



Bishop Cornish CEVA Primary School Teaching, Learning, Marking and Assessment Policy

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Tracey Fletcher

Head Teacher

Tim Parkman

Chair of Governors

Our Mission Statement: To inspire through faith and love, that all may flourish.

*Those who do what is right will flourish like a palm tree,
they will grow like a cedar of Lebanon;
¹³ planted in the house of the Lord,
they will flourish in the courts of our God.
¹⁴ They will still bear fruit in old age,
they will stay fresh and green,
¹⁵ proclaiming, "The Lord is upright;
he is my Rock, and there is no wrong in him." Psalm 92 12:15*

The Christian values that we hold as a school permeate throughout all areas of school life.

Friendship, Perseverance, Respect, Compassion, Trust, Justice

Purpose:

The purpose of this policy is to put in place all necessary actions and processes that lead to a consistently good level of attainment and progress for all children. The school strongly believes that quality teaching means effective learning and commits all its resources to achieve these aims in every lesson. Our vision 'To inspire through faith and love, that all may flourish' underpins our policy where we aim to work together as a family, nourish the mind with knowledge and understanding, foster feelings of awe and wonder about the world in which we live, enabling children to flourish through the delivery of a rich curriculum that incorporates a broad range of teaching and learning strategies. The purposes are to set out clear expectations; provide a consistent approach that can be easily monitored and ensure equal opportunity for all children and staff.

Our Key Aims are:

- to give children the best possible education
- to help every child to flourish and fulfil their potential
- to develop the positive qualities, attitudes and behaviours that will help the children succeed in life
- to provide a safe, encouraging and supportive environment for learning

Principles of High-Quality Teaching and Learning Pedagogical Approaches

At Bishop Cornish CofE VA Primary School we have developed a shared and agreed set of principles that underpin highly effective teaching and learning. These principles have been developed in collaboration and through engagement with evidence-based research around what constitutes effective teaching and learning, including current educational research into cognitive science and how children best learn. These shared beliefs support our approach to professional development and ensure there is consistency in our principles about what contributes to highly effective teaching and learning.

As a school, we are fully committed to creating a professional learning culture for all our staff, so that every member of the team improves for the benefit of the children whom we serve. Staff are encouraged to take ownership of their own professional development, by identifying aspects of their practice that they would like to develop or improve. A culture of reflective practice allows staff to regularly reflect on, and share, their practice in a collaborative manner, with other members of staff. Staff meetings are used to facilitate this, and all members of the school community are welcome to attend. This allows us to develop our practice within a supportive, trusting and positive environment, where we can all learn from each other as we aim for the highest expectations and standards across the school.

Core Skills and Learning Behaviours

As a school, we have developed and agreed on a set of core skills and learning behaviours that will support the children to learn and succeed. These will not just support their academic development but will help them to be successful in life. These skills and behaviours are enduring and will transcend the time they will spend at Bishop Cornish CofE VA Primary School and will enable them to succeed in the next phase of their education and in life. Teaching staff explicitly teach these learning behaviours to the children and value these as important qualities, attitudes and behaviours that will help our pupils to develop into well-rounded and successful young people. These have been organised into the following three groups:

A: Active Learning

- To show a positive attitude and desire to learn
- To collaborate with others
- To show resilience, perseverance and value effort
- To be reflective in learning and life

B: Basic Skills

- To communicate clearly and confidently
- To read and communicate ideas in writing efficiently and effectively
- To calculate efficiently, think mathematically and reason confidently
- To solve problems and overcome challenges

C: Creative Thinking

- To ask questions and show curiosity
- To be creative and imaginative
- To think critically about concepts and ideas
- To connect ideas and experiences together

Classroom Climate

Class teachers are responsible for creating and maintaining a classroom climate that provides the optimum environment for effective teaching and learning to take place. At Bishop Cornish CofE VA Primary School, we have identified four foundations (see Appendix 1) that teachers should be aware of, develop and embed to ensure their classroom climate provides a stimulating, encouraging and enriching environment in which all children can learn. These four foundations are:

- Motivation
- Metacognitive Approaches
- Behaviour Management
- Classroom Environment

Motivation encompasses how class teachers inspire and encourage the children in their class, through their enthusiasm, their passion and their own attitudes towards learning. Creating a fair environment, where praise and rewards are used consistently, have a positive impact on the children's levels of motivation.

Metacognitive approaches refer to the explicit learning behaviours that we teach the children to help them achieve success. These qualities, attitudes and behaviours are not constrained to academic progress and achievement but are enduring and will help the children succeed beyond their time at Bishop Cornish CofE VA Primary School. They will help them succeed in life and as citizens of modern-day Britain.

Positive behaviour management strategies enable teaching staff to support the children's conduct and learning behaviour, so that effective learning can take place. Positive relationships, consistent routines and systems and high expectations form the basis of effective behaviour management. Self-management and consistency of all members of staff help the school to implement its behaviour policy effectively.

The classroom environment plays an important role in the overall 'feel' of each classroom. Careful consideration is given to seating and the physical arrangement of tables and furniture. Class displays are purposeful to support the children's learning and growing independence. Teachers keep their classrooms organised, tidy and well-presented to model these behaviours to the children.

Approaches to Planning the Curriculum

We have a whole school curriculum overview for each subject in place to ensure that our school's curriculum is mapped out and sequenced effectively to ensure progression and engineers success for the children. Each subject area has its own detailed curriculum map, which shows out the learning journey for the children. Our curriculum maps are supplemented with the essential knowledge that the children will acquire throughout their educational journey at Bishop Cornish CofE VA Primary School. These are not finished and finite documents and although the core skills will remain the same there may be changes to support the different cohorts of children.

We have three interconnected levels of planning and consistent formats are in place across the school. Copies of all teachers' planning is stored on the school server and can be in each class file.

Long Term Planning

Class teachers produce an annual overview for all the core and foundation subjects. This allows class teachers to make valuable links between different areas of the curriculum, which supports the children's understanding and schema development. The school uses blocked/themed weeks, educational visits and visitors into school, to enrich the children's experiences and to ensure the ambition and breadth of the national curriculum is delivered effectively.

Medium Term Planning

A planning format is used to enable teaching staff to plan the content for each subject and sequence the knowledge that the children will acquire through a unit of work. This outlines what will be taught and when it will be taught. These medium-term plans also highlight the learning activities the children will engage in to meet the objectives for each lesson. Any level of support, or challenge is made explicit, which ensures that resources are deployed effectively to ensure that the children have the best chance of meeting the objectives set.

Weekly Planning

Each class has a weekly timetable. Teachers use the school planning formats to produce weekly plans in English and mathematics. The planning formats that have been developed throughout the school are adapted by staff, as appropriate, to suit the age group taught.

Partnership between Home and School

As a school, we firmly believe that if the children are to realise their potential, there must be a positive and effective partnership with home. Parents and carers are encouraged to be fully involved in all areas of school life, as we fully understand the positive impact that they have on their child's engagement, their personal development and their academic achievements. A positive and effective relationship between home and school improves a child's chances of achieving success; this has a positive impact on their outcomes and, therefore, their life chances. To ensure that parents and carers are fully involved in their child's education, the school provides the following opportunities:

- Class dojo communication – to ensure there is an opportunity for parents to contact their child's class teacher as needed
- Term 1 parent appointments to discuss how children have settled back to school after the summer break
- End of Term 1 - short academic report to show if children are on track to meet both personal and age-related targets
- Annual report in Term 3
- Term 4 parent appointments to discuss progress
- End of year assessment and profiles
- School volunteers (parent readers, supporting school events, visits and trips)
- Involvement in celebration assemblies
- Weekly information sent via class dojo sharing upcoming learning
- Weekly whole school newsletter and updates.

Celebrating Successes and Achievements

The children's work and achievements are valued and celebrated in the following ways:

- through the use of classroom and school displays, which reflect the children's effort and achievement
- activities and class assemblies, sharing and presenting their work to an outside audience
- Visits to the Headteacher
- Celebration Assembly
- participation in local events, enabling children to recognise the importance of contributing within the local community.

Teaching Assistants

The role of teaching assistants is to help teachers make sure that every child makes as much progress as possible during each lesson. They should be planned for and briefed about each lesson and their role in it. They should know what the children are going to learn and the activities that they will engage in to help them achieve the objectives set.

During the teaching phase of the lesson, support staff will work with any children that need support to access the curriculum, or those children who may have certain barriers that affect their capacity to engage or learn at the same pace as their peers. They may also work to provide further challenge for children that are ready to deepen their knowledge and understanding. Teaching assistants play a key role in supporting individuals, or groups of children, to maximise their academic and personal development. We aim for our support staff to promote positive learning behaviours and promote independence, rather than dependence on their presence.

When a teaching assistant is guiding a group, or working with individual children, they should:

- have high expectations of all children
- promote and model the learning and thinking process
- remind the children of their prior knowledge
- prompt shy or reticent children
- encourage and motivate the children
- break tasks down into manageable steps
- model or scaffold key concepts
- correct any misconceptions
- question the children effectively
- provide clear instruction
- translate, or explain, key vocabulary
- help children to use specific learning resources
- provide appropriate feedback to the class teacher.

Monitoring and Evaluating Teaching and Learning

The school has clear systems and procedures for monitoring the quality, and impact, that teaching has on the outcomes for the children. School leaders, at all levels, have key responsibilities throughout the year. Subject leaders are individually accountable for developments within the areas of the curriculum that they lead. This includes meeting the outcomes on the subject leader plan and they are required to report to governors towards the end of the academic year. The report to governors allows them to demonstrate the progress that they have made and the impact of this on the children and the school. Time is given to teachers to monitor their subject on a rolling basis at least once per term.

Staff training and professional development meetings include moderation of work and enable subject leaders to evaluate the quality of education and the outcomes that the children achieve within different subject areas. Members of the SLT in the school inform judgments on the quality of teaching and learning throughout the school by lesson observation and informal monitoring of standards.

Teaching and Learning is monitored through:

- Learning walks
- Lesson observations
- Scrutiny of marking
- Scrutiny of planning
- Pupil questionnaires and interviews
- Scrutiny of children's work and their exercise books
- Pupil progress meetings
- School assessment data
- Statutory assessment data

Marking and Assessment

Children learn best and will take responsibility for their own learning when teachers have an insight into what they understand and use this to plan further learning while providing helpful feedback.

Teachers will make sure that:

- Foundation subject books should be marked regularly at least fortnightly. Books will be stamped to show that the teacher has checked their work. Spellings should be corrected.
- Tracker sheets are completed or added to as needed for Maths, and English sessions
- Tracker sheets are completed at appropriate intervals throughout the topic units
- Using information from tracker sheets, 'Keep-up' intervention sessions are used as to support children's misconceptions/difficulties before the next lesson, where possible
- The information gathered from daily formative and end of term/unit summative assessments are used to secure children's progress in planning
- Assessments and daily tracking data are used to monitor progress, identify gaps in learning, set targets, plan booster sessions/interventions and plan subsequent lessons
- Agreed assessment records are kept up to date including:
 - FOUNDATION TRACKING SHEETS
 - Arbor
 - Pupil Progress meeting sheets
 - Summative Tests

Subject Specific Marking

English

- All classes to be doing write stuff units of work set out in a similar way (Year 1 from October half term and EYFS to start from Spring term)
- Date and learning objective to be at the top of each page - these can be stuck in for key stage 1 and those SEN children in key stage 2. From Spring Year 2 children should be writing the date.
- Each half term one piece of writing (not a poem) to be put in the folder and assessed. Give a tick when you see the features listed. If the child achieves a tick three times within that level in that piece of work, we know this is a skill they can use independently and so we can assess them at this level for this piece of work. By the end of the year this will give you a secure judgement of where the child is.
REMEMBER THEY ARE END OF YEAR EXPECTATIONS.
- Black pen for autumn term, green for spring and pink for summer when using the green folders
- When marking writing please ensure that
Year 1 and 2 - teacher to indicate where letter formation needs to be corrected, Common exception words spelt correctly and children practise under work.
- Teachers to have high expectation around the quality of this work and to redo if needed.
- **Year 3** - teacher to identify 5 words spelt wrongly through highlighting. Children to write these words correctly underneath the work 3 times. Teachers to have high expectation around the quality of this work and to redo if needed.
- **Year 4** - teacher to identify 5 words spelt wrongly through highlighting and writing the word. Children to write these words correctly in their spelling journals. Teachers to have high expectation around the use of the words in the spelling journal moving forward.
- **Year 5 and 6** - teacher to write the correctly spelt word in the margin. Children then find the word and write it into their spelling journal Teacher to highlight incorrect punctuation in the margin so that the child can go back and annotate. Teachers to have high expectation around the quality of this work and to redo if needed.
- When marking the longer write it is fine to have a verbal discussion with the children BUT **Year 4/5/6** can record this discussion under their work. **Year 1/2/3** the teacher can write down targets discussed with the child.
- Key stage 2 should have editing stations which are used before they publish work.

Maths

Teachers and TAs to walk around and mark in green pen as part of the lesson. Marking to be done daily to ensure that any follow up work is completed before moving on to the next lesson – dedicated 15 minutes Maths time after lunch in all classes. Years R, 1, 2, 4, 5, 6 – mastery maths

The following symbols will be used in books



Teacher supported work



TA supported work



Independent work

Marking

- Highlight questions where answers are incorrect using a pink highlighter – time should be given for children to revisit their learning before beginning the next lesson
- Maths Tracking sheets are completed for children who are struggling. Clear example of difficulty.
- Children can self-mark in purple pen. Children will use purple pen to show where they have had another attempt if their first answer was incorrect.
- There is no need to stamp the books if you have marked them. However, if the children self-assess books will be stamped to show the checking of work.
- End of unit tests glued into books of kept by teacher in class file. Copy of mark on to a spread sheet.
- Short termly tests to show children's progress kept by teacher. Data recorded on Active Learn.
- Gaps highlighted in tests to be filled in throughout the term where applicable.

Science

- Checked after each lesson and stamped.
- Misconceptions recorded on tracking sheet to enable revisiting.
- Spelling and incorrect grammar and punctuation highlighted.
- End of unit sheet completed and put into class folder

RE

- Checked after each lesson and stamped.
- Misconceptions recorded on tracking sheet to enable revisiting.
- Time given for children to revisit learning.
- Spelling and incorrect grammar and punctuation highlighted.
- End of unit sheet completed and put into class folder

History and Geography

- Checked after each lesson and stamped.
- Misconceptions recorded on tracking sheet to enable revisiting.
- Spelling and incorrect grammar and punctuation highlighted. Spelling words to be corrected.
- End of unit sheet completed and put into class folder

Assessment

- Baseline assessment reception class children first term
- NFER reading assessment termly for Years 1 (begins Spring Term), 2, 3, 4, 5
- Practise SATs papers in Year 6 for Reading, SPAG and Maths
- Year 2 to use optional SAT papers in the Summer term in Reading and Maths
- End of unit Power Maths assessment
- Short termly units assessed and data added to Active Learn
- History – use Key Stage History Assessment
- Geography – use assessments from Developing Experts
- Science – use assessments from Developing Experts
- Art – use assessments from progression documents
- PE – formative assessment recorded