

Holywell Primary and Nursery School



Teaching and Learning Framework



Our Teaching and Learning Approach

At Holywell Primary and Nursery School, our Teaching and Learning Framework sets out our shared commitment to ensure that:

- Every child is known, happy and learning
- Every adult is positive, nurturing and skilled
- Every lesson is inclusive, purposeful and engaging

We believe that excellent teaching is the most powerful driver of positive outcomes for all children. Therefore, our approach is built on a school wide expectation that all children, regardless of background, starting point or need, experience consistently high quality teaching within an ambitious, well sequenced curriculum. Through this, children develop secure foundational knowledge and skills in reading, writing and mathematics, alongside the wider curriculum, preparing them for the next stage of learning and for life beyond primary school.

High quality teaching is at the heart of our provision and forms the foundation of our Teaching and Learning Framework. We are committed to:

- Delivering excellent whole class teaching, with clear routines, adaptive teaching and appropriate challenge so that all children can achieve their full potential.
- Designing, adopting and/or adapting a carefully sequenced curriculum, where fluency in reading, confidence in writing and deep understanding in mathematics provide children with essential building blocks for success across all subjects.
- Maintaining high expectations for every learner, fostering an inclusive culture in which all children are supported to believe they can succeed and barriers, whether academic, social or emotional, are actively addressed.
- Aligning whole school strategic priorities, including the School Development Plan, with the needs of all children so that improvements in pedagogy, curriculum and assessment benefit the entire school community.

This shared focus ensures that children experience a coherent learning journey from Nursery through to Year 6, equipping them with the knowledge, skills and attitudes needed for secondary school and lifelong achievement. Through a consistent, evidence informed approach to teaching and learning, coupled with rigorous monitoring and evaluation, we ensure that our strategies are effective, sustainable and transformative for all children.

Our teaching approach is grounded in the most reliable evidence about effective teaching. Our framework brings together three key sources: Rosenshine's Principles, the EEF guidance (including the Five-a-Day approach) and national expectations set out in Ofsted subject reviews and DfE curriculum frameworks.



Rosenshine’s Principles of Instruction

Rosenshine’s work provides a clear, practical model for high-quality teaching and underpins many of our common practices. At Holywell, we draw particularly on:

- Clear, simple explanations that avoid cognitive overload.
- Small, connected steps that build understanding gradually.
- Modelling and worked examples to show children what success looks like.
- Guided practice, followed by independent practice when children are ready.
- Frequent checks for understanding to identify misconceptions early.
- Regular review (daily, weekly and monthly) to strengthen long term memory.

These principles support clarity, consistency and high expectations across all classrooms.

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PRINCIPLES OF INSTRUCTION

A thematic interpretation for teachers by **Tom Sherrington** @teacherhead

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REVIEWING MATERIAL

1 Daily review

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

10 Weekly and monthly review

QUESTIONING

3 Ask questions

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps

Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.
Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.

4 Provide models

8 Provide scaffolds for difficult tasks

Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice

Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.
High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate

9 Independent practice

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

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EEF Guidance



The Education Endowment Foundation provides strong evidence about what works in everyday teaching. Their guidance aligns closely with Rosenshine and informs many features of our approach.

Alongside guidance from EEF reports, we use the EEF's Five-a-Day approaches from their SEND guidance to support high quality teaching for *all* children:

- Explicit instruction: clear teaching, modelling and step by step explanations.
- Cognitive and metacognitive strategies: helping children plan, monitor and review learning.
- Scaffolding: structured support that is gradually removed as children gain confidence.
- Flexible grouping: grouping based on the task and next steps, not fixed ability labels.
- Using technology: carefully selected tools (e.g. visualisers, assistive software) that enhance modelling and accessibility.

These approaches are well evidenced and support both inclusion and ambition in every classroom.

Ofsted Subject Reviews and DfE Curriculum Frameworks

National guidance also informs our approach ensuring our curriculum is aligned with statutory expectations and best practice across subjects.

From Ofsted subject reviews, we draw on:

- The importance of substantive knowledge (key concepts and facts) and disciplinary knowledge (how each subject works).
- The need for a coherently sequenced curriculum that builds cumulatively sufficient knowledge over time.
- High expectations for curriculum breadth and depth, with children studying a wide range of subjects for as long as possible.
- Subject specific emphasis on precise vocabulary and talk.



From DfE frameworks and the National Curriculum, we draw on:



Department
for Education

- Clear expectations for what children should learn and when.
- The requirement for schools to provide ambitious, inclusive and broad learning experiences.
- The emphasis on giving children the knowledge and cultural capital they need for future success.



Our Core Principles

At Holywell, we believe that every child should feel excited about learning, supported to do their very best and proud of what they can achieve. Our teaching and learning principles help us make this a reality every day. They give us a shared way of working across the school, so that no matter the classroom or the lesson, children experience the same high quality teaching, challenge and encouragement.

These principles guide how we plan, teach and reflect on learning. They help us to create classrooms that are calm, joyful and full of purposeful activity. Most importantly, they ensure that every child in our school is known, valued and able to achieve their best.

Our core principles are:



Together, these principles shape the way we help children grow, academically, socially and emotionally. They are the foundation of our approach to teaching and learning and the starting point for everything that follows in this framework.

Ambitious Curriculum for All

At Holywell, we believe every child deserves a curriculum that excites, inspires and gives them the essential knowledge and cultural capital they need to flourish. Our curriculum is intentionally ambitious for all children, especially those facing disadvantage or with SEND and is designed so that children gain strong foundations for future learning and for life.

What this looks like at Holywell:

- We have designed or adopted subject curriculums that are ambitious for every child, ensuring that disadvantaged children and those with SEND gain the knowledge and skills they need to succeed.
- We use evidence informed curriculum programmes, including CUSP (wider curriculum and reading), Maths No Problem and Mastering Number, Read Write Inc. for early



reading and Kinetic Letters for handwriting, ensuring coherence, progression and high expectations across subjects.

- Learning is coherently planned and sequenced, helping children build cumulatively sufficient knowledge and skills over time.
- We maintain the same high ambitions for almost all learners; where a personalised curriculum is needed for children with high levels of SEND, it remains purposeful, challenging and rooted in their needs.
- Technology is used thoughtfully to enhance learning, support access and provide alternative ways to rehearse, practise and retrieve knowledge.

Our 'At a Glance' summaries explore each subject area in more detail and are available on our website: [Holywell Primary and Nursery School - Curriculum & Teaching](#)

English Writing

We strive to ensure that all children become confident, purposeful writers who can communicate effectively for a range of audiences. Writing is a complex process, so our curriculum focuses on securing foundational skills to reduce cognitive load and develop fluency. Through exposure to high-quality model texts, pupils learn to craft their writing with clarity, creativity and control. Our approach is underpinned by research from the *EEF Guidance Report: School's English Report* and *Strong Foundations*.

Intent
We aim to:

- Ensure our children are confident and effective communicators – at Holywell, we believe every child can be a writer with purpose and clarity!
- Encourage children to write meaningfully across a range of disciplines, audiences and purposes, showing adaptability and thoughtfulness in their work.
- Develop a rich and ambitious vocabulary for our children to express ideas clearly, creatively and precisely.
- Prepare our children for the demands of Key Stage 3 and beyond through a curriculum that nurtures strong, independent writers.
- Ensure all staff have access to high-quality CPD to support effective and consistent teaching practices.

Implementation
How we achieve our aims:

Ambitious Curriculum for All
Holywell's writing curriculum is deliberately ambitious and ensures children develop as writers:

Substantive Knowledge
A spiral approach aligned with the National Curriculum, revisiting key concepts at greater depth as children progress:

- grammatical terms and word classes
- punctuation
- tenses
- word level
- sentence level
- text level
- standard English

Disciplinary Knowledge
We develop pupils' ability to think like writers by:

- teaching transcription skills alongside composition through oral rehearsal, vocabulary generation and sentence construction;
- modelling writing as a flexible process:

1. Planning – purpose and structure
2. Execution – accurate transcription
3. Revising – editing meaning, accuracy, impact, with opportunities to revisit stages

Curriculum Links
As a core subject, writing runs across the curriculum, enabling children to develop their writing in different disciplines. This is particularly evident in subjects that require written responses.

Enrichment
We enhance our writing curriculum through:

- writing competitions;
- opportunities to publish.

Inclusive and Adaptive Teaching
All pupils access high-quality learning through adaptive teaching and targeted support. Teaching prioritises equity of access, not simplification of content. Progression is based on secure understanding and readiness.

Support

- Scaffolded support (model texts, word banks, sentence stems)
- Oral rehearsal and structured talk to support composition
- Adult modelling and guided writing
- Targeted intervention to support transcription and composition
- Visual supports and working walls to aid independence

Challenge

- Greater independence in planning, drafting and editing
- Reduced reliance on model texts
- Opportunities to experiment with language, structure and style
- Greater depth questioning to extend thinking
- Writing for a range of audiences and purposes with increasing control

Assessment
Assessment is used to identify gaps quickly and adapt teaching:

- Formative assessment in every lesson
- Live marking to address misconceptions
- Ongoing feedback to inform next steps
- Half-termly teacher assessment and moderation

Home Learning
To promote confidence and fluency in writing, the focus of our home learning is on spelling practice and consolidation. This includes:

- Practising high-frequency and key vocabulary words in EYF5 and KS1
- Spelling patterns and rules in KS2

Resources

- High quality model texts
- Knowledge organisers
- Dictionaries
- Thesauruses
- Spell it! dictionaries
- Base dictionaries
- Word mats

Subject Leadership
CPD ranges from professional discussions, in-house training, external courses and online subject knowledge videos accessible through CLUSP.

Quality Assurance
We quality assure through:

- Pupil book study
- Learning walks
- Book looks
- Staff voice
- Data analysis
- CLUSP assessment
- Writing moderation

Impact
Our outcomes:

- Children show enjoyment and curiosity in writing, engaging actively and taking pride in their work.
- Children use precise and ambitious vocabulary to express their ideas clearly, considering audience and purpose.
- Children develop strong transcription and composition skills that support learning across the curriculum and prepare them for secondary school.
- All children make progress from their starting points, knowing more and remembering more over time, with most achieving age-related expectations or better.
- Teaching teams are confident in delivering the writing curriculum, using effective strategies to support and challenge all learners.

Inclusive and Adaptive Teaching

Our classrooms are places where all children feel safe, supported and appropriately challenged. We believe strongly in inclusive practice that removes barriers and celebrates every learner. Teaching at Holywell is responsive and purposeful, always adapting to meet children where they are and helping them take the next step with confidence.

Teachers ensure inclusive access to learning by:

- Responding and adapting in the moment, without creating unnecessary layers of differentiation.
- Creating calm, organised environments that minimise distraction and enable deep focus.



- Using flexible grouping to provide timely support or additional challenge based on emerging need.
- Selecting scaffolds thoughtfully (e.g. word banks, prompts, worked examples) and removing them gradually as independence builds, enabling children to grapple productively with increasing complexity.
- Aiming for a high success rate so children experience achievement and readiness before moving on.
- Anticipating barriers and planning proactive support (e.g. vocabulary pre-teaching, visual scaffolds, targeted prompts).
- Adapting in real time through scanning, circulating and responsive modelling to address misconceptions quickly and deepen understanding when children are ready.
- Maintaining high expectations while adjusting scaffolds, pacing or examples.
- Drawing on individual learning plans, professional reports and specialist advice to ensure teaching matches identified needs.

Learning Support Assistants support inclusive adaptation by:

- Reinforcing teacher modelling and explanations.
- Providing targeted guidance that enables children to access learning independently and to extend their thinking when they are ready.
- Supporting children to think, apply and succeed for themselves, not completing tasks on their behalf.
- Supporting with scaffolding and withdrawing support as appropriate, encouraging children to take on greater challenge as confidence grows.

We believe challenge is a core part of inclusive teaching. All children are entitled to experience deep thinking, rich tasks and opportunities to apply learning creatively. Teachers ensure appropriate challenge by:

- Designing tasks that offer depth, not just speed or quantity.
- Using questioning to probe reasoning, justify choices and extend ideas.
- Encouraging productive struggle, where pupils persevere with support that guides rather than rescues.
- Offering extension pathways that enrich learning rather than accelerate pupils onto new content prematurely.
- Creating a culture where challenge is normal, valued and celebrated.

Assessment and Feedback

Assessment at Holywell is purposeful and rooted in understanding each child as a learner. It is never about generating unnecessary workload, it is about noticing what children know, what they can do and what they need next.

How we use assessment:

- Teachers and leaders use assessment to help children embed and use knowledge fluently and to inform next steps in teaching.



- Questioning is used to prompt thinking, check understanding and involve all children.
- Teachers routinely check for understanding, adjusting teaching to secure success.
- Summative assessment is used to understand progress, identify children who need targeted support and to aid effective transition between year groups.

At Holywell, high quality assessment is embedded in every lesson. It makes children's thinking visible and ensures teaching is adapted swiftly and proportionately.

Across all subjects, teaching teams:

- Use live assessment strategies, such as mini whiteboards, scanning work, cold calling, hinge questions and targeted questioning, to identify misconceptions immediately.
- Make real time adjustments to teaching based on what children show or say.
- Provide live feedback and quick guidance that moves learning on without creating unnecessary marking workload.
- Use same day or next day tutorials for children who did not secure a concept, ensuring they keep up rather than requiring long term intervention.
- Plan regular retrieval practice (daily, weekly and monthly) to strengthen long term memory.
- Ensure that quizzing and end of unit checks accurately reflect what children have learned and retained.
- Use assessment information to ensure teaching is precisely targeted.



These routines ensure that misconceptions are addressed before they become embedded and that learning is responsive, ambitious and inclusive.

Our 'keep up, not catch up' approach ensures children receive immediate support, through in-lesson feedback, same day/next day tutorials and targeted scaffolds, so gaps are addressed before they widen.

At Holywell, feedback is an integral part of responsive teaching. Its purpose is simple: to move learning forward. Our approach reflects the evidence that the most effective feedback is timely, clear and given as close to the point of learning as possible.

Across the school, feedback is guided by the following principles:

- Feedback exists to improve learning, not to generate workload.
- In lesson feedback is prioritised, as it has the greatest impact on a child's understanding.
- Feedback is specific, accurate and clear, helping children understand what they have done well and what they need to do next.
- Feedback is manageable and meaningful, supporting sustained progress rather than creating unnecessary marking.
- Feedback may be verbal, written, whole class, individual, or through modelling, scaffolding and responsive adjustment during the lesson.



- Teachers use feedback to identify misconceptions, adapt teaching within the lesson and plan subsequent tutorials or next step teaching.
- Children are given opportunities to act on feedback, edit and improve their work, and develop independence as learners.

This approach supports a culture where feedback is continuous, thoughtful and rooted in strong pedagogy, enabling children to think hard, know more and remember more.

Learning Behaviours

At Holywell, we nurture learning behaviours that help children grow as confident, independent and resilient learners. We believe that children learn best when they feel safe, valued and excited about learning.

What we teach and encourage:

- Children engage actively in lessons, listening carefully, participating in talk, practising purposefully and showing pride in their work.
- Oracy and listening skills are taught explicitly so that children can explain, discuss and deepen their understanding in every subject.
- Home learning is purposeful, short and linked directly to class learning, such as reading, spelling and quick retrieval practice.
- We encourage a strong sense of effort, aspiration and belonging so children feel motivated to keep trying, even when learning feels challenging.

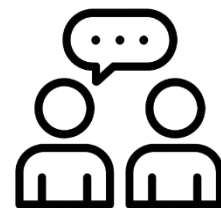
Cognitive and Metacognitive Strategies:

- Teaching is designed to help children remember learning in the long term.
- New knowledge is connected meaningfully to bigger concepts so children build secure mental models.
- Children are supported to think about their thinking through prompts, routines and modelling.
- We use daily, weekly and monthly review to strengthen memory and understanding.

Purposeful talk is a key teaching tool at Holywell. All classrooms use structured talk routines to help children explain, reason and articulate their thinking with clarity. These routines are particularly powerful for disadvantaged children, EAL learners and those with language or communication needs.

Across the curriculum, we:

- Use Think–Pair–Share and other rehearsal strategies to give children thinking space before sharing.
- Provide sentence stems, modelled answers and vocabulary prompts to support complete, accurate responses.
- Teach subject specific and transferable vocabulary explicitly, returning to it frequently through modelling, retrieval and application.





- Encourage children to use full sentences and precise language when explaining ideas.

These routines build confident speakers, deepen understanding and strengthen long-term memory.

Homework:

Homework at Holywell supports strong learning behaviours by reinforcing key knowledge through short, focused practice. Tasks are directly connected to classroom learning and designed to build independence, confidence and good study habits.

Children are expected to engage regularly in:

- Reading (frequent reading and discussion to build fluency, understanding and enjoyment).
- Spelling (active practice linked to phonics or taught spelling patterns).
- Mathematics (number facts to secure fluency).

Optional wider curriculum activities may enrich learning but are not required.

Teachers monitor engagement in a supportive, proportionate way, focusing on establishing positive routines rather than compliance.



Components of Effective Lessons

Across Holywell, our lessons follow a consistent structure that helps children feel secure, focused and ready to learn. While each subject has its own distinctive features, for example, CUSP in English and across some of the wider curriculum, Maths No Problem in mathematics and Read Write Inc. in early reading, all subjects are underpinned by the same simple components. These help us ensure clarity, build strong foundations and support all children to succeed.

These components are not a rigid checklist. Instead, they describe the core elements of effective teaching that you will see, feel and hear in every Holywell classroom.



Connect

We begin lessons by helping children make links with what they already know. This activates prior learning, strengthens memory and gives children a confident starting point for new content.

In practice, this looks like:

- Activating prior learning through prompts, talk, images or quick recaps.
- Retrieving key information from previous lessons, units or earlier in the year.
- Establishing the 'why this, why now?' so learning feels purposeful.

Model

At Holywell, we never expect children to leap into new learning without clear and purposeful guidance. Teachers explicitly model thinking, processes and language so that every child understands what success looks like and how to achieve it. Through careful explanation, high-quality modelling and visible thinking, we ensure that learning is accessible, manageable and meaningful for all pupils.

Effective modelling and explanation at Holywell includes:

- Clear, precise explanations using simple, child friendly language that builds understanding step by step.
- High quality modelling and worked examples that demonstrate new concepts, strategies or skills in manageable chunks.
- Explicit teaching of vocabulary, ensuring every child can access, understand and articulate key ideas.



- Making thinking visible through thinking aloud, gestures, diagrams and visualisers.
- Purposeful discussion where children are encouraged to talk, explain, justify and question to deepen understanding.
- Regular checks for understanding, enabling teachers to identify and address misconceptions early.
- Clear, direct feedback that supports improvement and reinforces the learning journey.
- Thoughtful use of technology, such as visualisers, to enhance clarity, modelling and access.

Through these approaches, our teaching team ensures that children see expert thinking in action, understand the steps needed to succeed and develop the confidence to apply new learning independently.

Practice

Children need time, structure and support to rehearse new learning. At Holywell, we provide guided practice first, gradually moving pupils towards independent application as their confidence and competence grow. This steady release of responsibility ensures children embed learning securely without becoming overwhelmed.

In practice, this includes:

- Guided practice, with the teacher working closely alongside children to rehearse success, check understanding and address misconceptions in the moment.
- Independent practice, when children are ready to apply learning on their own with increasing fluency.
- Gradually reduced scaffolding, ensuring children retain and internalise learning while building resilience and independence.
- Opportunities to apply learning in purposeful tasks, helping pupils transfer knowledge to new contexts.

We follow a simple, effective structure to support children as they move from shared learning to independence:

1. My turn – the teacher models expert thinking and demonstrates the process.
2. Our turn – teacher and children work together through guided practice.
3. Your turn – children practise independently when ready.

We revisit, deepen and apply learning over time to strengthen understanding and long term retention. Technology is used where appropriate to support either guided or independent practice.





Consolidate

To make learning stick, we revisit key concepts and give children space to reflect, review and deepen their understanding.

In practice, this includes:

- Reviewing key concepts through retrieval, questioning or recap.
- Evaluating their own learning, considering what went well and what needs revisiting.
- Deepening understanding through reasoning, application, discussion or challenge.

While each subject has its own pedagogy and resources, the Holywell components remain the foundation:

- CUSP units use explain-example-attempt-apply to build knowledge systematically and promote rich vocabulary.
- Maths No Problem follows a clear sequence of guided to independent practice within a mastery approach.
- Read Write Inc. lessons use fast paced routines, clear modelling, guided practice and opportunities for consolidation every day.

This consistency across the curriculum gives all children, especially those with SEND or who face disadvantage, a familiar structure that reduces cognitive load, builds confidence and supports strong progress.



Our Pedagogy Toolkits

At Holywell, our Pedagogy Toolkits set out the core, high impact teaching practices that all staff use to support excellent learning in every classroom. They are short, practical guides that define what effective practice looks like, why it matters and how it supports inclusion and ambition for all children. The toolkits ensure a shared, consistent approach across the school while enabling teachers to adapt responsively to their class.



Each toolkit includes:

- What strong practice looks like, including classroom routines and instructional strategies.
- Why this practice matters, drawing on national and international evidence.
- How it supports inclusion, particularly for disadvantaged children, children with SEND, and those with additional barriers.
- How we implement it at Holywell, including expectations for teachers and LSAs.


These toolkits underpin our professional learning, monitoring, coaching and everyday classroom practice. They form part of the Holywell approach and ensure that all children experience high quality teaching, every lesson, every day.

Classroom Seating

Classroom seating is deliberately planned to maximise learning, ensure **equitable access** to support and create an environment where every child can succeed. Seating is not fixed, it responds to need, lesson and ongoing assessment.




What does implementation in the classroom look like?




- Seating is purposeful and aligned with learning needs, changing as lessons require.
- Arrangements are reviewed regularly, not fixed for the term.
- All adults understand why each child is seated where they are.
- Priority seating for pupils who benefit from close adult proximity (including lower-attaining disadvantaged learners and those with SEND) to enable timely scaffolding, modelling and feedback.
- Each classroom has an intervention table/area to support in-lesson teacher assessment.
- Mixed-attainment partners promote supportive dialogue, peer modelling and collaborative problem solving.
- Clear sightlines are maintained to reduce distractions and improve focus.
- If sat on the carpet, teachers ensure all pupils are in the teacher's eyeline for scanning, monitoring and targeted support.
- LSAs do not sit at pupil tables, ensuring all children sit alongside peers (instead they sit next to).
- No child is seated alone, ensuring opportunities for talk (but children may have separate individual workstations if needed).

What is the impact?



- Lower attainers receive increased teacher attention and more supported practice.
- Narrows attainment gaps through frequent interaction, modelling and check-ins.
- Supports in-lesson teacher assessment and enables more targeted support.
- No pre-conceived ideas of ability; flexible seating communicates that progress is possible for all.
- Higher levels of engagement due to better sightlines and fewer distractions.
- Improved peer collaboration through purposeful mixed-attainment pairing.

What does the evidence say?



- [EEF Flexible Grouping](#)
- [Effects of Classroom Seating](#)
- [The Blue Table Means you Don't Have a Clue](#)

Holywell Pedagogy Toolkit: Classroom Seating



- Adjust the depth and frequency of monitoring based on teacher need, experience and context, ensuring it is proportionate and meaningful.
- Use insights from monitoring to shape CPD, refine curriculum implementation and drive whole school improvement.

We monitor because learning matters and because every child deserves excellent teaching in every lesson, every day.



Wider Reading

Rosenshine's Principles of Instruction: <https://www.aft.org/sites/default/files/Rosenshine.pdf>

EEF Teaching & Learning Toolkit: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

EEF Implementation Guidance: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

Ofsted Curriculum Research Reviews:
<https://www.gov.uk/government/collections/curriculum-research-reviews>

DfE Reading Framework: <https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

DfE Writing Framework: <https://www.gov.uk/government/publications/the-writing-framework>



Explore our Teaching Hub library for the books that have inspired our approach, such as Teaching Walkthrus, Teach Like a Champion, and many more.