Toynton All Saints Primary School Curriculum, Teaching and Learning Policy

This curriculum policy sets out how we design, organise and deliver a broad, balanced and ambitious curriculum for all pupils. It provides clarity for teachers, pupils, parents and stakeholders about what is taught, how learning builds over time and the approaches we use to secure strong outcomes. The policy outlines our expectations for our curriculum, teaching and assessment, ensuring that learning is carefully sequenced and consistently delivered across the school. Long-term plans for each subject are available on the school website, while medium- and short-term planning supports teachers in adapting learning to meet the needs of their specific class and cohort. Learning is designed to be cumulative, enabling pupils to connect new knowledge to prior understanding so that it is retained and applied with increasing independence.

Our curriculum intent is based around 'The 6 Rs' of Toynton. We aim to develop our pupils to have **Resilience**, **Resourcefulness**, **Respect**, **Relationships**, be **Risk-Taking**, and to **Reflect**.

Teaching across the school follows a consistent, research-informed pedagogy. This forms the core of our curriculum implementation and is based on evidence from organisations such as the Education Endowment Foundation, including the impact of explicit instruction, retrieval practice, scaffolding and responsive teaching. Lessons are structured to include regular flashbacks to prior learning and flashforwards that inform the next lesson, creating a spiral curriculum where knowledge is revisited and strengthened over time. Teachers use a gradual release model, moving from teacher modelling to joint practice, to independent application. Ongoing assessment for learning informs teaching within and between lessons, ensuring that the curriculum is continually adapted to meet the needs of each cohort.

The impact of the curriculum is monitored through formative and summative assessment, phase-end expectations and ongoing review of pupil outcomes. Together, these approaches ensure that the curriculum is well sequenced, responsive and inclusive, enabling all pupils to build secure foundations and succeed in the next stage of their education.

Curriculum unit structure

Each unit of non-core curriculum has 5 clear objectives that are to be taught. These are reflected in pupil work, the learning environment and in the pupils' knowledge organisers. Each of these objectives is taught in a separate lesson, and is displayed, once taught, in the learning environment on the working wall, along with any vocabulary introduced and any other useful visual resources. These 5 objectives are then assessed against at the end of the unit to identify progress, attainment and any next steps required in the short and longer term.

Lesson Structures

Non-core curriculum lesson structure

- We start by reviewing and reactivating prior learning. Children actively use their knowledge organisers to go back over vocabulary and content from the previous lesson. Teaching staff may lead or this may be peer-led with adults in a supportive role.
- New content is then introduced and taught, leading into independent or supported tasks based upon the new learning.
- This new content is recapped at the end of the lesson and identified and highlighted on knowledge organisers.
- Finally, the working wall is added to with the lesson's objective, vocabulary and any further resources, to be referred to in future lessons.

Maths lesson structure

Toynton's Maths lesson sequence (Y1-6) 2026/27

Stage of lesson	What?	Expectations	Possibilities	Resources
Mastering Number **Year 1 – 5 only**	Mastering Number is a stand-alone lesson working on fluency and number facts.	Must be completed a minimum of 4 days – ideally 5. Stick to the plan Ensure sentence stems are used and brought through main learning.	Deepen understanding and embed talk throughout lesson	Mastering Number slides -10s frames -Double sided counters -Rekenreks
Fluency and Reasoning recap	Set of 4/5 questions Keep learning running throughout the year on topics that need revisiting.	Completed 3/4 days a week. Arithmetic test on Friday. Use as a form of assessment for subsequent recaps. Include areas that are light touches – time, shape etc. Strategies discussed to show flexibility in thinking.	Low stakes whiteboard (KS1) or jotter (KS2).	Arithmetic tests MathsBot Maths.co.uk Use of QLA
Counting Time	Interactive, speedy, repetitive recall of number facts	Not recorded All children are active and engaged.	Number sequences Multiplication facts Bonds Fractions YouTube songs/rhymes MC Grammar	Counting stick
Vocabulary	Introduce any new language or recap any language from AfL.	Widgets if necessary Limit to no more than 4 max.		Oak Academy
Guided learning	Adapted Oak Academy slides.	Slides adapted so not just a show or cognitive overload. Explicit modelling Time to watch and do (I do, we do).	Paired work Whiteboard Manipulatives	Oak Academy Manipulatives

Application with adaptations	Children have opportunities to practice, reason and problem solve.	Children are challenged with appropriate questions – scaffolds created that slowly reduce Adaptive to support needs of pupils as lesson progresses. Activities are not all fluency based.	Question pupils with open ended prompts to deepen understanding. Allow to move onto questions when ready – not wait for everyone. Provide further depth through Gareth Metcalfe, Nrich to challenge thinking further.	Oak Academy Gareth Metcalfe – I see Reasoning Gareth Metcalfe – I see problem solving Nrich
Live marking	On the spot marking for ALL children to address misconceptions as they happen.	All children should have input within the lesson.	Fluid work spaces to allow support and challenge where appropriate.	Marking policy

Writing lesson structure

Toynton All Saints Primary School use the Literacy Tree scheme as the basis for our writing lessons, with units selected carefully and adaptations made to meet the needs of our learners.

Our teaching sequence for writing progresses through the steps of:

- high-quality teacher modelling,
- structured talk,
- close reading,
- carefully scaffolded independent writing.

Lessons are coherently linked, enabling pupils to build, apply and secure knowledge over time. Units of writing are built up through:

- Beginning with immersive experiences which place pupils emotionally and imaginatively inside the text.
- Discussion and exploration of text which deepens pupil understanding of language, structure and meaning.
- Shared planning and gathering of content of ideas.
- Explicit teaching and high-quality modelling of sentences and paragraphs.
- Sustained writing time cumulatively across a series of lessons, supported through scaffolds
- Focussed editing time, modelled and taught.

Reading lesson structure

Reading comprehension skills are taught explicitly at Toynton All Saints Primary School. A text is shared with children at the beginning of each week. Each reading lesson across the week focusses on one of the strands of reading questions:

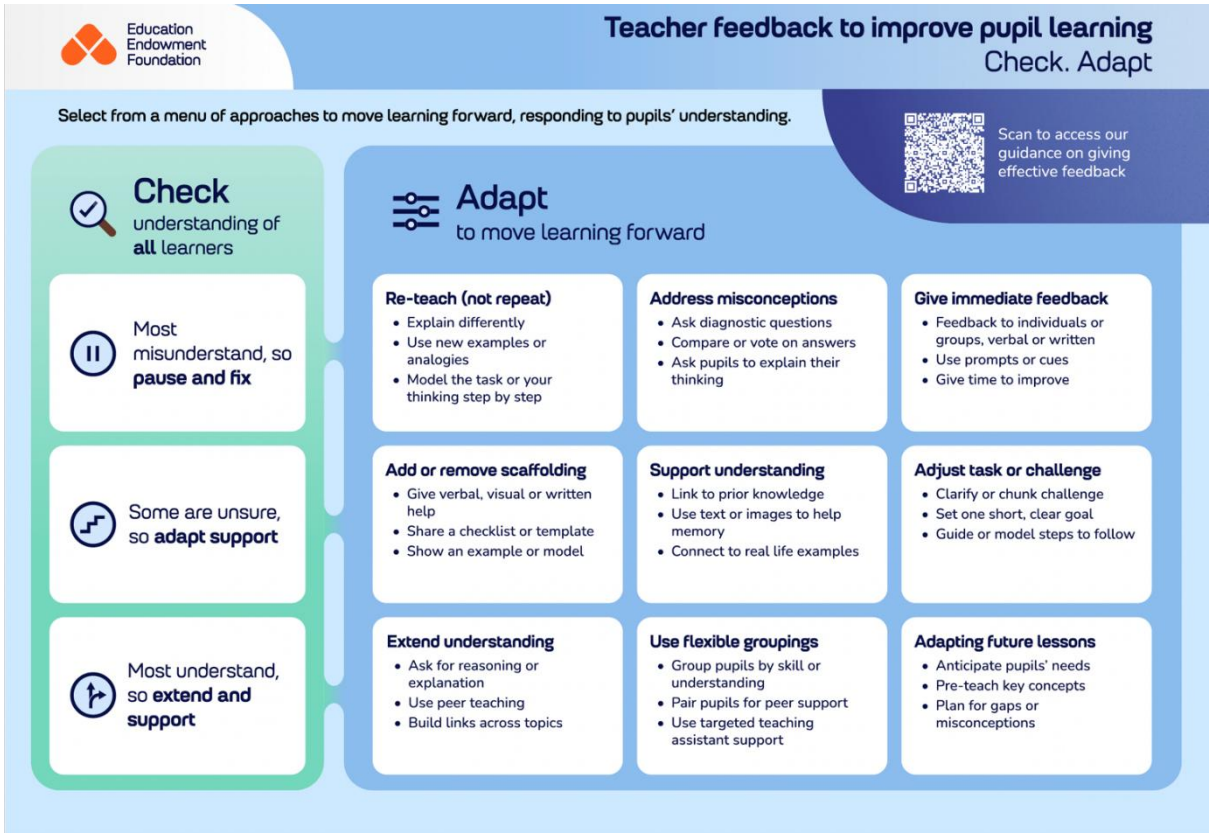
Retrieval, inference, vocabulary in context, summarising paragraphs and whole text, making predictions, analysing whole texts.

The 'I do, we do, you do' model is used for reading comprehension, beginning with modelling of approaches including text marking, skimming and scanning before pupils work as pairs or guided by an adult and finally try independently.

Question-Level Analysis is carried out by class teachers and English subject leader 3 times per year in line with the school assessment protocol to identify strands of questions which may require greater emphasis in following weeks.

Research-backed adaptive teaching approaches

Across the curriculum, we use adaptive teaching to support all pupils to make progress. Staff regularly check understanding and apply the following approaches during lessons:



Securing foundational knowledge

Reading

- Phonics is taught consistently and accurately using Read Write Inc, with assessments completed every six weeks and areas of weakness addressed through intervention
- The weakest readers are prioritised throughout the school to ensure that reading is not a barrier to learning
- Pupils read with fluency before focusing on deeper comprehension
- Vocabulary is explicitly taught and revisited across the curriculum

Writing: fluency

- Handwriting expectations are consistently high, including pupils sitting correctly using the correct pencil grip.
- Basic punctuation is taught explicitly and is non-negotiable across the school
- Sentence construction is secure before extended writing (scaffolds in place).
- Spelling reflects teaching of spelling patterns and conventions, developing an understanding of the underlying structure of the English language.

Maths Fluency

- Focus on pupil fluency in mathematics supports reasoning through reduced cognitive load.
- Mastering Number is taught from Year 1 to Year 5 to embed fluency with number
- Number facts are recalled automatically and appropriately.
- Pupils demonstrate secure place value understanding, meaning that the transition to formal written calculation is done with conceptual knowledge of value of number.
- Times tables are practised for rapid recall.

Language & Oracy

- Key vocabulary is modelled and expected to be used.
- Pupils answer in full sentences (including use of “because”).
- Adults repeat back pupil sentences modelling correct grammar and pronunciation.
- Questioning is used to check understanding and move on learning (“Show me”, “Tell me”, “Convince me”).
- Oral rehearsal happens across the curriculum (saying “my turn” “your turn” with knowledge/vocab and orally rehearsing sentence construction before writing).

An overview of assessment

Formative assessment

Formative assessment is carried out by teachers every day throughout every lesson (as covered during section on Adaptive Teaching). This is then used to structure the remaining part of the lesson, and future learning.

Summative assessment

Summative assessment is also completed for pupils across the year in the form of teacher assessments, allowing leaders to identify pupil progress across cohorts and where further support or challenge may be required.

Children in Years 1-6 complete PiXL tests 3x per year (Autumn, Spring and Summer), with Y6 pupils completing them more frequently. These test results are then standardised and are used to support teacher assessments. Question-Level Analysis is then completed to allow staff to accurately identify misconceptions and next steps in learning for pupils.

Following teacher assessments 3x per year, leaders analyse pupil progress and discuss with class teachers which pupils may need further support or intervention to meet their attainment targets by the end of the school year.