional when talking to children and dealing with issues.<br>• Start every day 'new' and leave previous challenges/issues behind. | |

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| | | The ShREC approach is used in EYFS to engage young children in high quality interactions. This will build positive relationships and promote oracy | |
| **...they have a growth mindset that values resilience and learning from mistakes.** | Research: **Shirley Clark**<br>'The key elements that create a learning culture are:<br>• where pupils have self-belief, know how to learn<br>• teachers have high expectations that ALL pupils can succeed<br><br>**EEF Toolkit**<br>Meta-cognition and self-regulation:<br>Very high impact for very low cost based on extensive research.<br>(Impact 7 months +)<br>Social and emotional learning:<br>Moderate impact for very low cost based on very limited research<br>(Impact 4 months +) | • Demonstrate a **growth mindset**.<br>• **Promote** problem solving, creative and critical thinking and resilience.<br>• Believe that **ALL children** can achieve success.<br>• Ensure that all children are **challenged**.<br>• Promote, recognise and celebrate **growth mindset** principles in class.<br>• **Develop** children's self-esteem, emotional maturity, relationships and confidence.<br>• Teach children to take **ownership** of their learning.<br>• **Value children's efforts**, not just outcomes.<br>• 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) | • Have self-belief.<br>• Understand that every person has different strengths.<br>• Understand perseverance, resilience, cooperation and improvement linked to our Becontree characters.<br>• Understand the four Rs in KS2 (Ready, Responsible, Resilient, Reflective) and how they can demonstrate this in their own behaviours.<br>• Demonstrate a growth mindset and articulate how key principles support them to learn.<br>e.g., not giving up and articulating that they cannot do something…**yet**.<br>• Listen to one another and give sensible responses. |
| **…teaching is adapted through effective assessment to provide the right level of support and challenge.** | Research: **Shirley Clarke**<br>'The key elements that create a learning culture are:<br>• teachers have high expectations that ALL pupils can succeed<br>•<br>EEF – understanding adaptive teaching<br>(Education Soutwest – Understanding Adaptive Teaching document) | **Assessment**<br><br>• Assess different levels of knowledge and understanding;<br>• Check prior knowledge and exit tasks to guide planning and teaching.<br>• Use formative and summative assessment to check understanding and skills/knowledge mastered.<br>• Plan for the needs of all children and how best to meet these;<br>• Anticipate barriers caused by language and vocabulary, SEND, cultural experiences, common misconceptions.<br>• Refer to the 'Termly assessment Overview', as well as the 'Evidencing the Curriculum' document, which sets out expectations. | • Feel confident about what they can achieve.<br>• Are never limited by developmental boundaries (ability groups).<br>• Experience success and achievement.<br>• Have a growth mindset.<br>• Understand that learning is a process and that they are all at different stages within this process.<br>• Are always taught by the most suitable and experienced staff (the class teacher). |

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| | | • Use data analysis to inform planning and teaching.<br>• Refer to the 'Core Subject Data Analysis' document.<br>• Hold termly Pupil Progress Meetings to identify needs and plan support for individuals.<br>• Refer to Pupil Progress Meeting records.<br><br>**Right Level of Challenge and Support**<br>• Understand that children learn at different rates and require different levels and types of support from teachers to succeed.<br>• Seek to understand children's differences and potential barriers to learning.<br>• Work collaboratively with the SENDco/LMT to address more specialised needs and behaviour support.<br>• Adapt teaching in a responsive way, including providing targeted support to children who are struggling.<br><br>Refer to the Universal, Targeted and Specialist offer which sets out wave 1,2 and 3 intervention.<br><br>Employ a broad **range of adaptations and scaffolds** to meet the needs of all children in the 4 main areas:<br><br>Cognition and Learning<br>Communication and Interaction<br>Social, Emotional and Mental Health<br>Sensory and Physical | |
| **... they are interested and engaged, and maintain good focus and attention** | Research: John Hattie:<br>Qualities which impact children's learning:<br>• Teachers who monitor their impact on students' learning, and adjust their approaches accordingly | • Plan **meaningful contexts** for learning that interest children.<br>• Promote **engagement** through wow tasks/hooks for learning and outdoor learning experiences.<br>• **Connect** to children's **own experiences** to support learning, but also to introduce them to new experiences.<br>• Plan a range of **practical/hands on activities** to promote engagement and learning. | • Are interested and engaged in their learning.<br>• Answer questions and<br>• talk enthusiastically, with expression, about their learning.<br>• Have good listening and collaboration skills.<br>• Contribute their thoughts and ideas. |

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| | • Teachers who are clear about what children find interesting<br><br>Research: Shirley Clarke Providing children with experiences we might take for granted – cultural capital etc.<br><br>**Steplab** resources and collaboration with the school SIP working with a group of teachers to share good practice<br>-Attention is a prerequisite for learning – children need to be able to listen, remember instructions and sustain focus in order to learn effectively.<br>-Children are arriving with increasingly varied attention and self-regulation skills – we cannot assume that all children already know how to listen and attend effectively.<br>-Attention and active listening need to be explicitly taught, practised and reinforced, just like other classroom routines.<br>-Consistency matters – shared routines and expectations across the school help children know exactly what attentive listening looks and sounds like.<br><br>EEF – Self regulation and executive functioning | • Have a **balance** between teacher led activities and hands on activities.<br>• Promote children's **cultural capital** with a range of activities purposefully planned into the curriculum.<br><br>**Within lessons**:<br><br>Improving attention and focus<br><br>• Adults secure 100% attention before instruction.<br>• Adults do not talk over pupils.<br>• GET ATTENTION- use agreed signals to gain attention /children understand that an attention signal means stop and attend.<br>• KEEP ATTENTION- adults actively check that pupils are still cognitively attending.<br>• USE ATTENTION- use agreed signals for children to know when to begin /there is a clear release/start cue.<br><br>(Online Attention and Engagement Brain Bank sets out signals and strategies to use in different phases)<br>E.g.<br>- Give clear directions<br>- Build a sense of pace<br>- Use choral response<br>- Countdown<br>- I say…you say…<br>- My turn….your turn…<br><br>There is whole school **Attention Progression**:<br>**EYFS** - Highly explicit, visual/physical cues; frequent check-ins<br><br>**KS1** - Familiar, consistent cues; frequent active checks; beginning to fade prompts<br>**Lower KS2** - Quieter/ subtler cues; fewer repetitions; greater accountability and listening | • Are on task.<br>• Pay attention and focus on the task at hand.<br>• Sustain their focus and attention for a prolonged period of time.<br>• Answer questions.<br>• Apply their learning in different contexts.<br>• Can relate their own personal experiences to learning taking place in class.<br>• Do home learning independently – especially reading.<br>• Take part in topic projects and follow up tasks.<br><br>**Attention Progression**<br>**EYFS** – Learn what the cues mean and respond with support<br><br>**KS1** – Respond more rapidly and sustain concentration for increasing periods<br><br>**Lower KS2** – Respond to less explicit cues and increasingly maintain attention independently<br><br>**Upper KS2** - Rapidly respond, sustain attention and prepare to act with increasing independence |

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| | | **Upper KS2** - Minimal/ faded cues; greater expectation of self-monitoring and resetting<br><br>It is understood that there may be some adaptations for children with more complex needs. | |
| **... new learning makes links with and builds on prior learning** | Durrington Research School<br>• one of the most important factors influencing learning and student achievement<br>• gives teachers valuable insights that may allow for the refining and adjusting of future teaching.<br><br>Cornell Centre for Teaching Innovation<br>• target knowledge gaps and misconceptions<br><br>• create a bridge between students' previous knowledge and new material | • Know what **prior learning** has taken place and have access to whole school schemes of work.<br>• Follow schemes of work set out by subject leads which have some clear **links** with other areas of learning.<br>• **Refer to previous units** taught to make links with prior learning.<br>• Refer to links in learning to encourage children to make **connections** themselves.<br>• Have clear long, medium and short-term **planning**.<br>• **Repetition** of some prior learning to improve long term memory.<br>• Use **Learning Journeys** and workbooks to remind children of previous work covered linked to new work.<br>• Build **discussions** about prior learning into lesson planning.<br>• **Involve children** in the planning process. E.g., brainstorming at the start of the unit. | • Have opportunities to re-visit previous work and reinforce knowledge or address misconceptions.<br>• Children who missed key knowledge and skills before, can be targeted to achieve these now.<br>• Are able to make links with previous work covered.<br>• Are able to embed more knowledge and remember more. |
| **...they know what they are learning, how success is measured and why it matters.** | Research: **Shirley Clark**<br>'The key elements that create a learning culture are:<br>• pupils know the learning objective and help to create a success criteria<br>• discussions about what excellence looks like (end points)<br><br>Research: **John Hattie**:<br>Qualities which impact children's learning:<br>• 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.<br>• Share the **lesson objective** at the start of the lesson and reinforce this throughout.<br>• **Model** what excellence looks like at all stages of the learning process.<br>• 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.<br>• Have an opportunity to measure their own achievement and celebrate their own successes. |

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| **...they have opportunities to collaborate with peers 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 +)<br><br>**Voice 21** Resources and Research<br><br>The key elements that create a learning culture - Shirley Clark<br><br>Closing the Vocabulary Gap – Alex Quigley<br><br>Classroom Talk In Practice – Rupert Knight<br><br>Teaching, Speaking And Listening – One Step at a Time – Ann Locke<br><br>Talk For Writing Across the Curriculum – Pie Corbett and Julia Strong<br><br>Word Aware – Stephen Parsons and Anna Branagan | • Assign weekly **learning partners** randomly to create opportunities for children to have a wide range of learning partners.<br>- Set clear expectations for being good learning partners – this is introduced at the start of the year and reinforced throughout.<br>-Use key terms 'hog', 'log' and 'guide dog' to support a whole school understanding of the types of learning partners.<br>-Display expectations for being good learning partners in the classroom to serve as a constant reminder.<br>-Display learning partners in the classroom.<br>-Allow children to collaborate without too much interference/interruption from the teaching staff - instead, move around the class room listening actively to conversations without making eye contact<br>-Use feedback to assess understanding and to guide the teaching<br>• Develop **pre-requisite key developmental skills** children need to become an active learning partner:<br>-Attention and Listening<br>-Communication<br>-Proximity and Interaction<br>-Interaction and Active Learning<br>-Critical Thinking and Active Learning<br>*(Refer to the Effective Communication – Pre-requisite Skills for Effective Collaboration document)*<br><br>• Use appropriate **sentence stems** to model expected language.<br>-Promote the use of sentence stems by displaying or verbalising them.<br>• Ensure that children have a clear understanding of new language and **vocabulary** – use | • Understand that they and their peers are part of the learning process.<br>• Actively participate in their own and others' learning.<br>• Understand that they are safe to fail and make mistakes.<br>• Join in discussions/collaborative learning in line with expectations.<br>• Understand how to answer questions effectively using clear explanations, full sentences and appropriate vocabulary.<br>• Learn new vocabulary and language and use it daily. |

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| | | deliberate teaching and displaying on the white boards to support this.<br>-Develop new vocabulary actively – three words per week.<br>•Employ **effective questioning** by using a range of question types.<br>-Engage as many children as possible in the questioning.<br>-Use minimal 'hands up' to choose a child/ren to respond – instead use other strategies such as lolly sticks OR cold-calling.<br>-Create a psychologically safe space where children feel safe to try, even if they fail.<br>-Ensure that children are given enough thinking time to consider the answer.<br>-Give children time to discuss possible answers with their learning partner.<br>-Insist on children explaining themselves clearly using extended answers and subject specific language.<br>-Hold children accountable to feed back answers to the class.<br><br>The ShREC approach is used in EYFS to engage young children in high quality interactions. This will build positive relationships and promote oracy | |
| **... they are given enough time to practise, consolidate and apply new learning** | **Third Space Learning:**<br>'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.<br>• Planning of lessons and the sequences of learning includes **time to practise and consolidate** learning.<br>• Provide opportunity for **repetition** and **reinforcement** within the lesson but also at another time in the near future.<br>• **Avoid too much** repetition as it could hold children back. | • Are used to routines that include time to practise independently.<br>• Are supported during this time by classroom adults – roaming and conferencing. |

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| **…they receive regular and timely feedback and have their misunderstandings addressed.** | **EEF Toolkit**<br>Feedback:<br>Very high impact for very low cost based on extensive research.<br>(Impact 6 months +)<br><br>Research: **Shirley Clark**<br>'The key elements that create a learning culture are:<br>• effective self, peer and teacher feedback. | • Teachers are **responsive** during the lesson and **address misunderstandings**.<br>• Teachers **move around the classroom** while children are working and collaborating and listen for misunderstandings.<br>• Teachers address **misunderstandings 1:1 or whole class.**<br>• Teachers focus on addressing misunderstandings **that link to the lesson objective.**<br>• Teachers follow the **Marking and Feedback policy** relevant<br>• Teachers follow the **Evidencing Learning across the Curriculum** document.<br>• Teachers actively teach **editing** and improving of writing following a shared approach. | • Understand when they have been successful and when they need to improve.<br>• Understand how to use feedback to improve their work.<br>• Take some ownership of learning through self and peer assessment.<br>• Know how to edit and improve their writing effectively. |
| **…learning environments are responsive to individual needs and maximise learning.** | A **study by Salford University** found that well designed 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. | • Follow the **Environment Expectation** document.<br>• **Arrange the classroom** to ensure that collaborative learning can happened effectively and that adults and children are able to move around the space freely.<br>• We create calm, **inclusive** environments that minimise barriers.<br>E.g. visual aids, calm lighting, calm displays with uniform hessian backing and the same colour bordette in one space, wobble cushions, standing desks, a calm, comfortable area (sofa), plants, emotional regulation aids. | • Have an engaging and well-ordered classroom environment that supports the learning process.<br>• Have a clear line of sight to the teacher and the electronic whiteboard.<br>• Are reminded of key learning information through displays in the classroom.<br>• Are able to see key classroom timetable and know what to expect.<br>• Have easy- access to all the resources they need to learn effectively.<br>• Have access to resources and furniture that help to reduce barriers to learning. |

## 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: K Limani
Art and DT: T Pearce
Computing: A Begum
Music and RE: M Peters
Health and Well-being: TBC
PE and PA: L Crowther
French: TBC
PSHE: D Hoad
Language and Communication: L Stonier, *Refer to the Accountability Structure, Leadership Responsibilities 2026-2027 and the Core Subject/Curriculum Team Leader job description document.*

**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.
*Refer to the SEF 2026 -2027*

**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.
*Refer to the SIP 2026 -2027*

**Appraisal**

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.

*Refer to the Appraisal Policy, the Appraisal Responsibilities document and the guidance for setting appraisal targets – updated annually.*

**Role of Governors**

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.

*Refer to the Governor Roles and Responsibilities and Committee Membership document 2026- 2027*

**Leadership Meeting Overview**

This document sets out the leadership accountability meetings mapped out for the whole academic year. It includes the Governing Body, SLT, LMT, Subject Leaders, Staff Forums/Committees, Pupil Leadership Teams.

Each meeting/forum has its own specific purpose in ensuring that our approach continues to be collaborative to drive improvements in all aspects of our work.
*Refer to the Leadership Meeting Overview updated annually.*

**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.
- 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.

*Refer to the Educational Visits Policy 2026 - 2027*

**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.
- 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.

*Refer to Planning Expectation documents and Subject Allocation document 2026-2027*

**Cross Phase Continuity**

We plan for continuity through:

- Cross-phase meetings
- 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.

*Refer to the Transition policy updated annually.*

**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.
- 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.

**CGP Books**

- Maths and SPAG CGP books are made available for purchase from year 1 – 6 (Free to PP children).
- 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.

**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 Termly Assessment Overview 2024-2025 and the Evidencing the Curriculum document 2025-2026*

**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. *Refer to Presentation Guidance 2026-2027*

**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.

**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.

*Also refer to the Monitoring Flow Chart Below*

**Identifying a Monitoring Focus**

Through the Monitoring 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, school development priorities, 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 DHTs.
The types of monitoring and focus for the term are discussed in Subject Lead Action Plan meetings with the DHTs.
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, as well as LMT.
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.

*Refer to the Monitoring overview updated annually.*

## 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 deadline or within 3 weeks.

**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.

**Next Steps for Groups/All staff**

Changes to curriculum where needed.

Training sessions built into staff INSET sessions.

External training arranged where needed.

Included as a focus for monitoring in the next term.

Added to the Leadership of Learning Monitoring information.

Progress evaluated within 6 weeks.

## 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)