



THE CONSORTIUM
ACADEMY TRUST

CROXBY PRIMARY SCHOOL Teaching, Learning and Assessment Policy

Effective Date: January 2026

Date of minuted / review approval by the Board of Governors: January 2026

Review Committee: Governing Body

Review Date: January 2027

This policy should be read along with the Feedback Policy and the Curriculum Policy

1. Purpose and Scope

This policy sets out our shared expectations for high-quality teaching, inclusive learning and robust assessment across all key stages and subjects. It applies to all staff and learners.

2. Vision and Values

Our approach is underpinned by Croxby's values: Work Hard, Be Kind, Aim High. These values guide our culture, curriculum and daily interactions, shaping pupils who are resilient, respectful and ambitious.

As part of The Consortium Academy Trust, we align with the Trust vision of Shaping Positive Futures, preparing pupils to thrive academically, socially and personally.

3. Rationale and Core Principles

1. Learner-Centred Focus: We believe that every pupil is unique and capable of excellence. Our teaching and learning policy centres on the individual needs of our learners, ensuring that our methods are adaptable to various learning styles and abilities. We are committed to nurturing an environment where each pupil is inspired and empowered to excel academically, socially, and emotionally.

2. Quality Education: We are dedicated to providing a high-quality education. Our policy sets out our academic standards, promotes critical thinking, creativity, and a genuine love for learning. We aim to prepare our pupils not only for academic success but also for life, equipping them with essential skills and knowledge.

3. Inclusivity and Diversity: We celebrate diversity and recognise the strength in our differences. Our teaching and learning policy emphasises inclusivity, ensuring that our methods are diverse and adaptable to accommodate students from various backgrounds and abilities. We are committed to fostering a learning environment where all students feel valued, respected, and included. We are committed to adaptive teaching, ensuring that all pupils - including those with SEND and EAL - receive the right level of support and challenge to succeed.

4. Continuous Improvement: Education is a constantly evolving field, and we are dedicated to staying at the forefront of innovative teaching practices. Our policy encourages continuous professional development for our teachers, integration of new technologies, and a commitment to lifelong learning. We aim to create a dynamic learning environment that adapts to the changing needs of our learners and society.

4. High-Quality Teaching: Whole-School Expectations

Teachers have consistently high expectations of pupils and build successful relationships, centered on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.

Teachers set high expectations for learners' behaviour and establish a clear framework for classroom discipline in line with the school behaviour policy.

Teachers will use every opportunity to embed our Croxby values: work hard; be kind; and aim high which underpin the 5R learning behaviours of Respect, Resilience, Readiness, Reflectivity and Resourcefulness to consistently promote and embed learning attitudes and habits to secure independent learners.

Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils.

Teachers set challenging teaching and learning objectives, which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range. Adaptive teaching, with effective scaffolding, ensures all pupils have the opportunity to meet expectations.

Teachers ensure the classroom learning environment includes working walls for English and mathematics and tier 2 and 3 vocabulary for the term is clearly displayed. (Year 5/6 will use virtual working walls using Class Notebook).

Teachers facilitate frequent opportunities for learners to reach a wide audience through the School X page.

Teachers ensure, for the vast majority of the time, the children will be sat in mixed ability.

Teachers use the Teacher Walkthru resources during instructional coaching sessions to enable continuous professional development. This ensures that their teaching skills are regularly being refined and improved to ensure the highest possible pupil outcomes.

All lessons will include the following core aspects of high-quality teaching:

- Spaced retrieval activities to enable review of prior learning and secure this into long-term knowledge.
- A clear learning intention/ enquiry question.
- Deliberate vocabulary development.
- Use of live modelling with clear success criteria.
- Checking for understanding in various ways within the lesson to assess the learning taking place.
- Use of cold calling to ensure engagement for all.
- Use of live modelling using success criteria and metacognition ('thinking talk') which enables pupils to then complete tasks independently.
- Responsive/adaptive teaching which uses scaffolds as necessary.
- High quality live feedback which is given to move their learning on.
- Interactive teaching methods and opportunities for collaborative group work.
- Enough time to complete work, and opportunities for working for sustained periods of time, appropriate to their age.
- Effective use of technology to deepen understanding (Learning By Questions, One Note, Spelling Shed, Times Tables Rock Stars, Reading Plus and Numbots).
- High expectations for the presentation of pupils' work to ensure it is of a highest standard (Aim high).

5. Subject-Specific Expectations

5.1 Mathematics – Key Stage 1

- The first part of the lesson (approximately 5–10 minutes) will be aimed at enhancing retention and long-term memory of previous learning. 1 questions from last term, 1 from last month, 1 from last week, 1 from yesterday.
- The start of maths lessons will be a formative based teaching session. Learners will be taught in whole class/mixed ability pairs or mixed ability groups, based on an 'I do, you do' structure. Activities may be practical using representation and will be mainly completed on whiteboards.
- Live modelling will be carried out on the working wall which will also include other resources/manipulatives for support.
- During independent activities, Learners will use their White Rose workbooks to complete tasks and teachers will check responses and provide same day intervention when needed.
- Extension/challenge tasks may be provided.
- There will evidence of work in books at least 4 times a week
- Pre and post assessments will be used to track progress of pupils

5.1 Mathematics – Key Stage 2

- Maths will be taught primarily using the Learning By Questions online system.
- The first part of the lesson (approximately 5–10 minutes) will be aimed at enhancing retention and long-term memory of previous learning. 1 question from last term, 1 from last month, 1 from last week, 1 from yesterday.
- The second part of the lesson (approximately 10 minutes) will be a teacher input whereby the class teacher will cover basic prerequisites of the lesson to ensure a baseline knowledge for the lesson's objective. Teachers may choose to select questions from the lesson slides as teaching

points before the children begin. They will pre-empt possible misconceptions during live modelling on the working wall.

- Learners will begin the question sets when directed by the teacher it is time to do so. This may be at different points for different learners. All learners will complete 6 fluency questions which determine which level of the question set they start from (level 1, 2, or 3) For Year 3 this process will start when they have transitioned well to using the program in order to lower cognitive load. In the meantime they will use LBQ ready levels to progress through.
- During the independent task, the class teacher will be checking for understanding on the interactive dashboard of the Learning By Questions program which will form the basis of the same day intervention/ group work implemented during the lesson.
- Extension/challenge tasks may be provided.
- Pathway tasks will be provided for a small minority of children who may not be able to complete the age-related task even with effective scaffolding.
- Pre and post assessments will be used to track progress of pupils and inform pre-teaching groups for interventions (~~Yipiyap tutoring~~).

5.2 Reading

- Reading lessons will follow the CUSP reading planning which uses the following structure: vocabulary to teach; fluency exercise; and taught content based on a key comprehension skill.
- It is taught in one or two week units based on a whole text.
- Additional texts are interlinked with the core text for the children to read and analyse throughout the block.
- The taught content follows an 'I do, we do, you do' approach using an example question which is live modelled; an attempt question in a similar style; and an apply question. A challenge question is also available. In years 4-6, learners complete their questions on Word.
- The lessons will also include deliberate tier 2 vocabulary instruction.
- Live feedback will be provided during lessons in line with the Marking and Feedback policy.
- Once a week, Years 3-5 will complete a Reading plus based lesson, which includes explicit skills teaching according to teacher assessment.
- Key Stage 2 learners also use Reading Plus at home to consolidate fluency, comprehension and vocabulary through adaptive pathways.

5.2 Year 1 Reading and Writing

- In Year 1, reading and writing lessons will be phonics based for the first term before transitioning across to CUSP. They will follow a weekly cycle using the same phonics story/non fiction book for the week.
- Reading activities will include teacher modelling and paired reading followed by oral questioning.
- Writing activities will be completed in their writing books. These include: 'grab' a sentence, 'write' a sentence, handwriting, an independent writing activity and an edit and improve lesson.
- Working walls will be used to live model writing and provide scaffolds for learners to refer to.
- Live feedback will be provided during lessons in line with the Marking and Feedback policy.

5.3 Writing

Writing lessons will follow the CUSP writing planning which uses the following structure:

- Connect: teachers connect what pupils already know with what they are about to learn, activating prior knowledge.
- Explain: teachers explicitly instruct relevant vocabulary and explain the key concept concisely and precisely.
- Example: teachers use the model text to provide multiple examples of the key concept. They model applying the concept.
- Attempt: through guided practice, pupils all achieve success in applying the target concept. Scaffolding is gradually reduced.
- Apply: learners achieve fluency with the target concept through deliberate practice. Some may need additional instruction at this point.
- Challenge: all learners are challenged to sophisticate their thinking and to think hard about the concept they have been taught. This may include exploring exceptions, identifying common errors or applying a concept in multiple contexts.

It is taught in one, two or three week units depending on the genre.

High quality model texts are provided for learners to read and analyse throughout the block.

To address notable weaknesses in post-pandemic sentence composition, in 2022, CUSP released the Strong Start Writing units. These units focus specifically on sentence level mastery, from the earliest point of saying a sentence containing a subject and a predicate, through to the more advanced manipulation of sentence structure for effect. These units are completed in the Autumn Term in year groups 2-4 (and in year 5 where necessary) but may be repeated and adapted as necessary throughout the year.

In years 4-6, learners complete their work on Word.

The lessons will also include deliberate tier 2 vocabulary instruction.

Live feedback will be provided during lessons in line with the Marking and Feedback policy.

Oral rehearsals and metacognitive ‘thinking talk’ are used across year groups to reduce cognitive load and strengthen sentence composition before independent writing.

6. Vocabulary Development

The teaching of tier 2 and tier 3 vocabulary will be taught throughout all lessons. Learners will develop an understanding of the etymology of words to help them understand new words presented to them.

Morphology (prefixes, roots, suffixes) is explicitly taught to enable transfer of word knowledge across subjects.

7. Effective Use of Digital Tools

We use technology to enhance learning, deepen understanding and provide personalised practice:

- Learning by Questions (LbQ) – adaptive question sets and real-time feedback in maths.
- OneNote/Class Notebook – digital workbooks and virtual working walls (Year 5/6).

- Spelling Shed – interactive spelling practice aligned to classroom teaching, accessible at home and school.
- Times Tables Rock Stars & Numbots – fluency in number facts and number sense.
- Reading Plus – adaptive reading practice for KS2 (weekly skills lessons and home use).
- Bug Club Phonics – systematic phonics in EYFS/KS1 with decodable texts for home and school.
- Century – an AI-powered learning platform that provides personalised “nuggets” for reading, grammar, and mathematics, enabling pupils to receive targeted support and adaptive practice based on their individual needs.

8. Assessment, Moderation and Reporting

8.1 Summative Assessments

- Summative Assessment will be completed termly.
- Years 3, 4 and 5 will complete NFER tests at the end of each term.
- Year 1 and 2 will complete White Rose End of Term tests for maths if deemed appropriate for the cohort.
- Year 1 and any child who has not achieved the phonics pass, will complete practice phonics tests according to the Primary Assessment and Moderation Cycle set by the Trust.
- Year 2, 3 and 4 will complete half termly multiplication tests in order to monitor progress towards the Year 4 multiplication test.
- Year 6 will complete SAT tests as set out in the Primary Assessment and Moderation Cycle set by the Trust.
- Year 2 will continue to use the tests released by DFE for assessment in the Spring and Summer Term although this is no longer mandatory.
- Reading plus assessments will be completed by KS2 in September, February and July.
- Pre and Post Tests will be completed for each maths unit using Learning by Questions in KS2 or White Rose Assessments in KS1.

8.2 Formative Assessment

Ongoing checks for understanding, inclusive questioning, live feedback and same-day intervention are embedded across subjects to inform instruction and support rapid progress.

8.3 Making a Teacher Assessment Judgement

Staff will make a teacher assessment judgement, 3 times a year, for Reading, Writing, Maths and Science. Judgements will be made after moderation and summative testing is completed.

Professional Conversations are held with senior leaders before the teacher assessment is validated.

Teacher Assessments that the staff can make are:

- A - on track to be working at greater depth by the end of the year (Children can work using the age-related expectations in a variety of situations).
- N - on track to be working at the national expectation for the end of the year. (Children are successfully accessing the age-related expectations).

- W – on track to be working below the national expectations by the end of the year (children require extra support to access the age-related expectations).
- B – are working on a pathway from an alternative year group

9. Professional Development (CPD)

We prioritise staff development through instructional coaching, Teacher Walkthrus, collaborative planning and engagement with evidence-informed strategies to sustain high-quality teaching and adaptive practice.

10. Inclusion, Safeguarding and Equity

Teaching is adaptive and inclusive, ensuring pupils with SEND/EAL access the curriculum with appropriate scaffolds, supports and challenges. Safeguarding policies and procedures are upheld in all learning activities and the use of digital platforms. Equity of access is promoted for all pupils, including provision for home learning where appropriate.

11. Monitoring, Evaluation and Review

Leaders monitor implementation through learning walks, book looks, data reviews and pupil voice. Findings inform coaching, CPD priorities and strategic planning. The policy is reviewed annually (or earlier if required) by the Local Governing Board.

12. Impact

This policy ensures high-quality teaching that leads to strong academic outcomes and secure foundations in reading, writing and mathematics; independent, reflective learners who demonstrate our values (Work Hard, Be Kind, Aim High) and inclusive practice where all learners make progress; and alignment with the Trust vision of Shaping Positive Futures.