1.

PINHOE C OF E
PRIMARY SCHOOL

Teaching and Learning Policy

High expectations. Inclusive practice. Learning that lasts.

October 2026

Approved by	TLC for The Governing Body
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Last reviewed	October 2026
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1. Purpose and status of this policy

This policy sets out the agreed approach to teaching and learning at Pinhoe C of E Primary School. It translates our curriculum intent, Christian vision, pedagogical beliefs and inclusive practice into clear expectations for day-to-day classroom practice and leadership.

It is designed to secure consistency without creating uniformity. Teachers are expected to use professional judgement within these agreed principles, responding to the subject being taught, the learning intended and the needs of pupils.

Consistency at Pinhoe means a shared entitlement to high-quality teaching and learning. It does not mean that every lesson follows the same structure, that every pupil completes the same task, or that every piece of work receives written marking.

2. Our vision and curriculum commitment

Our work is rooted in the Cedar Tree Federation vision: “Living life in all its fullness, together in mind, body and spirit”, drawing on John 10:10b. At Pinhoe, pupils, staff and families work together to develop well-rounded citizens through a broad and balanced curriculum, enriching experiences and strong community relationships.

Our curriculum is underpinned by our Christian foundation and Core Values. We seek to prepare pupils for life in a changing world by developing knowledge, character, confidence, self-awareness, empathy and a sense of responsibility to others.

Our curriculum design therefore prioritises:

- responsible and active citizenship;
- high aspiration across cognitive and affective domains;
- building new learning securely on prior knowledge;
- substantive and disciplinary knowledge, including opportunities to connect learning to the wider world;
- reflection and metacognition through our Learning Heroes;
- language enrichment and explicit development of subject-specific vocabulary;
- inclusion, belonging and ambitious learning for all pupils;
- awe, wonder, curiosity and enjoyment.

3. Our shared teaching and learning principles

High-quality teaching is intentional, reflective and adaptive. The following principles describe our common pedagogical expectations.

3.1 Pace and engagement

- Lessons maintain purposeful momentum without rushing learning.
- Transitions are efficient and protect learning time.
- Pupils are cognitively active through questioning, discussion, practice, explanation and application.
- Engagement is judged by the quality of pupils' thinking and learning, not simply by visible activity.

3.2 Explicit instruction

- New and complex learning is broken into manageable steps.
- Teachers explain and model knowledge, processes and thinking clearly.
- Guided practice supports pupils before increasingly independent application.
- Teachers check understanding before moving learning on and adjust teaching where necessary.

3.3 Prior knowledge, sequencing and retrieval

- Teaching follows the intended curriculum sequence and makes meaningful links to prior learning.
- Relevant prior knowledge is activated and revisited so that pupils can connect new learning to existing schemas.
- Retrieval is purposeful and used to strengthen long-term learning, not as an isolated routine.
- Teachers make appropriate links to future learning so pupils understand the wider curriculum journey.

3.4 Subject knowledge and vocabulary

- Teachers develop secure subject and pedagogical knowledge.
- Key vocabulary is explicitly taught, modelled, revisited and expected in pupils' responses.
- Likely misconceptions are anticipated and addressed.
- Teaching respects the distinctive knowledge and disciplinary practices of each subject.

3.5 Learning behaviours and metacognition

Our Learning Heroes provide a shared, age-appropriate language for learning. Pupils are taught to become increasingly resilient, resourceful, reflective and able to learn with and from others. Teachers model these behaviours and provide opportunities for pupils to plan, monitor and reflect on their learning.

3.6 Awe, wonder and relevance

Experiences, questions and carefully selected resources should stimulate curiosity and help pupils see meaning in what they learn. Enrichment enhances, rather than replaces, the intended curriculum knowledge.

4. Lesson design and classroom practice

There is no mandated lesson template for all subjects. Effective lessons and sequences may look different across subjects, phases and learning goals. However, teachers will ordinarily ensure that:

- the learning purpose is clear and rooted in the planned curriculum;
- relevant prior learning is identified and activated;
- new material is explained and modelled with appropriate clarity;
- pupils have sufficient opportunities for guided and independent practice;
- questioning and other checks for understanding include all pupils and reveal what pupils have understood;
- misconceptions are addressed promptly;
- resources and technology are purposeful and promote access, thinking and independence;
- learning is adapted in response to evidence, rather than pupils being moved through content simply because time has elapsed;
- pupils have opportunities to rehearse, apply, explain, reason, discuss and reflect where these serve the learning;
- teachers maintain high expectations for the quality, presentation and completion of work, appropriate to age, need and subject.

5. Inclusion, SEND and adaptive teaching

All pupils, including pupils with SEND, disadvantaged pupils and pupils with English as an additional language, are entitled to an ambitious curriculum. Adaptation should increase access to the intended learning rather than routinely reducing curriculum ambition.

Teachers retain responsibility for the learning of all pupils in their class. Working with the SENCO and other professionals where appropriate, they will use assessment and knowledge of pupils to identify barriers and provide suitable support.

Adaptive teaching may include:

- adjusting explanations, modelling, questioning, pace or practice;
- carefully selected scaffolds, visuals, manipulatives, vocabulary support and worked examples;
- changes to the physical environment, communication approach or method of recording;
- pre-teaching or additional practice where this enables access to the curriculum;
- strategic deployment of support staff while preserving teacher interaction and pupil independence;
- planned opportunities to remove scaffolds as pupils become more secure.

The school's Ordinarily Available Inclusive Provision informs classroom practice. Provision should be helpful to all, harmful to none and crucial for some. Individual provision, statutory plans and specialist advice must be followed where applicable.

6. Relationships, behaviour and the learning environment

Strong, respectful relationships underpin effective learning. Adults communicate warmly, calmly and professionally, so pupils feel safe, known, valued and able to take appropriate risks in learning.

- Expectations, routines and the Behaviour Policy are applied consistently and fairly.
- Teachers protect learning time through established routines and efficient transitions.
- Classrooms are organised, calm, accessible and purposeful.
- Displays and working walls support current learning and key knowledge rather than creating unnecessary visual clutter.
- Resources are accessible and organised to promote independence.
- Reasonable adjustments and agreed visual or regulation supports are available and used as needed.
- Pupils are encouraged to take pride in their work, environment and contribution to the community.

7. Assessment for learning

Assessment is integral to teaching. Its purpose is to establish what pupils know, understand and can do, identify misconceptions and gaps, inform teaching decisions and determine appropriate next steps. Assessment should support learning rather than generate data or paperwork for its own sake.

Teachers use a proportionate range of evidence, which may include questioning, observation, discussion, retrieval, short checks, pupil work, practical outcomes, quizzes and more formal assessments where appropriate. No single source of evidence should be relied upon in isolation.

- Checks for understanding are regular and inclusive.
- Questions are chosen to reveal thinking, not simply to elicit participation.
- Teachers respond to assessment during lessons and in subsequent planning.
- Summative assessment is used where it provides useful information about attainment, retention, curriculum strengths or gaps.
- Assessment information is interpreted alongside teachers' professional knowledge of pupils and the curriculum.

8. Feedback, marking and pupils' work

> **The important question is essentially whether assessment and feedback are helping pupils learn and improve, rather than whether every page contains visible teacher marking.**

Feedback is a teaching tool. Its form should be chosen because it is likely to have a positive impact on learning, not because staff are expected to create visible evidence that feedback has taken place.

8.1 Core expectations

- Feedback should be timely enough to influence learning.
- Feedback should be precise, manageable and related to the intended learning and/or an important pupil need.
- Teachers will use pupils' responses and work to decide whether to address an issue individually, with a group, or through whole-class teaching.

- Not every error requires correction. Teachers prioritise the errors and misconceptions that matter most for current and future learning.
- Pupils should be given appropriate opportunities to act on feedback, practise again, edit, improve or apply learning subsequently.
- Teachers are not required to provide written comments on every piece of work or every page.
- A lack of written marking must not, by itself, be interpreted as a lack of assessment or feedback.

8.2 Appropriate forms of feedback

Depending on the learning, age of pupils and subject, feedback may include:

- live feedback while pupils are working;
- verbal feedback to an individual or group;
- whole-class feedback followed by reteaching, modelling, practice or improvement;
- brief written annotation or marking where this is the most useful method;
- self-assessment or peer review where pupils have been explicitly taught how to do this accurately and constructively;
- planned follow-up teaching based on patterns identified in pupils' work.

Teachers are not expected to record that verbal feedback has occurred solely to provide evidence for monitoring.

8.3 Expectations for pupils' writing books

Writing books should show that pupils are being taught to become increasingly successful and independent writers. Pupils should be given regular, purposeful opportunities to review, edit and improve their writing, appropriate to their age and stage.

Teachers will use pupils' writing to identify:

- what pupils know and can do;
- misconceptions and gaps;
- appropriate next steps;
- areas requiring further individual, group or whole-class teaching.

Feedback on writing should reflect the learning intention and the needs of the pupil. Not every error needs to be corrected. Teachers may identify recurring errors in spelling, punctuation, grammar or handwriting where addressing these will support the pupil's development. Where errors reflect a wider misconception, teaching should address the pattern rather than rely on repeated written correction.

Editing should be explicitly taught. It may involve revising content and organisation as well as correcting transcriptional aspects. Pupils should increasingly learn to reread critically, use agreed supports and make purposeful improvements rather than simply copying teacher corrections.

8.4 Presentation and books

Pupils' work should be cared for and presented to an agreed age-appropriate standard. Books are one source of evidence of curriculum learning over time, but they are not a marking audit trail. Practical work, talk, performance, digital work and other outcomes may also be important evidence depending on the subject.

9. Planning and curriculum implementation

Planning is a means to secure effective teaching, not an end in itself. Teachers should know the intended curriculum, its sequence, the key knowledge and vocabulary, likely misconceptions and how they will establish whether pupils have learned it.

- Long- and medium-term curriculum plans provide the agreed entitlement and sequence.
- Teachers adapt implementation to the pupils they teach while maintaining curriculum ambition.
- Planning documentation should be useful and proportionate. Staff are not expected to duplicate information already contained in accessible curriculum materials.
- Resources should be selected for their contribution to learning, not because they create attractive task completion.
- In EYFS, teaching and learning will additionally reflect the EYFS statutory framework and the school's EYFS policy.

10. Roles and responsibilities

10.1 Teachers

- deliver the agreed curriculum with high expectations for all pupils;
- demonstrate secure subject and pedagogical knowledge and seek support where development is needed;
- use explicit instruction, modelling, practice and checking for understanding appropriately;
- adapt teaching in response to pupils' understanding and needs;
- create calm, purposeful and inclusive classrooms;
- use assessment and feedback to improve learning without generating unnecessary marking or paperwork;
- work constructively with support staff, leaders, families and specialists;
- reflect on practice and engage in professional development;
- meet the Teachers' Standards and relevant school policies.

10.2 Support staff

- know the intended learning and the pupils they support;
- support access, participation and independence rather than task completion;
- use agreed prompts, scaffolds and questioning;
- provide teachers with useful information about pupils' responses and understanding;
- maintain high expectations and model the school's values and learning behaviours;
- follow teachers' direction while contributing their professional knowledge of pupils.

10.3 Pupils

- attend, participate and engage as fully as they can;
- follow agreed routines and behaviour expectations so everyone can learn;

- take increasing responsibility for using feedback, checking and improving their work;
- show resilience, curiosity, reflection and respect;
- care for learning resources and take pride in their work and community.

10.4 Parents and carers

- support attendance, punctuality and readiness to learn;
- value and encourage learning and reading at home;
- engage with information about their child's progress and curriculum;
- share information that may help the school meet their child's needs;
- work in partnership with the school and reinforce high expectations.

10.5 Senior leaders

- establish and communicate a clear, ambitious vision for curriculum and pedagogy;
- ensure staff understand the expectations in this policy;
- provide appropriate professional development, coaching, resources and support;
- evaluate the quality and impact of teaching through triangulated evidence;
- identify and address barriers, inconsistency or underachievement promptly and supportively;
- ensure quality assurance is proportionate, purposeful and leads to improvement;
- protect staff from unnecessary workload caused by duplicated planning, marking or monitoring expectations.

10.6 Governors

- understand the school's teaching, curriculum and assessment approach;
- hold leaders to account for the quality and inclusivity of education;
- monitor whether resources and professional development support school priorities;
- evaluate the implementation of this policy at a strategic level without undertaking operational monitoring.

11. Subject leadership

Subject Leaders provide strategic direction, curriculum leadership and oversight for their subject. Their role is developmental rather than managerial. They support colleagues to implement a coherent, ambitious curriculum and help leaders understand its quality and impact.

11.1 Subject Leaders will

- develop, review and communicate the subject curriculum in line with statutory requirements, school vision and agreed curriculum principles;
- ensure coherent progression in substantive and disciplinary knowledge, skills and vocabulary from EYFS to Year 6 where applicable;
- support colleagues through advice, resources, modelling, professional dialogue and relevant professional development;
- maintain an overview of curriculum coverage, expectations, strengths and areas for development;

- use agreed monitoring activities such as work scrutiny, learning walks, planning review, pupil voice and appropriate assessment information;
- evaluate findings and identify practical improvement actions rather than merely collecting evidence;
- work with senior leaders to address trends, barriers and priorities;
- maintain a proportionate subject action plan and evaluate the impact of improvement work;
- audit and manage subject resources and budgets where allocated;
- celebrate pupils' learning and promote the value of the subject.

11.2 Reasonable expectations

Subject leadership responsibilities must remain achievable alongside teaching commitments. Subject Leaders are not expected to:

- be solely accountable for every aspect of pupil outcomes in their subject;
- act as line managers unless this is a separately designated responsibility;
- undertake monitoring beyond the agreed school schedule;
- produce paperwork that does not contribute to curriculum quality or improvement;
- complete comprehensive lesson observations unless specifically directed as part of an agreed school improvement process;
- complete leadership tasks in personal time as a routine expectation.

Where possible and appropriate, the school will provide release time, training, access to networks and guidance from senior leaders so Subject Leaders can fulfil their responsibilities effectively.

12. Monitoring, evaluation and professional development

Quality assurance exists to understand the strengths and needs of the curriculum and teaching, then improve them. It is not a search for superficial compliance.

> **No judgement about the quality of teaching or curriculum implementation should be based on a single lesson, book, data point or absence of written marking.**

Leaders will triangulate evidence over time. Depending on the question being explored, this may include:

- pupil work and outcomes;
- pupil discussion and explanation;
- learning walks or visits;
- curriculum and planning review;
- assessment information where appropriate;
- discussion with teachers and support staff;
- the progress of identified groups;

- the implementation and impact of agreed improvement actions.

When reviewing books, leaders and Subject Leaders should consider the curriculum and the learning they reveal. Useful questions include:

- Does pupils' work reflect the intended curriculum and appropriate ambition?
- What does the work show pupils know, understand and can do over time?
- Are important misconceptions being identified and addressed through subsequent teaching?
- Are pupils building and applying subject knowledge and vocabulary?
- Are adaptations enabling pupils with SEND and other identified needs to participate in ambitious learning?
- In writing, are pupils developing the ability to review, edit and improve?
- Is feedback, in whatever appropriate form it takes, contributing to improved learning?

Monitoring findings should lead to proportionate action such as professional dialogue, coaching, resource development, curriculum refinement or CPD. Where significant concerns arise, they will be addressed through the appropriate leadership and support processes.

13. Home learning and partnership with families

Home learning should have a clear purpose and complement learning in school. It should be reasonable in volume and challenge and should not create unnecessary barriers for families. Reading, practising key knowledge and fluency, and purposeful consolidation may form part of home learning expectations. Further detail is set out in the school's Home Learning Policy.

14. Assessment, recording and reporting

The school uses formative and summative assessment to inform teaching, evaluate curriculum impact and report progress. Diagnostic and standardised tools may be used where they add useful evidence. Staff should not collect or record data without a clear purpose.

Parents and carers receive information about their child's attainment, progress and next steps through the school's agreed reporting cycle, including parent meetings and annual written reporting. Pupils with SEND will have additional review arrangements as appropriate. Further detail is set out in the Assessment Policy and SEND documentation.

15. What this policy does not require

For clarity, this policy does not require:

- a written teacher comment on every page or every piece of work;
- evidence stamps, codes or annotations solely to prove feedback occurred;
- teachers to correct every spelling, punctuation, grammar or handwriting error;
- a fixed lesson structure or identical teaching approach in every subject;
- differentiated worksheets or separate tasks for different prior-attainment groups as a default;
- lengthy written planning that duplicates existing curriculum documentation;
- book scrutiny to operate as a marking-compliance check;

- judgements about teaching based on isolated evidence.

16. Review and linked policies

This policy will be reviewed annually by the Headteacher and Senior Leadership Team and shared with the Governing Body. It should be read alongside the school's current:

- Curriculum Statement;
- Teaching and Learning Principles and Pedagogy;
- Subject Leader Roles, Responsibilities and Expectations;
- Assessment Policy;
- Behaviour Policy;
- SEND Policy and SEND Information Report;
- EYFS Policy;
- Home Learning Policy;
- Equality information and objectives;
- Safeguarding and Child Protection Policy.

Where a linked policy contains more detailed operational guidance, that guidance should be interpreted consistently with the principles in this policy.

Appendix A: Pinhoe teaching and learning at a glance

We expect to see	We do not expect to see as routine
Clear curriculum purpose, sequencing and links to prior learning	Activities chosen mainly to keep pupils busy
Explicit explanation and modelling when needed	Pupils expected to discover complex new content without sufficient teaching
Frequent, inclusive checks for understanding	Moving on regardless of what pupils have understood
Adaptive teaching that maintains ambition	Routine lowering of curriculum expectations for pupils with SEND
Purposeful vocabulary teaching and revisiting	Key vocabulary left to chance

We expect to see	We do not expect to see as routine
Feedback selected for its impact on learning	Written comments added primarily as evidence of marking
Pupils acting on feedback and becoming independent	Every error corrected by the teacher
Writing pupils review, edit and improve	A requirement for visible teacher marking on every page
Calm routines, strong relationships and protected learning time	Inconsistent expectations that reduce learning time
Triangulated, developmental quality assurance	Judgements based on a single lesson, book or data point

Appendix B Principles and Pedagogy explained in detail

Teaching	Pace and Engagement	Explicit Instruction	Effective use of resources	AFL	
Lesson design	Learning Heroes	Prior and Future links	Awe and Wonder	Learning Vision *	Subject Knowledge
Classroom Management	Relational Approach	Consistency	Physical Environment	Accountability	
Beliefs	Belonging	Aspiration	Expectation	Engaging	Love

Teaching Principle / pedagogy	**Pace and Engagement**	**Explicit Instruction**	**Effective use of resources**	**AFL**	
What does this look like in practise? *High-quality teaching is intentional, reflective, and adaptive. Teachers demonstrate strong pedagogical knowledge, clear purpose, and a commitment to ensuring all pupils learn effectively.*	Lessons move at an appropriate pace, maintaining momentum without rushing learning. Transitions are smooth and purposeful. Pupils are actively engaged through questioning, discussion, and well-structured tasks. Engagement is cognitive as well as behavioural, with pupils thinking deeply about learning.	Learning is broken down into small, manageable steps. Teachers model thinking, processes, and expected outcomes clearly. Instructions and explanations are precise and unambiguous. Guided practice follows modelling before independent application.	Resources are carefully selected to support learning, not distract from it. Visuals, manipulatives, and technology are used purposefully. Resources promote independence and scaffold learning where needed. Displays and materials reinforce key knowledge and vocabulary.	Teachers regularly check understanding throughout the lesson. Questioning is planned, varied, and targeted. Feedback is timely, specific, and focused on improvement. Assessment informs immediate teaching decisions and future planning.	
Lesson design Principle / pedagogy	**Learning Heroes**	**Prior and Future links**	**Awe and Wonder**	**Learning Vision ***	**Subject Knowledge**

What does this look like in practise? *Lessons are logically structured with clear learning intentions.* *Prior knowledge is activated at the start of learning.* *New learning builds progressively towards clear outcomes.* *Opportunities for practice, review, and reflection are embedded*	·Learning behaviours such as resilience, curiosity, and independence are explicitly taught and celebrated. Pupils understand what effective learning looks like. Teachers model positive learning behaviours consistently.	Learning is connected to previous knowledge and experiences. Teachers make explicit links to future learning. Pupils understand how learning fits within a wider curriculum journey.	Lessons spark curiosity and enthusiasm. Teachers use stimulating hooks, questions, or experiences. Learning encourages pupils to ask questions and explore ideas. A sense of excitement and purpose underpins learning.	A clear learning vision is shared and revisited. Pupils understand why learning matters. Success criteria are transparent and meaningful.	Teachers demonstrate strong and secure subject knowledge. Misconceptions are anticipated and addressed. Vocabulary is explicitly taught and reinforced. Teachers confidently extend and deepen learning.
Classroom Management **Principle / pedagogy**	**Relational Approach**	**Consistency**	**Physical Environment**	**Accountability**	
What does this look like in practise?	Teachers build positive, respectful relationships with pupils.	Policies and routines are applied consistently across lessons.	Classrooms are organised, welcoming, and purposeful. Displays support learning and reflect	Teachers take responsibility for pupil progress.	

Expectations for behaviour are clear, consistent, and high. *Routines are well-established and embedded.* *Teachers create calm, purposeful learning environments.* *Behaviour management supports learning rather than interrupts it*	Pupils feel known, valued, and supported. Communication is warm, calm, and professional.	Expectations do not vary between pupils or over time. Consistency provides security and clarity for learners.	current curriculum content. The environment promotes independence and pride in learning.	Pupils are encouraged to take ownership of their learning. Progress is monitored and acted upon.	
Beliefs **Principle / pedagogy**	**Belonging**	**Aspiration**	**Expectation**	**Engaging**	**Love**
What does this look like in practise? *All pupils are believed to be capable of success.*	Pupils feel safe, included, and respected. Diversity is valued and celebrated.	Teachers inspire pupils to aim high. Learning opens pathways to future opportunities.	High expectations are maintained for all pupils. Work is challenging, ambitious, and age-appropriate.	Lessons are interactive and varied. Teaching strategies capture and sustain interest.	Teaching is underpinned by care, compassion, and commitment.

Teaching reflects a commitment to equity and inclusion. *Challenges are viewed as opportunities to learn.*	Classroom culture promotes teamwork and mutual respect.	Success is celebrated and effort is recognised.	Pupils are encouraged to produce high-quality outcomes.	Pupils are motivated to participate and contribute.	Teachers demonstrate passion for learning and for pupils. Pupils feel supported to grow academically and personally.

Appendix C: Feedback decision guide

1. What did pupils need to learn?

2. What does the evidence show they have understood or misunderstood?

3. What response will have the greatest impact: immediate explanation, live feedback, group/whole-class teaching, additional practice, editing, or a written prompt?

4. Do pupils understand the feedback and have an opportunity to use it?

5. What does their subsequent learning show, and what should teaching do next?

Impact matters more than evidence of marking. The most effective feedback is the feedback that results in better learning.

Appendix D: Foundational Knowledge Guarantee

Foundational Knowledge Guarantee (Reception – Year 2)
Strong Foundations by Design

In October 2024, Ofsted's research report *Strong Foundations in the First Years of School* stated:

"By the end of Key Stage 1, all children need foundational knowledge: how to communicate, read, write and calculate."

The report cautioned against:

- Introducing complexity too early
- Overloading working memory
- Prioritising activity over learning
- Failing to build securely on prior knowledge

At Pinhoe C of E Primary School, we define foundational knowledge as the small, essential set of knowledge, habits and cognitive capacities that make later learning possible.

This is not an exhaustive list of everything that matters. Rather, it is that which we prioritise relentlessly.

By the end of Key Stage 1, every child in our school will have been explicitly taught, have practised and will have been supported to secure the following foundations.

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1. Executive Function

(The cognitive control that makes learning possible)

Strong executive function reduces cognitive overload and enables children to learn, retain and apply knowledge.

Children will be explicitly taught and supported to:

Working Memory

- Hold and act on 2–3 step instructions
- Maintain the goal of a short task and complete it

Inhibitory Control

- Pause, wait and follow taught routines
- Sustain attention during short independent work

Cognitive Flexibility

- Shift between activities or routines calmly
- Attempt an alternative strategy when prompted

These capacities are deliberately scaffolded through structured routines and guided practice, with adult support gradually reduced as independence increases.

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2. Early Reading Fluency

(The gateway to the curriculum)

Children will:

- Apply secure phonic knowledge to decode accurately
- Blend automatically without over-reliance on sounding out
- Read common exception words automatically
- Read age-appropriate texts fluently (accuracy + automaticity + expression)
- Demonstrate secure understanding of what they read

Fluency reduces working memory demand and enables comprehension.

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3. Writing Foundations

(Transcription that frees thinking)

Children will:

- Hold a pencil securely and efficiently
- Form lower-case and capital letters correctly and fluently
- Segment spoken words into phonemes and know how to represent them with graphemes
- Spell common exception words securely
- Write simple dictated sentences
- Demarcate simple sentences accurately

In the early years, composition — the forming and exploring of ideas — happens primarily through spoken language. Children talk before they write. Written composition develops as transcription becomes fluent enough to carry thought. The role of spoken language in composition is addressed in Section 5.

Transcription must be automatic enough to allow attention to meaning.

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4. Early Mathematical Fluency

(Number sense that endures)

Children will:

- Demonstrate deep understanding of numbers to 10 (recognition, composition, comparison, subitising)
- Recall number bonds within 10 automatically
- Add and subtract single-digit numbers fluently
- Count reliably forwards and backwards within 0-100
- Use precise mathematical language

Foundational number knowledge is conceptual and automatic, not procedural and fragile. Further progression builds securely on these foundations, as set out in our wider mathematics spine.

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5. Spoken Language

(The medium through which all early learning is developed)

Ofsted's Strong Foundations report states that all children need to know how to communicate. It does not name spoken language as a discrete developmental domain. The Pinhoe approach is to name spoken language and to take a deliberate approach to its development. This is a trust-led addition, not a compliance response.

Spoken language is the medium through which all other learning in the early years is developed, rehearsed and consolidated. It is where composition lives before transcription makes written composition possible. To teach well in the early years is to teach language with intention.

Children will be explicitly taught and supported to:

- Speak formally in full sentences as a consistent, expected habit
- Use taught vocabulary accurately and in context across all areas of learning
- Explain their reasoning aloud — in mathematics, in reading and in practical tasks
- Listen purposefully and respond relevantly to adults and peers
- Use talk to compose, explore and refine ideas before committing them to writing

Spoken language is not a precursor to learning. It is the primary mode of learning in the early years.

Our Professional Commitment

Across the Trust we will ensure:

- New learning is delivered in small, cumulative steps
- Daily deliberate practice builds automaticity
- Spoken language is explicitly taught, modelled and expected across all areas of learning
- Writing expectations match reading and phonic stage
- Curriculum pace does not compromise fluency
- Intervention is timely and precise

We will prioritise depth over superficial coverage.

Our Reputation

We intend to be known for:

- Children who read confidently and fluently

- Children who manipulate number with ease
- Children whose writing shows fluency and pride
- Classrooms that are calm, focused and purposeful
- Early Years and KS1 provision that is disciplined, warm and ambitious

Strong foundations are the first expression of our belief in the right of every child to flourish.