Treloweth Primary School Teaching & Learning Policy

Date Agreed: September 26	Chair of Governors: Mrs L Dunstone	Head of School: Mrs K Rogers
Date For Review: September 27		

Introduction

At Treloweth School, our aim is to develop Curious, Kind and Connected learners who have the confidence, knowledge, skills and character to thrive both academically and personally. Through *The Treloweth Way*, we have created an ambitious, inclusive and knowledge-rich approach to education that inspires a love of learning, raises aspirations and enables every child to succeed.

This policy sets out the principles and practices that underpin teaching and learning across the school. It reflects our commitment to providing consistently high-quality learning experiences that support pupils to achieve highly, become confident and responsible citizens, and prepare successfully for the next stage of their education and future lives.
As a proud member of Crofty Education Trust, our CKC (Curious, Kind, Connected) Curriculum has been carefully designed using the National Curriculum, Crofty progression frameworks and educational research. Through our curriculum drivers of Sense of Self, Sense of Place and Sense of Adventure, pupils develop a strong understanding of who they are, where they come from and the positive contribution they can make to their community and the wider world. These drivers provide a coherent thread throughout every child's journey from Early Years to Year 6, ensuring learning is meaningful, relevant and ambitious.

We believe that learning flourishes within a culture of high expectations, strong relationships and belonging. Pupils learn best when they feel safe, valued and successful; therefore, we are committed to creating an environment where every child develops confidence, resilience, independence and aspiration. Our curriculum is carefully sequenced to build knowledge and understanding over time, with strong foundations in language, reading, writing and mathematics supported by a broad and ambitious wider curriculum.



Teaching at Treloweth is underpinned by evidence-informed practice that promotes thinking, develops oracy and uses assessment effectively to secure learning. Through explicit teaching, purposeful discussion, retrieval practice and careful curriculum sequencing, pupils are supported to know more, remember more and apply their learning with confidence. Leaders continually evaluate the effectiveness of teaching, learning and the curriculum to ensure that all pupils receive the highest quality education. Central to our approach is the belief that both children and adults are lifelong learners 'Growing Together, exploring tomorrow'. Through our research-informed Continuing Personal and Professional Development programme, staff engage in coaching, reflection and professional enquiry to continually strengthen their practice and improve outcomes for pupils.

Through *The Treloweth Way*, we strive to ensure that every child leaves our school with strong academic foundations, a sense of belonging, a love of learning and the knowledge, skills and personal qualities needed to flourish in modern Britain and beyond.

Aims

This policy aims to ensure that teaching and learning at Treloweth School:

- Promotes high expectations and excellent outcomes for all pupils.
- Delivers an ambitious, knowledge-rich curriculum that is accessible to every learner.
- Develops confident, articulate and independent pupils who embody our values of Curious, Kind and Connected.
- Uses assessment effectively to inform teaching and improve learning.
- Removes barriers through inclusive and adaptive practice.
- Enables pupils to know more, remember more and apply their learning successfully over time.
- Promotes continuous improvement through high-quality professional development and research-informed practice

Teaching and Learning at Treloweth

Teaching at Treloweth is guided by *The Treloweth Way* and delivered through our carefully designed **S-Plan approach**, which provides a consistent framework for curriculum implementation whilst preserving the integrity and disciplinary nature of individual subjects. Teachers draw upon secure subject knowledge, an understanding of curriculum progression and detailed knowledge of their pupils to make informed decisions about what to teach, when to teach it and how learning can be delivered most effectively.

Our curriculum is designed as a carefully sequenced and incrementally progressive journey from Early Years to Year 6. Learning is structured to build securely upon prior knowledge, enabling pupils to make meaningful connections between concepts and develop increasingly sophisticated understanding over time. Essential knowledge, vocabulary and concepts are identified explicitly, taught systematically and revisited regularly to strengthen long-term retention and prepare pupils for future learning.

The S-Plan ensures that important curriculum components are consistently considered within all areas of learning. This includes the explicit teaching of key knowledge and vocabulary, opportunities for retrieval and recall, meaningful cross-curricular links and carefully planned cultural capital experiences. Through this approach, pupils are supported to develop a broad frame of reference, enabling them to understand how knowledge connects within and across subjects.

Knowledge retention is a central feature of our curriculum design. Essential learning is revisited and strengthened through the frequent use of Knowledge Flashcards, retrieval routines, low-stakes quizzes and spaced practice. By systematically reactivating prior learning, pupils develop increasingly secure knowledge and understanding that can be recalled and applied confidently in new contexts.

Our curriculum is underpinned by three overarching curriculum drivers: **Sense of Self, Sense of Place and Sense of Adventure**. These drivers provide a coherent thread throughout every pupil's journey at Treloweth and ensure that academic learning is connected to personal growth, community understanding and wider world experiences.

The six key strands within these drivers are revisited and deepened throughout a child's time at Treloweth:

Sense of self		Sense of place		Sense of adventure	
My Identity 	My Future Self 	Our Cornish Community 	Our Cornish Past 	Our Global World 	Our World Environmental 

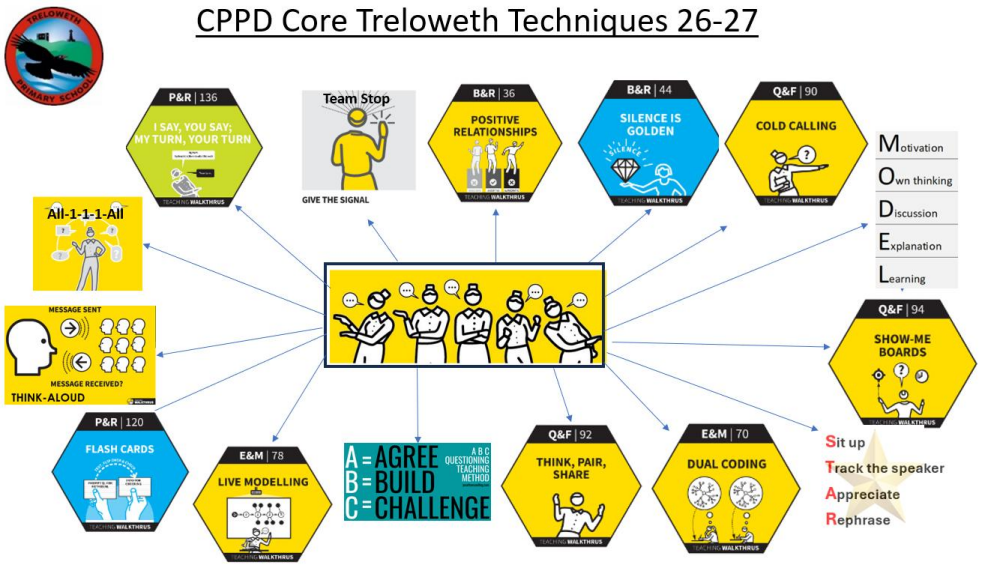
- **Sense of Self**: My Identity and My Future Self
- **Sense of Place**: Our Cornish Community and Our Cornish Past
- **Sense of Adventure**: Our Global World and Our World Environment

This progressive approach ensures that pupils continually develop their understanding of themselves, their aspirations, their local heritage and their role within an increasingly interconnected world. By revisiting these themes throughout their primary education, children build confidence, deepen their experiences and develop a strong sense of belonging, responsibility and ambition.

High-quality instruction forms the foundation of effective teaching and learning. Teachers provide clear explanations, expert modelling, guided practice and carefully structured opportunities for independent application. Lessons are designed to promote curiosity, reasoning, problem-solving and critical thinking, encouraging pupils to articulate their understanding, justify their thinking and engage in meaningful discussion.

Language and vocabulary development are prioritised across all areas of the curriculum. Leaders recognise that vocabulary is fundamental to both learning and social mobility; therefore, teachers explicitly teach and revisit subject-specific vocabulary, enabling pupils to communicate with increasing confidence, precision and sophistication. Purposeful talk, collaborative learning and structured discussion are integral features of classroom practice and support the development of strong oracy skills across the school.

Teaching is informed by evidence-based principles of learning. Teachers routinely employ strategies such as retrieval practice, explicit instruction, deliberate practice, dual coding, effective questioning and low-stakes assessment to strengthen understanding and identify misconceptions. These approaches ensure that pupils not only acquire new knowledge but retain and apply it successfully over time.



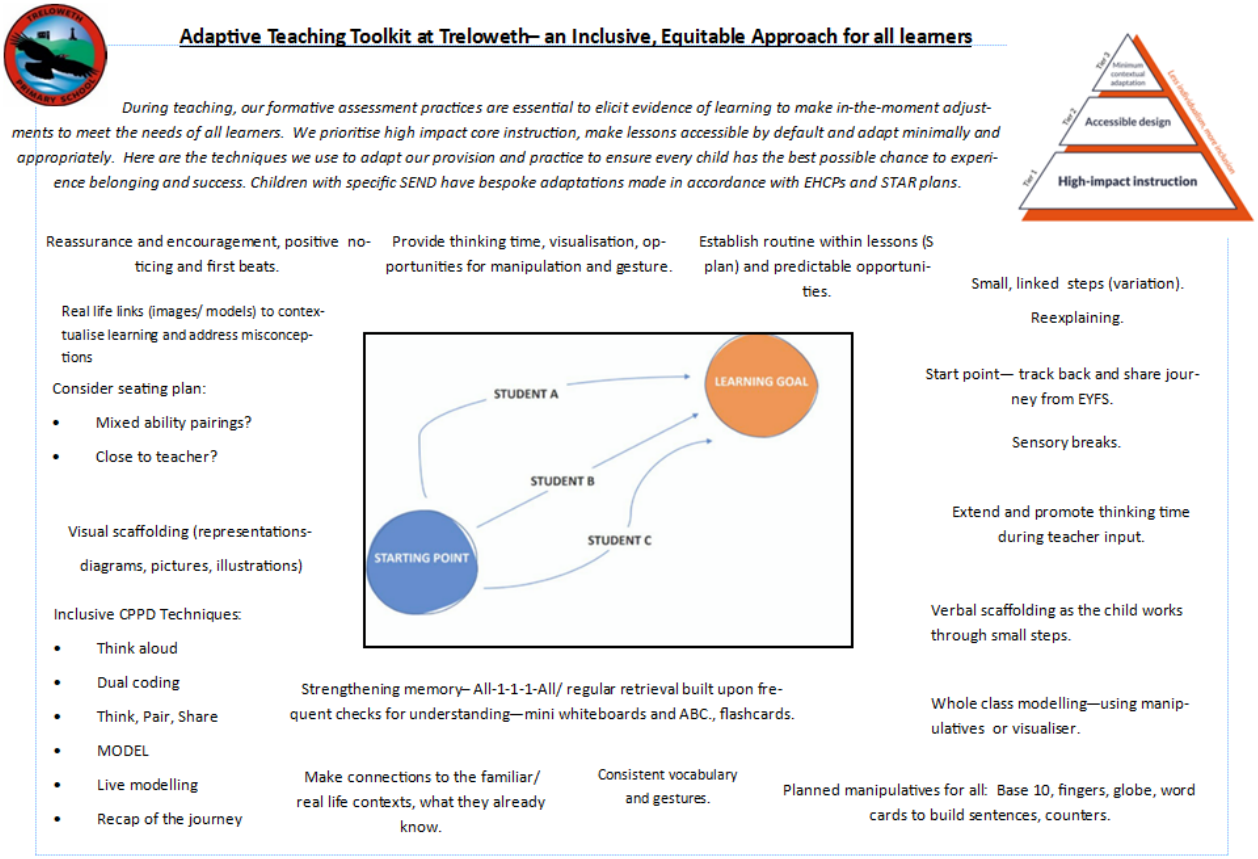
Through this carefully planned approach to teaching and learning, pupils are supported to become confident, independent and reflective learners who embody our values of **Curious, Kind and Connected**, and who are exceptionally well prepared for the next stage of their education and beyond.

Assessment, Inclusion and Adaptive Practice

Assessment is central to effective teaching and learning at Treloweth. Learning sequences begin with opportunities for teachers to explore pupils' existing knowledge, understanding and misconceptions through discussion, enquiry questions, mind maps and other diagnostic activities. Throughout lessons, teachers use questioning, observation, retrieval activities and formative assessment to evaluate understanding and adapt their teaching accordingly.

Summative assessments, reading and phonics assessments, maths fluency checks and pupil progress meetings provide leaders and teachers with a comprehensive understanding of achievement and progress. This information is used to identify strengths, address gaps in learning and ensure that pupils receive timely support where required.

Inclusion underpins our vision, strategic decision-making and daily practice. Through *The Treloweth Way*, we are committed to ensuring that every pupil, particularly those with SEND, disadvantaged pupils, children who are known or previously known to Children's Social Care and those facing barriers to learning or wellbeing, receives the support, opportunities and ambition needed to succeed. We believe that equity, rather than equality, is fundamental to securing excellent outcomes and ensuring that every child can participate fully in school life.



We maintain exceptionally high expectations for all pupils and are resolute in our belief that barriers to achievement should never limit aspiration or opportunity. Strong partnerships with families, rigorous assessment processes and a culture of professional curiosity ensure that needs are identified accurately and addressed at the earliest possible stage.

Effective transition arrangements and close collaboration with nurseries, families and external professionals enable staff to develop a detailed understanding of each child's strengths and needs from the outset.
High-quality teaching remains the primary driver of inclusion. Our Adaptive Teaching Toolkit establishes a clear continuum of support that begins with inclusive-by-design classroom practice. Teachers use carefully selected strategies including modelling, visual supports, vocabulary scaffolds, retrieval practice, structured questioning, manipulatives and deliberate practice to ensure all pupils can access ambitious learning. Where further support is required, bespoke STAR plans are created and provision is informed by robust assessment, ongoing monitoring and regular review through the graduated approach of Assess, Plan, Do and Review.

Detailed pupil progress meetings ensure that leaders, teachers and inclusion staff rigorously monitor progress, attendance, engagement, wellbeing and wider outcomes for vulnerable pupils. Leaders analyse a wide range of information to identify emerging barriers and evaluate the effectiveness of support. This enables provision to be adapted quickly and ensures that intervention remains responsive and impactful.

The school works closely with a range of specialist services, including Speech and Language Therapy, Educational Psychology, behaviour support services and other external agencies. These partnerships strengthen staff expertise, support accurate identification of needs and ensure that provision is tailored effectively to individual pupils.
Our Inclusion Strategy is integral to this work. Funding is deployed strategically to address barriers to learning, increase participation and improve outcomes. Disadvantaged pupils are closely monitored through our Class On A Page (COAP) system, ensuring barriers are rapidly identified, reviewed and addressed. Through precise tracking and targeted support, pupils receive the right help at the right time.

Inclusion at Treloweth extends beyond academic achievement. We are committed to ensuring that every pupil can access the full breadth of opportunities available through school life. Participation in enrichment activities, educational visits, residential experiences, leadership opportunities, music provision, sport and wider cultural experiences is carefully monitored so that no child is excluded from opportunities that develop confidence, aspiration and future readiness.

Personal Development and Enrichment

Personal development at Treloweth is shaped by our curriculum drivers of Sense of Self, Sense of Place and Sense of Adventure. As a result, pupils develop confidence in who they are, pride in their community and curiosity about the wider world. They understand that their voice matters and that they can make a positive contribution both now and in the future.
At Treloweth, we are committed to developing the whole child. Personal development is woven throughout our curriculum and the wider life of the school and reflects our belief that every pupil should leave primary education as a confident, resilient, caring and responsible young person.
Supporting emotional health and wellbeing is a significant strength of the school. Children flourish when they feel safe, valued and understood, and our dedicated pastoral provision includes an experienced safeguarding team, a full-time non-class-based Behaviour Champion and a highly effective inclusion team. Staff know pupils exceptionally well and work proactively with families to identify and address barriers to wellbeing.
Through the curriculum, assemblies, enrichment opportunities and everyday interactions, pupils develop a strong understanding of right and wrong, respect, responsibility and citizenship. Our restorative approach supports pupils to resolve conflict positively, rebuild relationships and develop the emotional literacy needed to become reflective and responsible members of society.
The school's PSHE, Relationships Education and Health Education curriculum is carefully sequenced and progressive. Pupils learn about healthy relationships, mental wellbeing, physical health, personal safety and how to stay safe both

online and offline. They develop an understanding of democracy, individual liberty, mutual respect, tolerance and the rule of law, while learning to appreciate diversity and engage respectfully with differing beliefs, cultures and perspectives.
A particular strength of Treloweth is the breadth of enrichment opportunities available to pupils. Every child participates in a wide range of clubs, sporting activities, creative experiences, educational visits and community projects. Residential experiences in Years 3, 4, 5 and 6 provide opportunities for pupils to develop resilience, independence, teamwork and self-confidence while expanding their understanding of the wider world.
Leadership opportunities play an important role in pupils' development. Through roles such as School Council, Eco Warriors, Play Leaders and a range of additional responsibilities, pupils learn about service, responsibility and leadership while making meaningful contributions to school improvement and the wider community.
Preparation for future learning and employment is embedded through our progressive Careers and Aspirations Project. From Reception to Year 6, pupils encounter employers, professionals and community organisations that help them understand how learning connects to future opportunities. Through initiatives such as National Careers Week, enterprise activities and partnerships with local organisations, pupils develop aspirations, challenge stereotypes and gain a deeper understanding of the skills and qualities required for future success.

Professional Development, Leadership and Quality Assurance

At Treloweth School, we recognise that exceptional outcomes for pupils are secured through exceptional teaching. We are committed to fostering a culture of continuous professional growth where all staff are supported, challenged and empowered to refine their practice. Professional development is viewed as a strategic driver for school improvement and is central to our ambition of providing the very best education for every child.
Our **Continuing Personal and Professional Development (CPPD)** programme is firmly rooted in educational research, instructional coaching and reflective practice. Drawing upon the work of Rosenshine, Sherrington, Caviglioli, Hattie, Covey and the Education Endowment Foundation, we have developed a coherent approach that translates research into effective classroom practice. Through this approach, teachers continually strengthen their knowledge of effective pedagogy, curriculum implementation and assessment, ensuring classroom practice remains evidence-informed, purposeful and impactful.
We believe that successful learning is built upon strong relationships, consistent routines and a culture of belonging. Consequently, professional development extends beyond pedagogy alone. Significant emphasis is placed on behaviour, relationships and classroom culture, recognising that children learn best when they feel safe, valued and understood. Staff work collectively to establish nurturing, purposeful learning environments where high expectations are combined with care, consistency and strong relationships.
At the heart of our approach is a carefully structured coaching and development cycle that promotes sustained improvement through incremental change. As illustrated below, staff engage in a progressive programme of pedagogical development built around key aspects of effective teaching, including questioning and feedback, explaining and modelling, oracy, retrieval and practice, behaviour and relationships, and review and extension.

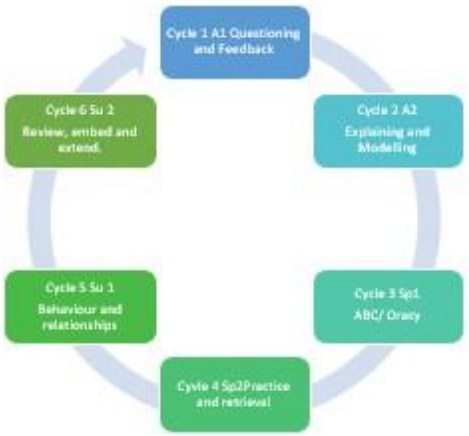
Treloweth CPPD and Instructional Coaching Model

The model combines whole-school pedagogical priorities with individual professional development goals, ensuring that learning is both coherent and responsive to need. Teachers revisit key elements of effective practice throughout the year, enabling strategies to become embedded through repeated implementation, reflection and refinement.
Instructional coaching forms the backbone of this process. We believe that meaningful improvement occurs through regular cycles of **discussion and reflection, deliberate practice and instructional coaching**, rather than through isolated training sessions. Using Rosenshine's Principles of Instruction and selected *WalkThrus* as a shared pedagogical framework, teachers engage in focused coaching cycles where specific techniques are explored, practised, reviewed and refined.

Alongside whole-school priorities, bespoke coaching targets allow individuals to develop areas most relevant to their stage of career and professional aspirations.

This cyclical model has created a highly collaborative professional learning culture in which research, reflection and professional dialogue are valued. Staff are encouraged to critically engage with evidence, share expertise and continually refine their teaching. As a result, professional development is personalised, sustainable and directly linked to improving outcomes for pupils.

Leaders evaluate the impact of professional development through a wide range of evidence, including lesson visits, learning walks, curriculum reviews, work scrutiny, assessment information, pupil voice and staff reflection. Monitoring is developmental rather than performative, ensuring that evidence is used to identify strengths, shape future support and inform school improvement priorities. By triangulating multiple sources of evidence, leaders maintain an accurate understanding of teaching quality and curriculum effectiveness across the school.





Responsibility for maintaining high standards of teaching and learning is shared across the organisation. Governors, Trust leaders, senior leaders, subject leaders and teachers work collaboratively to ensure that the curriculum is implemented effectively and that all pupils receive consistently high-quality teaching. Through strong professional accountability, collective responsibility and an unwavering commitment to continuous improvement, we continue to strengthen our provision and secure the best possible outcomes for every child.

Conclusion

At Treloweth School, teaching and learning are driven by a relentless commitment to excellence, inclusion and continuous improvement. Through *The Treloweth Way*, our values of Curious, Kind and Connected, and our ambitious CKC Curriculum, we provide every child with the knowledge, skills, vocabulary, experiences and character needed to thrive.

By prioritising high-quality teaching, effective assessment, inclusion, personal development and professional learning, we ensure that all pupils learn exceptionally well, remember more over time and leave Treloweth as confident, capable and compassionate young people who are fully prepared for the opportunities and challenges of the future. We also empower children to recognise the positive difference they can make in the lives of others, fostering a strong sense of social responsibility and the power of contribution. Through meaningful opportunities to serve, support and connect with their community, pupils learn that true success is not only measured by what they achieve, but by the impact they have on the world around them.