

**Pilgrims' Cross CE(A)  
Primary School  
Teaching and Learning  
Handbook 2025-2026**

## Our School Vision and Values:

*At Pilgrims' Cross Primary School, we are loving, courageous and trustworthy so that we can become talented role-models and make a positive difference in God's world.*

A Pilgrims' Cross child is:

**Loving:** Love for self and others is woven throughout the curriculum, from subject-matter to social opportunities- structured and unstructured. Children are taught to respect and follow adults' guidance and to work alongside peers in negotiation during their learning and play. Love involves the sharing of ideas, responding to input and feedback, listening to others' thoughts and sometimes putting aside children's individual agendas and wishes, to work collaboratively.

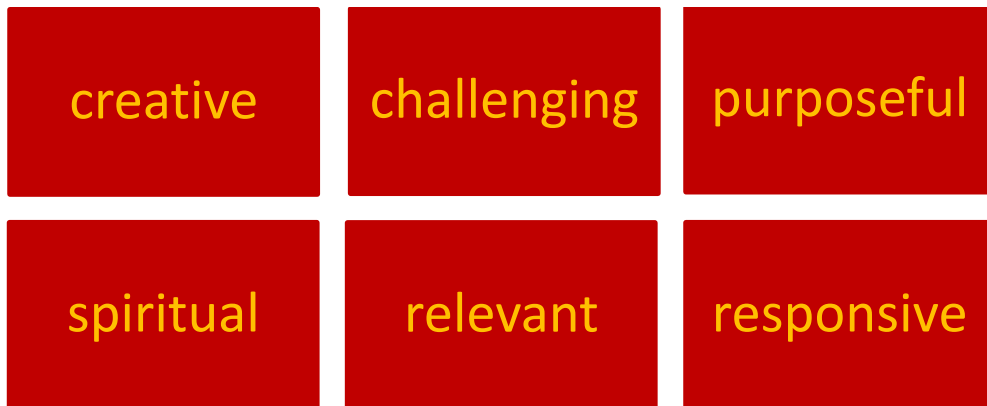
**Courageous:** Children take risks in their learning throughout the school. From the earliest years, children are encouraged to explore, push their thinking, try out new experiences and ways of working. Children are challenged to be actively involved in their learning, including working collaboratively and independently. Being courageous involves children making their own decisions about where to take their learning, even when it involves making mistakes- which are to be celebrated. Creativity is valued and highlighted- especially when children make courageous decisions in their studies.

**Trustworthy:** Central to the ethos of our school is the development of children as critical thinkers who take increasing responsibility for their learning. Children are encouraged to trust others within the school community and, in turn, demonstrate that they can themselves be trusted. This is central to unstructured social opportunities as well as class-based learning. Official roles and responsibilities that pupils take on are the 'icing on the cake' of the many, smaller opportunities to demonstrate trust on a daily basis within school.

**Purposeful:** All learning experiences are ultimately geared towards the development of our children to play their part as future citizens of the world. We believe that our children are spiritual as well as physical beings and care for God's world and the development of self and others is central. From the start, learning is clearly framed as being purposeful- the *why* of the learning being made explicit. Progression of skills and knowledge, coupled with purposeful vocabulary development and opportunities for reflection and recap of prior learning, ensure the children's competence builds. Clear aspirations for learners at key points in their time at Pilgrims' Cross (end of EYFS and Year 6) also ensure that learning is purposefully directed towards the vision of our pupils being ready for the next steps in their education.

In order to deliver our vision for teaching and learning, we believe that every child at Pilgrims' Cross Primary School is entitled to, and deserves, a high quality learning experience in **every** lesson, **every** day. We expect that, and insist that, all teaching is consistently good or better with all teaching staff delivering highly effective teaching and learning in their class.

Our aims are that our curriculum will be:



A set of 'pedagogical repertoires' (Alexander, 2000) help our teachers to nurture the types of independent, creative and articulate attributes we seek to develop in our learners. Underpinning our work to achieve highly effective practice are our ten core pedagogies:

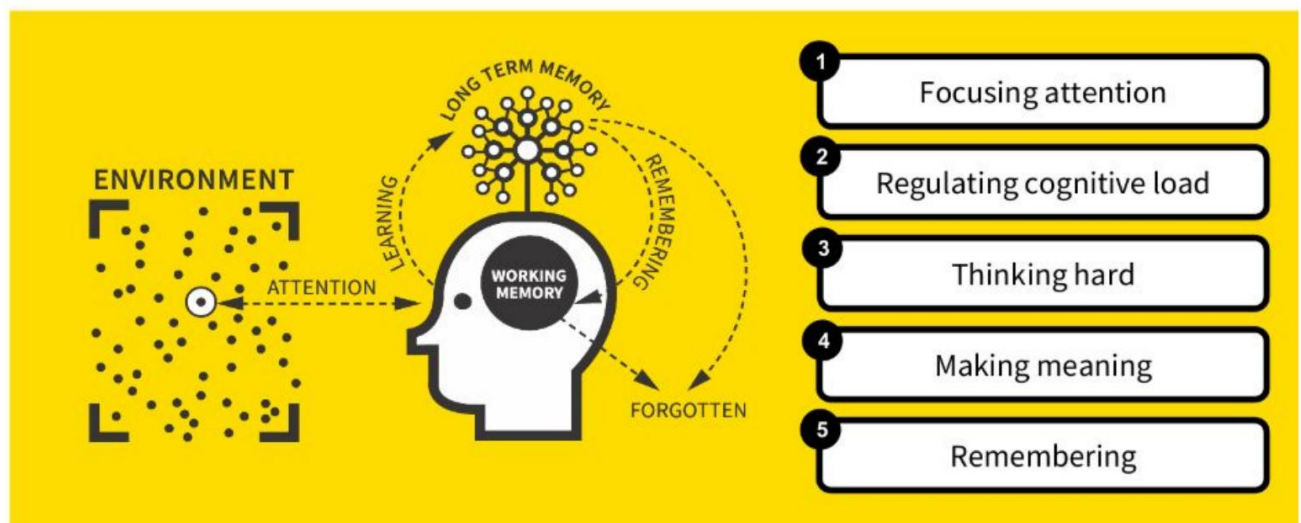
- **Building on previous learning:** Foundations of new learning are based on a review of previous learning, scaffolding from where learners are and enabling rich questioning and dialogue. Teachers plan coherent sequences of learning to bring out key learning and explanations of challenging learning draws on effective models and representations.
- **Active engagement:** Through drawing on children's natural curiosity and interest in learning, teachers match learning which is appropriately challenging. Learning experiences are designed to engage the imagination, develop the spiritual, and facilitate risk-taking, grounding new knowledge in existing schema.
- **Productive failure (risk-taking):** Low-threshold, high ceiling tasks support learners to reach new thinking and deeper levels of understanding through mistakes and reflection. Doing so will build resilient habits of mind and a sense of self-efficacy. Desirable levels of difficulty are designed within tasks to deepen understanding and draw thinking to essential features of new ideas.
- **Explicit vocabulary instruction:** Technical and enriching vocabulary instruction linked to new concepts leads to children developing an increasing understanding and fluency in linguistic choices.
- **Talk agreements:** The explicit teaching of routines around dialogue are taught, planned for and reflected on to foster exploratory talk in whole-class and small group learning discussions. Talk agreements reflect age-appropriate dialogic aims and areas for improvement.

- **Collaborative learning:** Specific attention is given to developing independence and cooperative behaviours, the use of exploratory talk and metacognitive reflection on the process of group learning.
- **Intentional practice:** Children are given plenty of opportunity to practice new learning, developing fluency and confidence. Questioning and retrieval practice are designed to elicit connections, deepen thinking and achieve a high success rate. Modelling, worked examples and backwards fading are used to develop confidence, understanding and independence.
- **Responsive teaching, including questioning:** Through eliciting information about if or what children have understood, teachers adapt their teaching responsively both within and across lessons to support children to move forwards in their thinking. Teachers give effective feedback, with the majority of this being in real-time, as this is where the biggest impact can be felt on learning.
- **Facilitative learning environments:** The learning environment sets our culture of inclusion and promoting autonomous learners. Our use of 'ordinarily available provision' ensures that the classroom environment supports access for all and supports children in using the metalearning skills used in the process of learning.
- **Metacognition and self-regulated learning:** Opportunities are regularly planned into learning to allow children to plan, monitor and evaluate their learning. Routines are established and explicitly taught to facilitate individual, small group and whole-class reflection on how to develop self-efficacy and learning intentionality.

These areas inform whole school development through which we aim to consistently provide excellent academic and spiritual opportunities for all our pupils both within and beyond their school experience and help support the development of our values of **Love, Courage and Trust**.

When thinking about how children learn, we refer to Dan Willingham's Learning Model:

### THE LEARNING MODEL | HOW DOES LEARNING HAPPEN?



**1. Securing student attention.** Student attention is a necessary precursor to thought. It's the portal through which content passes into the working memory. "Attention is the gatekeeper of learning." (McCrae, 2019). If student attention isn't focused on the right aspects of the environment - even if that environment has been streamlined and simplified - they cannot learn. Successfully directing and managing attention is how we enable students to process information. If a teacher hasn't got all students paying attention to either their voice or a resource, then they could have the best lesson ever planned, but there won't be any learning happening.

**2. The working memory.** This is the site of conscious thinking and it has a limited capacity. If we overload this, students will be unable to process information in a way that can lead to learning, even if their attention was exclusively focused on that information. Teachers can help to avoid cognitive overload by planning their lessons and communication to ensure students focus on a few ideas, processes or pieces of information at a time. So, for example, students might be attending, but what the teacher is saying might be complicated. Perhaps they are using words that students don't know. They're bringing in ideas from all over the place and students might not be able to process that in their working memories- so the coach needs to support the teacher to optimise their communication more effectively, or it's not going to be processed in working memory and it will be instantly forgotten.

**3. Thinking hard.** Driving students to think hard about what we have told them. According to Willingham, "Memory [learning] is the residue of thought" (Willingham, 2009). When students successfully think about the content in our lessons, they learn. Teachers can help to ensure this by planning lessons based around opportunities for students to think about content, through simplifying content to enable successful thought and through ensuring students think about the right aspects of content during learning tasks.

**4. Gathering and giving feedback.** This is important to help students improve because, of course, information can go in and be thought about, but that doesn't mean students necessarily understand it all. Students arrive at our lessons with different experiences – different pre-existing knowledge and misconceptions. This means it's almost impossible to teach a lesson without some students only half understanding new concepts, or forming misconceptions.

**5. Long term memory.** When all of these things are in place, we think about consolidating that learning by committing it to long term memory. "Learning is a persistent change in long-term memory, not just a temporary increase in student performance." (Fletcher-Wood, Bignall, Calvery, Goodrich & McCrea. 2020). Teachers can help to ensure long-term learning by creating regular opportunities for retrieval [remembering] and practising key content.

As teachers, once we've communicated the right ideas, in a format that students can understand, we can push them really hard to think about those ideas, give them robust feedback on how to improve and then consolidate all that information.

## Pilgrims' Cross 'Core 5'

At the heart of our pedagogy are our 'Core Five' teaching strategies that we expect to see used across the school. These will be supplemented by other evidence informed strategies and WALKTHRU's. Having a 'Core 5' helps to ensure consistency of approach and also helps to remove a degree of extraneous load as children are familiar with the teaching strategies being used in class.

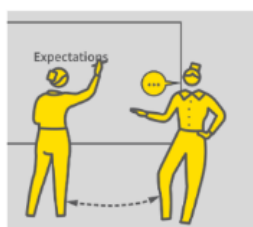


### ESTABLISH YOUR EXPECTATIONS

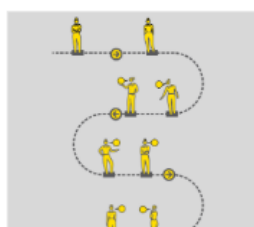
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DECIDE YOUR EXPECTATIONS



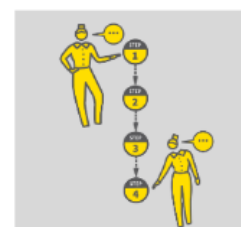
COMMUNICATE YOUR EXPECTATIONS



REINFORCE YOUR EXPECTATIONS



REDIRECT, CORRECT OR CHALLENGE



SUSTAIN YOUR EXPECTATIONS



- "You establish what you establish" Bill Rogers.
- If you tolerate low standards, you have established that this is the norm so this is what you will get.
- If you establish that you will take action, students learn to function with your higher expectations.

Do we make the implicit, explicit to children? Do they know how we expect them to enter the classroom? How to collect their bags at the end of the day? How to transition to a new activity? How to lay their maths calculations out?

We can often be very good at this in September but 'enforcement fatigue' can creep in and we can accidentally end up lowering our expectations of children.

Expectations across the year will change and it is important that these develop as the year develops and the children grow in maturity and capability. [Full Package - Establish Expectations \(google.com\)](#)

## REHEARSE ROUTINES

1 2 3 4 5



DESIGN YOUR ROUTINES



WALK THROUGH EACH ROUTINE



TEACH THE SIGNALS



MAKE ROUTINES ROUTINE



REFRESH OR REBOOT



- Routines are the bedrock a positive behaviour management system.
- If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning.
- Establish them and rehearse them so that they are known, understood and enacted consistently.

If children are going to follow our expectations automatically we need to rehearse them many times. We may also need to revisit the routines and re-practice if they begin to slip (beware of enforcement fatigue). We first need to establish with the children what our expectations are; we can then use WALKTHRUS like **'Signal, Pause, Insist'** to reinforce and ensure all children understand this is a routine that we expect them to follow.

Remember, it is never too late to refresh or reboot. If you are not happy, do something. A whole class refresh and reboot can be a better choice than giving lots of detentions.

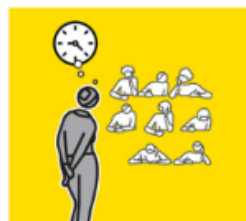
[Full Package - Rehearse Routines \(google.com\)](https://www.google.com)

## COLD CALLING

1 2 3 4 5



ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN




- This technique helps address two main purposes of questioning: making all students think and providing feedback to the teacher about how things are going.
- If you allow 'hands up' or calling out, you only get responses from volunteers.
- Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information to plan your next steps.


Rosenshine suggests that more effective teachers ask more questions. If we take a hands up approach to answering questions some children will never answer a question and some children will stop even thinking about an answer as they know they won't be picked. In addition, hands up only ever really tells us who does know the answer, when it's actually far more useful to understand who doesn't know the answer.

One of the key features of Cold Calling is thinking time, it is important we allow plenty of time for this and we do not fill this thinking time by talking over the silence. This WALKTHRU links very well to **Signal, Pause, Insist** and scanning the room to make sure everyone is with you. When we invite responses from the children we can then also link this to the **Say it Again Better, Probing Questions and Process Questions** WALKTHRUS. We can't ask everyone for an answer, but it is important to sample the room as one person's response is never enough to tell you whether the children are ready to move on or not. [Full Package - Cold Calling \(google.com\)](#)


THINK, PAIR, SHARE
① ② ③ ④ ⑤




**ESTABLISH TALK PARTNERS FOR EVERY STUDENT**




**SET THE QUESTION WITH A GOAL AND A TIMEFRAME**



**BUILD IN THINKING TIME**



**CIRCULATE TO LISTEN AS PAIRS ARE TALKING**



**USE COLD CALL TO SAMPLE PAIRS' RESPONSES**



- There are many times when it is beneficial for students to engage in a structured discussion.
- Pairs are a powerful way to involve all students in rehearsing and sharing ideas.
- In conjunction with Signal, Pause, Insist, teachers can switch from whole-class listening and back to paired discussion in a dynamic orderly manner.

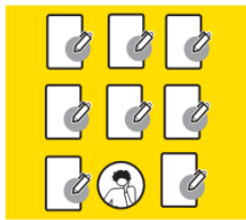
This is a fantastic way to ensure all children get a chance to speak and, if followed clearly, a framework for productive sharing of ideas. Children need to have designated 'talk-partners'. Children must be in pairs (with only one 'three', if the class is an odd number that session). The teacher is *not* to be a partner, as they must be free to listen-in on discussion.

Key to this strategy is having a clear discussion question, or list of features to come up with- the more specific a task, the better. Having a clear time-frame for the discussion, planned-in thinking time and explicit guidance on which pupil speaks first will structure the time productively for all learners.

It is important for the teacher to reinforce that anyone might be asked for a response, then scan the entire room & circulate, listening-in on the pupil discussion. Think, Pair, Share links with **Cold Calling** and the **Say it Again Better, Probing Questions and Process Questions** WALKTHRUS. [Full Package – Think, Pair, Share \(google.com\)](#)

## SHOW-ME BOARDS

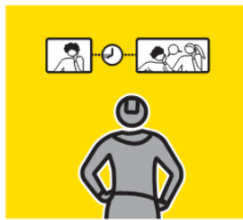
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ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



SIGNAL: 3-2-1 AND SHOW ME



SAMPLE STUDENT RESPONSES AND FOLLOW UP



- Sample responses from a whole class using mini-whiteboards.
- Students write on boards in response to questions and simultaneously show their responses.
- This gives feedback to the teacher about the range of student responses.
- They also help where students generate ideas or practise making diagrams or short sentences.

The use of Show-me boards allows every pupil to display their understanding at the same time and should be at the top of the strategies used by class teachers. It is important that the organisation of this is clearly thought through by class teachers- pupils need to not only have these clearly-organised resources to hand but also have rehearsed their use.

Having clearly thought-out anticipated responses is also key. The longer the response that is written, the harder it will be for the teacher to read to check understanding. Children should be encouraged to put *their own* thinking on their boards, not copy others' answers- this will be facilitated by the length of time given to write answers and the discipline of how boards are hidden and then displayed all at once, on a clear signal from the teacher.

Note- this is a check for understanding process, not a test. You do not have time to give all pupils a response on their answer, so explaining this to pupils from the start is important. What is the general pattern that you are seeing in the room? Sample some responses- these could be high-quality answers, a few for compare/contrast, or errors to highlight and debate.

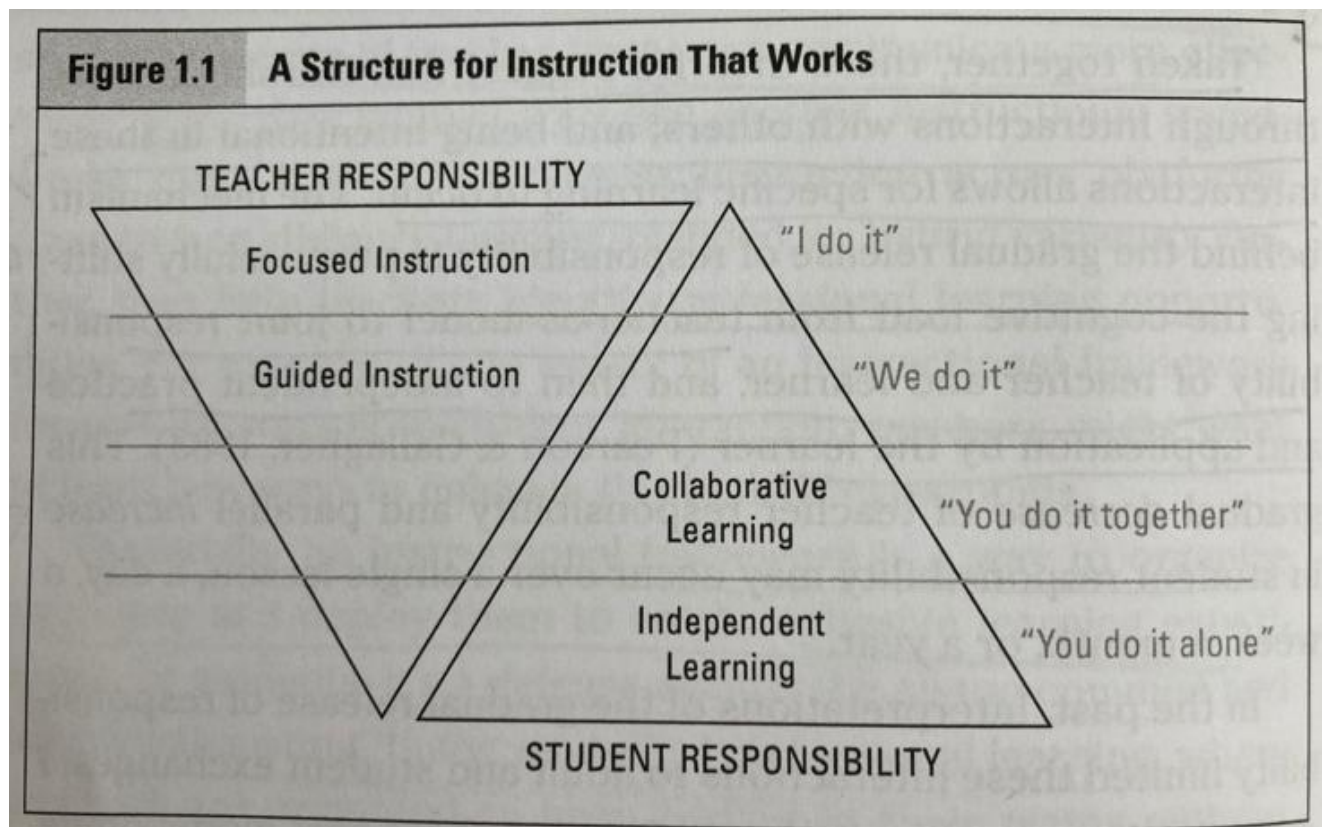
The use of Show-me boards is great for building students' confidence, especially those who might initially find **Cold Calling** a bit intimidating. Keep timing and the crispness of their use fresh whilst maintaining this as one of the cornerstones of in-class checking for understanding.

### The "I do, we do, you do" model

Central to our curriculum delivery is our use of "I do, we do, you do"- an instructional framework/tool that teachers can use to design learning and make informed decisions about the specific strategies that will best support their students' success- the gradual release of responsibility model. This model is based on the belief that teachers can intentionally increase students' ownership of learning over time and is informed by several complementary theories (inc. Piaget's work on cognitive structures and schemata (1952), Vygotsky's work on zones of proximal development (1962, 1978), Bandura's work on attention, efficacy, retention, reproduction and motivation (1965, 2006) and Wood, Bruner & Ross's work on scaffolded instruction (1976). Taken together, these theories suggest that learning occurs through interaction with others, and being intentional in these interactions allows for specific learning to occur.

The mechanism behind the gradual release of responsibility is purposefully shifting the cognitive load from teacher-as-model to joint responsibility of teacher and learner, and then to independent practice and application by the learning (Pearson & Gallagher, 1983). This gradual *decrease* of teacher responsibility and parallel *increase* in student responsibility may occur over a single lesson, a day, a week, a month, or a year.

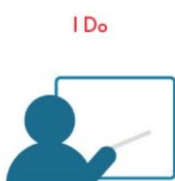
The use of this model at Pilgrims' Cross is taken from that outlined in *Better Learning Through Structured Teaching*, Douglas Fisher & Nancy Frey. In this model, there are 4 phases- most notably the "you do it together" phase- pupils collaboration with their peers, a truly vital component of learning which is often omitted.



In this model, there are 4 phases- most notably the "you do it together" phase- pupils collaboration with their peers, a truly vital component of learning which is often omitted. Not every lesson needs to follow the structure above- teachers can and often do reorder the phases- for example, beginning a lesson with an independent task, such as a quick-write, or engaging students in collaborative peer enquiry prior to providing teacher modelling. **What is important and necessary for deep learning is that students experience all four phases of learning when encountering new content.**

Here is an overview of each stage:

Focused instruction- "I do it"



This phase includes 2 components: establishing the purpose for learning, that is setting learning intentions and success criteria- and providing cognitive apprenticeship opportunities through modelling and demonstration.

Some examples of what teachers and learners might be doing during this phase:

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Describing the learning intentions and success criteria</li> <li>• Noting the relevance of the lesson (the <i>why?</i>)</li> <li>• Thinking aloud, demonstrating, or providing direct instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and making connections</li> <li>• Taking notes or talking with a partner about what the class is learning</li> <li>• Developing a mental mode of expertise</li> </ul>

### Guided Instruction- “We do it”

**We Do**

This is an opportunity to scaffold students’ understanding through questions, prompts and cues. This could be whole-class or in groups.



Some examples of what teachers and learners might be doing during this phase:

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Scaffolding with prompts, cues and direct explanations</li> <li>• Meeting with intentionally selected groups of students</li> <li>• Monitoring progress and documenting learning</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to teachers’ questions</li> <li>• Thinking and noticing, based on the scaffolds</li> <li>• Experiencing productive success with the support of the teacher</li> </ul>

### Collaborative learning- “You do it, together”

**You Do It Together**

This phase can be too often neglected. When done right, it is a way for students to consolidate their thinking and expand their understanding, negotiating with peers, discussing ideas and information, etc.



Some examples of what teachers and learners might be doing during this phase:

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Developing complex tasks</li> <li>• Forming groups purposefully</li> <li>• Assigning roles</li> <li>• Monitoring progress</li> </ul>	<ul style="list-style-type: none"> <li>• Using academic language in interactions with peers</li> <li>• Sharing opinions, ideas and thoughts</li> <li>• Problem solving and using argumentation</li> <li>• Working to achieve consensus</li> </ul>

### Independent learning- “You do it, independently”

**You Do**

The ultimate goal of instruction is that students be able to independently apply information, ideas, content, skills and strategies in unique situations. We want to create learners who are not reliant on others for information and ideas.



Some examples of what teachers and learners might be doing during this phase:

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Developing practice and application tasks</li> <li>• Monitoring student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Completing assignments</li> <li>• Planning and monitoring their own efforts</li> <li>• Reflecting on their own success</li> </ul>

**All of this comes together in our Pilgrims' Cross Lesson Framework:**

<p><b>Pilgrims' Cross Lesson Framework:</b> All lessons should possess the features of highly effective Assessment for Learning as well as being challenging, relevant, purposeful, spiritual, responsive and creative.</p>		<p><b>Build and maintain high behaviour expectations:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Establish Expectations</a></li> <li>• <a href="#">Rehearse Routines</a></li> <li>• <a href="#">Signal, Pause, Insist</a></li> <li>• <a href="#">Choices &amp; Consequences</a></li> <li>• <a href="#">Positive Framing</a></li> <li>• <a href="#">Positive Relationships</a></li> <li>• <a href="#">Front-loading Behaviour Management</a></li> </ul>
Strong start	<p>Greet the children into the classroom Narrate the positive Clear 'what to do' instructions Clear routines and expectations</p>	
Retrieve (5-10mins)	<p>Retrieval practice – quizzing, multiple choice questions, using a knowledge organiser</p>	
	<p>Check for understanding:</p> <ul style="list-style-type: none"> <li>• <a href="#">Cold Calling</a></li> <li>• <a href="#">Think, Pair, Share</a></li> <li>• <a href="#">Show - Me Boards</a></li> <li>• Live Marking</li> </ul>	
Activate	<p>Learning Intention Success Criteria Key Vocabulary</p>	
	<p>Check for understanding:</p> <ul style="list-style-type: none"> <li>• <a href="#">Deliberate Vocabulary Development</a></li> <li>• <a href="#">Set the Standards</a></li> </ul>	
Instruct	I do	<p><a href="#">Live Modelling</a> <a href="#">Metacognitive Talk</a> Use of an exemplar/WAGOLL <a href="#">Head-On Misconceptions</a> <a href="#">Examples &amp; Non-Examples</a></p>
		<p>Check for understanding:</p> <ul style="list-style-type: none"> <li>• Hinge questions</li> <li>• <a href="#">No Opt Out</a></li> </ul>
Practice	We do	<ul style="list-style-type: none"> <li>• <a href="#">Guided Practice</a></li> <li>• Pair/group work</li> <li>• <a href="#">Think, Pair, Share</a></li> <li>• <a href="#">Show - Me Boards</a></li> <li>• <a href="#">Say It Again Better</a></li> </ul>
		<p>Check for understanding:</p> <ul style="list-style-type: none"> <li>• Hinge questions</li> <li>• <a href="#">No Opt Out</a></li> <li>• <a href="#">Probing Questions</a></li> <li>• <a href="#">Process Questions</a></li> </ul>
Embed	You do (T)	<ul style="list-style-type: none"> <li>• <a href="#">Practise Explaining</a></li> <li>• <a href="#">Consolidation</a></li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Worked Examples &amp; Backward Fading</a></li> <li>• <a href="#">Scaffolding</a></li> </ul>
	You do (I)	<ul style="list-style-type: none"> <li>• <a href="#">Independent Practice</a></li> <li>• <a href="#">Sustained Independent Practice</a></li> <li>• <a href="#">Worked Examples &amp; Backward Fading</a></li> </ul> <p>Check for understanding:</p> <ul style="list-style-type: none"> <li>• Live feedback – active monitoring</li> </ul>
Review		<ul style="list-style-type: none"> <li>• Plenary quiz</li> <li>• Review <a href="#">Success Criteria</a></li> <li>• <a href="#">CRAFT Feedback Time</a></li> <li>• <a href="#">Feedback as Actions</a></li> <li>• <a href="#">Feedback That Moves Forward</a></li> </ul>
		<p>Check for understanding:</p> <ul style="list-style-type: none"> <li>• <a href="#">Spot Your Mistakes</a></li> <li>• <a href="#">Probing Questions</a></li> <li>• <a href="#">Process Questions</a></li> <li>• <a href="#">Strategies to Check for Understanding</a></li> </ul>

### Achieving the right level of challenge:

Children learn most effectively when the learning we provide them with ensures they sit in the 'learning zone'.

Some children, especially those with SEND and low self-efficacy (the belief in their own abilities) benefit from starting in their comfort zone to give them the confidence that they can succeed and to trigger existing schemas before moving on.

Learning that is too easy will mean the children are easily bored and distracted and learning that is too hard will mean children give up and will become passively disengaged or may exhibit low-level disruption.

Through the use of our 'Core Five' WALKTHRU's and supplemented with others like **Live Modelling, Deliberate Vocabulary Development, Guided Practice, Process Questions, Check for Understanding and 'I do, we do, you do'** children should be able to engage with independent practice within the 'Learning Zone'.

Alongside our core pedagogies, we believe in a mastery approach to learning. We see that in using a mastery-based approach, it is possible, and ultimately essential, to develop a differentiated classroom that accommodates the individual needs of all students to create a learning experience that works for all. We can differentiate by:

- The use of manipulatives or scaffolds
- Finding gaps and filling these (this might mean that at time some children are not accessing the same learning as their peers)
- Use daily formative assessment
- Space out the practice of topic with plenty of opportunity to retrieve



- Using interleaving
- Providing a greater number of 'we do' questions
- Prioritising learning over task completion

### **Teaching Writing at Pilgrims' Cross:**

At Pilgrims' Cross, writing is taught through text-driven units, adapted from the *Ready, Steady, Write* scheme, complying with the DfE's Writing Framework. Each of the text drivers are high-quality and ensure that, during their time at the school, children not only experience a range of text types but are also exposed to a diverse array of characters.

Within lessons, children follow the **Immerse, Analyse, Plan** and **Write** sequence. This is based on a tried and tested model (UKLA and Primary National Strategy, 2004 p.7) and acknowledges the strong interrelationship between speaking and listening, and reading and writing. Children are exposed to **vehicle** and **example texts**, which offer opportunities for **drama, sentence accuracy work, contextualised grammar** and **punctuation teaching**. The example texts are exactly that - examples of a particular writing form (e.g. diary, letter, narrative) that allows for an exploration of language features and organisational structures. Example texts (also known as a **WAGOLL**) are not designed to be learnt by heart or replicated, rather they have been designed for attentive reading and finding out how writing works.

Children will be given regular opportunities for **incidental writes** - short bursts of writing throughout units, allowing children to apply the sentence skills they have been practising to a paragraph or short piece of writing.

Successful independent writing is the end aim of all this preparation. The one-box-per paragraph planning frameworks (Grammar for Writing DFEE 2000) support this, as are the scheme's suggestions for supporting the writing process (Smith, 1982; Graves, 1983), which help children regularly loop back on their writing and begin to assess its quality and likely impact.

Outside of English lessons, children in Years 2 to 6 will be explicitly taught spelling. At Pilgrims' Cross, we follow the *No Nonsense Spelling* scheme. Lessons ideally take place daily to allow new spelling rules and patterns to become properly embedded.

Handwriting will also be explicitly taught in KS1 (and where necessary in KS2). At the moment handwriting instruction looks different across the school as we are gradually introducing a new handwriting scheme, *Kinetic Letters*.

In order to develop confident and competent writers, it is essential that good English teaching extends beyond our English curriculum; thus, teachers must consistently demonstrate high standards of articulacy and writing, regardless of what they are teaching. For example, when marking any subject, teachers should model accurate use of spelling, punctuation and grammar. In addition, teachers will have high expectations with regards to children's writing and be prepared to hold them to account, whatever subject they are learning.

Writing non-negotiables have been set, to ensure consistency of pupil experience.

### **Classroom Environment**

- Enticing reading areas which include: a range of fiction, non-fiction, poetry & rhyming books are grouped and organised
- English resources displayed and on tabletops in classroom include:

Tabletop	Display
<ul style="list-style-type: none"> <li>•GPC Phonic Phase Mats</li> <li>•Common Exception Words / Word List Words</li> <li>•Sentence Accuracy Checkers</li> </ul>	<ul style="list-style-type: none"> <li>•GPC Phonic Phase Posters</li> <li>•Sentence Accuracy Checkers</li> <li>•Daily Sentence Accuracy work that is modelled daily is displayed</li> <li>•Common Exception Words / Word List Words appropriate to the unit</li> <li>•Gathered Vocabulary</li> <li>•Handwriting upper-case and lower-case letters displayed</li> <li>•Shared and Modelled Writing (could be on a washing line)</li> </ul>

- Writing working walls have consistent features from the *Ready, Steady, Write* scheme (see below)
- Letter formation as part of the phonics programme / handwriting policy is used daily to support accurate letter formation
- Examples of handwriting joins and formation for year group expectations are displayed to reinforce national standards
- All teachers' writing around the classroom (e.g., flip chart) reflects the handwriting policy

### Pupil written work

- In EYFS and KS1 children write with a sharp pencil using a correct pencil grip and posture
- Children place a neat line through words for mistakes using a pencil
- A purple pen / pencil is used for edits from proof-reading, additions, and corrections from Y1
- Rubbers are not used to erase evidence of the learning process and progress
- Writing is legible and in-line with the year group standard and handwriting policy
- Sentence Accuracy is completed daily, placed at the top of the page and indicated by the children (from Y1 onwards) by S/A in the margin
- Children may be allowed to write in blue pen in Year 5/6, if awarded a 'pen licence' by their class teacher for consistent, joined handwriting

### Marking

- The marking policy is adhered to
- A maximum 3 spellings are indicated for correction within any one piece of work -Spelling corrections will reflect the children's growing skill and knowledge from their phonics / spelling programme -Spelling corrections are in line with growing Common Exception Word / Word List knowledge
- 'Writer's Knowledge' (Wise Owl) element is used to feedback on the composition of writing
- Sentence punctuation is corrected at point of learning which is acted upon by children
- Letter formations are corrected in line with school handwriting policy

### Teaching Reading at Pilgrims' Cross:

We aim to foster a love of reading in our children at Pilgrims' Cross, by carving-out time within our curriculum to read and share stories. In all year groups, children have regular opportunities to listen to high-quality texts, in their class book time, as well as in English and guided reading lessons.

At Pilgrims' Cross from Year 2 onwards, we teach whole-class guided reading, which means all children, regardless of their reading attainment, access and engage with the same core text. Children who cannot read at an appropriate speed and level for their age will receive extra reading support, outside of whole-class guided reading lessons. They may also engage in pre-reading - a great strategy which involves children reading and discussing a text prior to a lesson to develop familiarity.

Guided reading is taught four times a week, using our 'four reads' model. This gives children opportunities to develop their **vocabulary, fluency** and **reading comprehension** skills. Based on the "I do, we do, you do" model, pupils read all together a selected passage from texts from the Pilgrims' Cross Reading Spine. These texts have been selected to offer increased challenge, differentiated by year group expectations. Children will engage in **rich book talk**, through discussion questions, written comprehension responses and Think, Pair, Share opportunities based on the work of Wayne Tennent's levels of questioning.

Vocabulary learning will be front-loaded each week, combining key vocabulary from the focus texts and tier 2 words from Christopher Such's vocabulary list:

<https://primarycolour.home.blog/2019/06/14/tier-two-vocabulary-for-primary-teachers-the-3-4-5-list/>

All children, regardless of age or stage, should also be given the opportunity to visit the library every week, to either change their book or enjoy some quality reading time. Furthermore, all classes should have their own mini-libraries - high-quality book corners that are kept tidy and inviting for children. Book stock must be changed regularly, to keep children coming back and to reflect topics that they are learning about.

Outside of school, all children are expected to read regularly at home. Children in EYFS, Year 1 and older readers still requiring a phonetically-matched book will take a *Little Wandle* book home, to share with their parents/carers. To demonstrate their home reading, children or their parents must fill in a reading diary. Teachers should encourage this by doing regular checks. Children who do not read at home or find reading trickier, must be listened to at school. We have volunteer parent/carer readers who can support with this.

Reading non-negotiables have been set, to ensure consistency of pupil experience.

#### Classroom Environment

- Enticing reading areas which include: a range of fiction, non-fiction, poetry & rhyming books are grouped and organised
- Photocopies of text available for each child
- Rulers for all children, to follow text

#### Pupil written work

- Pupils' written responses captured in guided reading books

#### **Phonics:**

We recognise that as stated in the recently published Reading Framework that a "Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work". Therefore, considering this we teach phonics in a systematic and structured manner by following the *Little Wandle* phonics scheme.

This is started as soon as children join the school in Year R and continues until all children have developed adequate fluency and phonic knowledge to access the rest of the curriculum.

Phonics is taught as discrete daily sessions that last approximately half an hour. Children across Key Stage One are kept together as much as possible, but may also be grouped according to their ability, informed by rigorous half-termly assessments. Children in Year R are also kept together but may have additional 'keep up' intervention, according to their phonic knowledge/retention. All reading

teachers receive on-going support to ensure fidelity to the scheme and adequate subject knowledge to be able to deliver an effective phonics lesson.

Children who are learning phonics, must have a book that is matched to their level of phonics level (GPC). They will be expected to read them 3 times – once for fluency, once for prosody and once for comprehension. This book goes home the following week for consolidation/showcasing. All children should also ideally have a 'free read book' from the library – a book that they can read for pleasure.

### **Working Walls:**

All English working walls will have consistent features- see Pilgrims' Cross Classroom Expectations document for more details.

### **Teaching Maths at Pilgrims' Cross:**

We follow the White Rose unit plans for maths. Across the school, all staff must follow the school's CPA progression documents when teaching methods and not move too quickly onto the abstract approaches. **Concrete** and **pictorial** approaches need embedding so children develop conceptual understanding before moving on to **abstract** approaches.

We believe that it is important that *all* children have a regular diet of **fluency, reasoning** and **problem-solving** and this must be planned-in for children of all abilities.

Although White Rose is the structure we follow, it is very important that we do not only use White Rose problems and tasks. We have a range of resources that support children in developing their mathematical understanding, all of which can be found in the maths folder on the school server or accessed online. These include: I See Reasoning & I See Problem-Solving, Dip and Pick Cards, NCETM and NRICH problem solving. These must be carefully matched to the learning. Tasks should never drive the lesson; they should complement it and fully meet the learning being delivered. Each class has a bank of concrete resources to use during maths lesson; these should be used by *all* children, not just those struggling with maths. They should be carefully-chosen to best support children in the particular skill they are practising.

### **Adaptive Teaching**

Adaptations to teaching and tasks must be based on careful assessment of the child's need which could be linked to the following:

- Cognitive overload
- Wrong representation
- Times tables/ number bond knowledge
- Number sense needs to be developed more
- Metacognitive capabilities
- Working memory
- Need for overlearning

It is important that work is pitched appropriately and gives children enough time to embed new concepts, using "I do, we do, you do". Making numbers smaller is not enough for some children so careful consideration must be given of what the need is and how children can then be best supported.

We are also mindful of not perpetuating the stigma that being good at maths is about finding answers quickly so challenging children who are competent at calculating is really important, so that

they are given enough stretch and challenge. Resources such as I See Reasoning or NRICH tasks are great opportunities to give children questions where the answer is not immediately obvious which then challenges children to use other skills, such as being systematic.

### **Assessment**

In Key Stage 2 classes, routines have been set up which enable children to use marking stations to check their answers and then seek help or move on to more challenging learning as necessary. Children will need to be taught how to use these correctly and clear routines must be embedded when children identify their work as being incorrect.

We use White Rose end of unit assessments to support with teacher assessment and ensuring that children have opportunities to apply their understanding. The outcome of these should then inform subsequent learning, e.g. is more time needed to embed this skill, do some children need an intervention?

Maths non-negotiables have been set, to ensure consistency of pupil experience.

### Classroom Environment

- Concrete resources (in dual-coded trays/resource bases) available & accessible to all pupils
- Big 100 square, counting stick and access to rulers with mm/cm per pupil

### Pupil written work

- One digit in each square in maths books
- Maths completed with a sharp pencil
- Worksheets kept to a minimum (with the understanding that a “fill in the box” format caps children in terms of written explanations and problem-solving)
- Use of specific maths vocabulary in pupil explanations to be encouraged

### **Working walls**

Working walls, when used well, can act as an extra adult in the room. Please make sure that the focus of your current unit is displayed on your board along with the Key Skills and Facts for that half term. Key vocabulary (including definitions) and methods should be displayed clearly and reflect the current learning of the class. Children can then refer to the working wall for support, when needed, which helps to develop their independence and also supports children who find it challenging to recall prior learning. See Pilgrims’ Cross Classroom Expectations document for more details.

### **Problem solving**

We will be developing our use of Polya's problem solving method to create a school-wide system for answering questions which require problem solving. There are 4 stages to the model which are outlined below at an age-appropriate level for each key stage, below.

## Key Stage 1

### Understand the problem



1. Read the problem aloud
2. Summarise the information
3. Draw the problem
4. Analyse key words.



### Make a plan

- Do I need to add, subtract, multiply or divide?  
Can I see any patterns?  
Have I answered something like this before?



### Carry out the plan

- Follow each step from my plan.  
Check back to make sure that I have done each step.



### Look at the answer

- Read the question again. Is my answer possible?  
Do I need to put units with my answer?



## Key Stage 2

### Understand the problem



1. Read the problem aloud
2. Summarise the information
3. Draw the problem (eg. bar model, diagram, part-whole model)
4. Analyse key words.



### Make a plan

- Which operation do I need? Which order should I do them in?  
Can I visualise the problem, work backwards or use logic?  
Can I see any patterns?  
Have I answered something like this before?



### Carry out the plan

- Follow each step from my plan.  
Check back to make sure that I have done each step.



### Look at the answer

- Read the question again. Is my answer possible?  
Do I need to put units with my answer?  
Would you do something differently next time?



## Ordinarily Available Provision (OAP) at Pilgrims' Cross:

At Pilgrims' Cross, OAP is essential for insuring that all pupils, including those with SEND, can access high-quality teaching and learning. OAP refers to the including strategies, resources and support that should be routinely provided by teachers as part of everyday practice- without the need for additional funding of formal intervention. By embedding these provisions, we aim to promote equality, reduce barriers to learning, and foster a nurturing environment where every child can thrive academically, socially and emotionally. See Pilgrims' Cross Classroom Expectations document for more details.