The Slough and East Berkshire C. of E. Multi Academy Trust

Colnbrook C. of E. Primary School

Pedagogy Policy

Owner:	Senior Leadership Team
Ratified by Governing Body:	
Date Ratified:	March 2026
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"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent pedagogical approach across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Our school vision to 'Be strong and courageous' is applied in all aspects of school life. We encourage children to demonstrate our vision and values throughout the school day, including in their learning. We have based our pedagogical approach on the work of Diana Pardoe and her book 'Towards Successful Learning'. Through this model we have highlighted key elements of pedagogical approach that will support children's progress through the whole curriculum.

For learning to be successful at Colnbrook C. of E. Primary School children need to:

- Feel safe and feel that "I can"
- Know and understand what they are learning
- Know why they are learning
- Be involved in planning, reviewing and improving learning
- Have time
- Ask questions and know what to learn next
- Understand how to learn
- Have fun and enjoy learning
- Know how to improve
- Know when and how to be successful
- Learn with others
- Have new and varied learning experiences

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

The table below outlines how we will create conditions for pupils' learning at all times in line with the research completed by Diana Pardoe.

Children need to…	Teachers will…	Leaders will…	Children engage through…	Parents will…
Feel safe and feel that "I can"	• Ensure safeguarding policy and procedures are followed • Sign the staff code of conduct regularly. • Provide care guidance and support to support pupils regulate their behaviour • Provide a balance of challenge and support. • Model learner behaviour, including as a vulnerable learner • Praise effort more often than outcome • Set the emotional environment for learning	• Ensure that all staff are fully inducted in the school's Child Protection and Safeguarding Policy and Procedure and updated annually • Local Governing Body to monitor, review and update policy in line with annual Safeguarding Audit • Track identified groups and vulnerable learners (at least half termly) • Support families where needed through Early help assessments, HSLW and identified professionals	• Feeling confident to ask and answer questions • Understanding that mistakes are part of learning • Offering ideas. • Knowing how to get support • Making team work, productive and collaborative • Engaging in learning conversations • Making positive behaviour choices • Knowing an adult who they can speak to if they have a problem	• Work in partnership with the school to promote our Christian Values, behaviour and attitudes that are conducive to learning, safeguarding and support the school policy for internet safety • Ensure that my child is socially and emotionally ready for school e.g. by ensuring adequate nutrition and rest • Communicate changes at home with the class teacher and/or school
Know and understand what they are learning	• Have clear learning focussed planning • Identify the key knowledge in each lesson and sequence of lessons • Prepare assessment led short and medium term plans • Have clear required outcomes and skills to be developed • Actively involve the children in planning for their learning • Set long-term goals which will influence the learning outcomes of	• Regularly monitor (at the least twice half termly) learning and feedback to staff • Conduct informal learning walks to evaluate learning to ensure learning outcomes, NOT activity focus • Provide dedicated feedback of strengths and examples of good, effective practice • Monitor updated Insight Tracker half termly through Pupil Progress Meetings	• Understanding the learning through display, explanation and discussion • Asking questions when they don't understand • Knowing what they have to do	• Endeavour to attend curricular workshops, meetings and events • Show an interest in what their child is learning • Positively contribute to our school community through questionnaires and other channels of feedback creating

	each lesson. • Create interactive learning walls as a tool, to support the learning journey in Maths, English, RE and History / Geography (topic) • Make adaptions to the curriculum to ensure pupils of all abilities can access learning			opportunities for two way communication • Endeavour to attend parent consultation meetings
Know why they are learning	• Model real life examples • Share and refer to learning questions, success criteria and learning outcomes • Elicit understanding from children • Make explicit links to prior learning both within and between year groups • Focus discussions on learning • Support personalised learning by following the marking policy	• Conduct pupil interviews during formal and informal observations to assess the reason and purpose for learning • Regularly monitor (at the least twice half termly) assessment led planning	• Having a purpose for their learning • Knowing how it fits the "bigger picture" (aspiration) • Knowing how learning will help them to make progress • Understanding how the new learning links with previous learning • Using knowledge organisers to find out key vocabulary	• Support their child with all home learning opportunities and understand the purpose of the learning
Be involved in planning, reviewing and improving learning	• Provide focussed feedback through guided teaching, pupil generated success criteria, personalised feedback and marking comments with next steps • Provide opportunities for peer and self-assessment • Provide opportunities to respond to feedback, edit work and improve learning • Review personalised targets with pupils at least half termly • Model a growth mindset and explicitly teach children about how mistakes can help their brain to grow • Make reasonable	• Monitor through formal and informal observations • Regularly sample pupil evidence of learning • Regularly sample quality of marking, self/peer review opportunities • Pupil voice • Feedback to colleagues about pupil confidence in reviewing and improving their learning • Be supportive of and model a growth mindset	• Adopt a growth mindset • Being able to effectively understand and respond to marking and feedback, including peer and self-assessment • Recognising their successes and identify what they need to do to improve further • Learning the skills needed to evaluate learning and progress • Making team work, productive and collaborative • Engaging in learning conversations	• Talk to their child about their learning and support them to reach their potential through termly parent consultation discussions with the teacher • Ask for support when needed • Promote a growth mindset and show children that mistakes are alright and that's how we learn • Allow your child to face difficulties, developing

	adjustments to ensure all can access learning			resilience and character
Have time	• Provide planning time to think and to talk with children about their learning • Build in time for reflection and for children to respond to feedback and marking comments • Provide time for questions, queries and ideas • Provide time to think before answering questions (nesting)	• Regularly monitor learning, to ensure reflection, thinking, talking, questions, feedback and response time are built in • Talk to the children about their time needs and feedback to staff	• Talking to learning partners and learning groups • Asking questions • Learning, reflecting and thinking on their own as well as with partners and groups • Making team work, productive and collaborative • Engaging in learning conversations • Having time to think before responding to questions.	• Give their child the support, time and space to engage with all home learning opportunities • Be enthusiastic and show an interest
Ask questions and know what to learn next	• Keep up to date with professional reading • Encourage children to ask questions • Provide appropriate challenge and support, as well as opportunities to demonstrate working at greater depth, particularly with the application of knowledge and skills • Model questions • Concentrate on teaching higher order skills using verbs and question stems • Develop and embed pupil autonomy of learning	• Provide quality CPD to support staff • Monitor through formal/informal observations • Provide opportunities for coaching/mentoring staff as appropriate, to develop the competent use of questioning to support and extend learning	• Knowing how to ask questions • Receiving helpful feedback from teachers, teaching assistants and learning partners • Seeing the "Big Picture" as an end product to learning • Having time with the teacher when needed	• Endeavour to attend curricular meetings and workshops re: their child's future learning • Be enthusiastic and show an interest • Talk to your child about their learning
Understand how to learn	• Teach learners how to become self-evaluative and reflective • Model examples of excellence from real life examples, to support the pupil generation of success criteria • Provide opportunities	• Regularly monitor assessment led planning to ensure the accuracy in pitch and progression in learning • Pupil voice • Commit to providing quality CPD/PDMs weekly to support staff	• Reflect upon their learning • Asking questions about learning • Making team work, productive and collaborative • Engaging in learning conversations	• Engage in partnership with the school through termly parent consultation sessions • Endeavour to attend curricular

	to enable children to self-reflect, review and understand next steps • Provide strategies for developing independent reflection and learning skills e.g. on learning walls • Model and explicitly teach about growth mindset • Make reasonable adjustments to ensure all pupils can access learning	• Expectation of all staff to cascade learning from CPD to all school colleagues • Provide opportunities for coaching/mentoring staff as appropriate	•Taking responsibility for their own learning •Using marking and feedback comments where appropriate to improve learning	meetings and workshops re: their child's future learning. • Talk to your child about their learning • Understand that your child is an individual
Have fun and enjoy learning	• Aspire towards outstanding learning and teaching • Reflect on current practice • Focus on improving practice – Model enjoyment of learning! • Have fun! • Engage through providing opportunities for competition • Be creative • Set the emotional environment for learning • Provide a range of experiences for pupils including trips and visits	• Pupil voice. • Formal and informal observations, learning walks • Celebrate learning and achievement through weekly celebration worship • Regularly monitor attendance, liaise half termly with the Local Governing Board.	•Working with friends •Making choices and decisions •Using a wide range of learning tools and resources •Being prepared to have a go •Being creative and showing initiative •Being happy and proud of their work	• Ensure my child attends school and is punctual every day • Work with the school to encourage pupil punctuality and attendance • Be enthusiastic and show an interest in your child's learning
Know how to improve	• Provide children with models of high quality in: social behaviours, learning stamina, learning behaviours, task outcomes, presentation of work, and models of real life excellence • Provide accurate next step marking feedback that enables children to build on their learning • Plan in class interventions into group work through guided teaching	• Pupil voice – alert staff to any pupils' lack of understanding during lessons where evidenced • Feedback from observations re: staff alertness to the social, emotional and learning needs of individuals	• Having and using high quality models of real life to help generate success criteria • Knowing what the next steps to learning are • Knowing how to close the learning gaps • Understanding and using teacher feedback • Use my next steps to help me know what I need to do to	•Attend termly parent consultation sessions to discuss targets for my child •Endeavour to attend workshops and events •Model a growth mindset and ensure that children understand that mistakes are alright and that's

	• Review personalised targets with pupils at least half termly through mentoring • Make curriculum adaptions to ensure all pupils can access learning.		improve and make more progress	how we learn • Allow your child to face difficulties, developing resilience and character
Know when and how to be successful	• Model examples of excellence to demonstrate the generation of success criteria • Raise aspirations. • Use assessment as learning • Model reflection strategies to support children's independent learning and reflection • Make reasonable adjustments to ensure all pupils can access learning	• Formally and informally monitor the use of pupil generated success criteria, and opportunities for self and peer assessment • Monitor effective teacher feedback with next steps through observations, learning walks and evidence of work/learning sampling	• Understanding and generating the success criteria • Showing what they know. • Showing what they understand • Saying how they have been successful. • Saying how they can improve	• Celebrate, in partnership with the school, my child's learning and successes
Learn with others	• Build in reflection time during every lesson/session/day for individual, pairs or groups of children to think, talk or write, about learning experiences – plan for improvement • Provide challenge, collaboration and choice to engage and elicit commitment to learning • Encourage learning through helping others and through our school Christian Values and Ethos based curriculum, modelling and demonstrating these values • Encourage active engagement and participation of all learners • All learners are expected to contribute	• Provide quality CPD to support staff, their understanding and professional development/account ability • Offer regular opportunities for peer observations/team teaching to support development • Opportunities for colleagues to engage in Cross School Moderation, Curricular Teams within SEBMAT • Ask for contributions from the community that celebrate examples of the values • Lesson observation and informal learning walks • Promote the school's vision and Christian values through	• Having learning partners, to help with: - Learning and listening; - Talking and teaching; - Sharing ideas; - Helping and supporting; - Encouraging; - Having fun! - Making team work, productive and collaborative. - Engaging in learning conversations.	• Ensure that my child wears the correct school uniform, PE kit and is tidy in appearance including school shoes • Support the school in discussing and engaging with my child, including the Christian Values that underpin our curriculum

	at any time	collective worship		
Have new and varied learning experiences	• Create opportunities for working individually, pairs, groups, whole class • Vary teaching and learning opportunities and styles • Provide opportunities for children to exhibit learning in a range of styles e.g. trips, visits and experiences using Knowledge Rich Projects alongside enrichment activities	• On-going monitoring of this pedagogy policy, with accurate and realistic feedback as to its success and impact on pupil outcomes	• Learning in different ways and in different environments • Learning individually, with a partner, with a group, with the whole class, with older learners, with younger learners, with experts, with coaches	• Work in Partnership with the school concerning all aspects of my child's school life • Be enthusiastic and show an interest

3. Support staff

Whilst many of the expectations of teachers in the table above will also apply to members of support staff, at Colnbrook C. of E. Primary School our support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

4. Subject Leaders

Each area of the curriculum has been allocated a subject lead, which is normally a member of teaching staff, to oversee the curriculum area. These leaders will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Ensure appropriate time is allocated for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic

- Demonstrate excellence

- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Form actions to address weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Ensure their allocated curriculum area meets the expectations set out in agreed policies including behaviour, marking and feedback and this pedagogy policy

5. Specific Curriculum Expectations

To ensure high quality teaching and learning is consistent across the curriculum, teaching staff have a set of agreed 'non negotiables' that are in place to support learning. These principles ensure that consistency is high across all curriculum areas which enables progress to be monitored and measured. These principles ensure that from planning through to pupil outcomes, best practice is being applied.

Maths	• Short date and LQ for each lesson - underlined • WRM end of unit assessments to be evidenced in books • Daily marking with at least 2 next steps per unit using Blooms Taxonomy sentences • Margins to be drawn in books for KS2 • 4 pieces of work in the books per week – this could be written calculations, WRM worksheet or photographic evidence of whiteboard work, pair/group work, outdoor learning • Maths working wall should have: ○ Photos of learning ○ Key Maths terminology, concepts and calculation methods ○ Examples of concrete, pictorial and abstract questions – including reasoning ○ Maths sentence stems
English	• Long date (Day, date, month, year) and LQ for each lesson – underlined • Book cover stuck in at the start of new topic • Vocabulary lesson when starting a new book • Warm task within each writing unit • Hot task at the end of each writing unit • Daily marking and 2 next steps each writing unit using Blooms Taxonomy or next steps example templates • At least 4 pieces of work in the books per week – this could be writing, worksheets or photographic evidence of work or drama, pair/group work or outdoor learning • English working wall should have features of current text: ○ Key vocabulary with pictures or definitions ○ Examples/models of children's work ○ Genre, Audience and Purpose of the current text type
Oracy	• Trialling incorporating oracy skills in all subjects regularly • Oracy rules in each class for pupils to follow • Staff should have high expectations of oracy in regards to the rules set and around speaking / listening • Each class has oracy monitors to check and feedback to pupils and class teachers in regards to oracy skills • Talk tactics are used effectively in lessons to help facilitate oracy skills • A range of groupings to be used by staff to encourage good discussions from children

Phonics & Reading	• 10:30- 11:00 daily phonics and reading session (KS2- 4 times a week). Lessons to start promptly, 10:35 at the latest. EYFS - 10:45-11:15 • Reading progresses from read, write inc. to accelerated reading • All phonics lessons follow the plan set out in RWI handbooks (Fresh start for KS2 intervention) • Story time must be timetabled daily for 10 minutes – stories should be high-quality, age appropriate and a range of genres • Lowest 20% readers are to be read with daily and every child to be read with at least once a week. • Reading corners should be welcoming and used with a variety of texts available for reading for pleasure • Accelerated reading assessment to be completed at the end of each half term in KS2 • Reading Plus programme used daily by 20% pupil readers. Usage / progress is closely monitored by staff • Phonics assessments to be completed at least every half term by Year 1 and Reception as well as those who did not pass in Y1 • Phonics interventions should be running daily from Nursery to Y2, also including children in KS2 who have not passed the latest screening • Using the correct terminology in phonics- special friends, fred talk, sound buttons, my turn your turn, fred in your head, speedy reading, green words/red words • YR to Y1 half-termly parents given phonics QR links to videos on current sounds • Every child taking part in Phonics sessions (whole class and intervention) should take home a RWI book that matches their phonic knowledge, alongside a 'reading for pleasure' book (EYFS/LRU – High quality storybook, KS1+ ORT book at corresponding level/colour) • Any resources used for phonics should be RWI resources (sound mats, flash cards, posters, videos etc.)
Science	• Date and LQ for each lesson • Cornerstone's title page and knowledge organiser stuck in for each half term. • KWL stuck in books for each unit – Teachers to model 'What I would like to learn' questions and these should be updated as the unit is taught. • 2 short feedback comments per half term • 2 next steps per half term which incorporate Blooms Taxonomy and next steps • At least 1-2 investigations per unit depending on length of term- include photos. • Science working wall should have: ○ Key vocabulary with pictures and definitions ○ Examples/models of children's work • All lessons to be allocated onto Cornerstone's timetable and assessments completed at the end of every half term • At least 5 pieces of work should be evidenced each term
History / Geography / Art / DT *To teach the unit of Topic, Art and DT in one chunk before*	• Date and LQ for each lesson • Cornerstone's title page and knowledge organiser stuck in for each half term. • KWL stuck in books for each unit – Teachers to model 'What I would like to learn' questions and these should be updated as the unit is taught • 2 short feedback comments per half term • 1 next step per half term which incorporate Blooms Taxonomy and next steps • Topic working wall should have: ○ Key vocabulary with pictures and definitions ○ Examples/models of children's work ○ Use a cursive font • All lessons to be allocated onto Cornerstone's timetable assesses briefly daily through

moving on.	'taught' button and assessments completed at the end of every term, through teacher judgement
Computing	• Date and LQ for each lesson • Kapow knowledge organiser stuck in book for each half term • KWL stuck in books for each unit – Teachers to model 'What I would like to learn' questions and these should be updated as the unit is taught • End of unit quiz to be stuck in the back of books each half term • 2 short feedback comments per half term • 1 next step per half term which incorporate Blooms Taxonomy and next steps • Year group computing display in the ICT suite to be updated with children's work once a term • At least 4 pieces of work evidenced in the books each half term. This can be written work, worksheets, photographic evidence
RE	• Date and LQ for each lesson • Every unit needs to start with a title page • A KWL grid stuck in books for each unit to assess the children's learning. This can be stuck in at the end of each unit and completed as a class • 2 short feedback comments per half term • 1 next step per half term which incorporate Blooms Taxonomy and next steps • 5 pieces of work evidenced in the books each half term. This can be written work, worksheets, photographic evidence • RE display should have: ○ The big question ○ Key vocabulary with pictures and definitions ○ Examples/models of children's work ○ Use a cursive font
PSRHE	• Date and LQ for each lesson • Every unit (puzzle) needs to start with a title page. • A knowledge order stuck in books • 1 short feedback comment per half term • 3-4 pieces of work evidenced in books/folders • For each half term (written, worksheets, photographic) • 1 next step per half term which incorporate Blooms Taxonomy and next steps • Assessments completed on Insight Tracker at the end of each unit (puzzle)
MFL	• Date and LQ for each lesson • Every unit needs to start with a title page • KWL stuck in books for each unit – Teachers to model 'What I would like to learn' questions and these should be updated as the unit is taught • At least 4 pieces of work evidenced in the books each half term. This can be written work, worksheets, photographic evidence • 1 short feedback comment per half term • 1 next step per half term which incorporate Blooms Taxonomy and next steps

6. Links with Other Policies

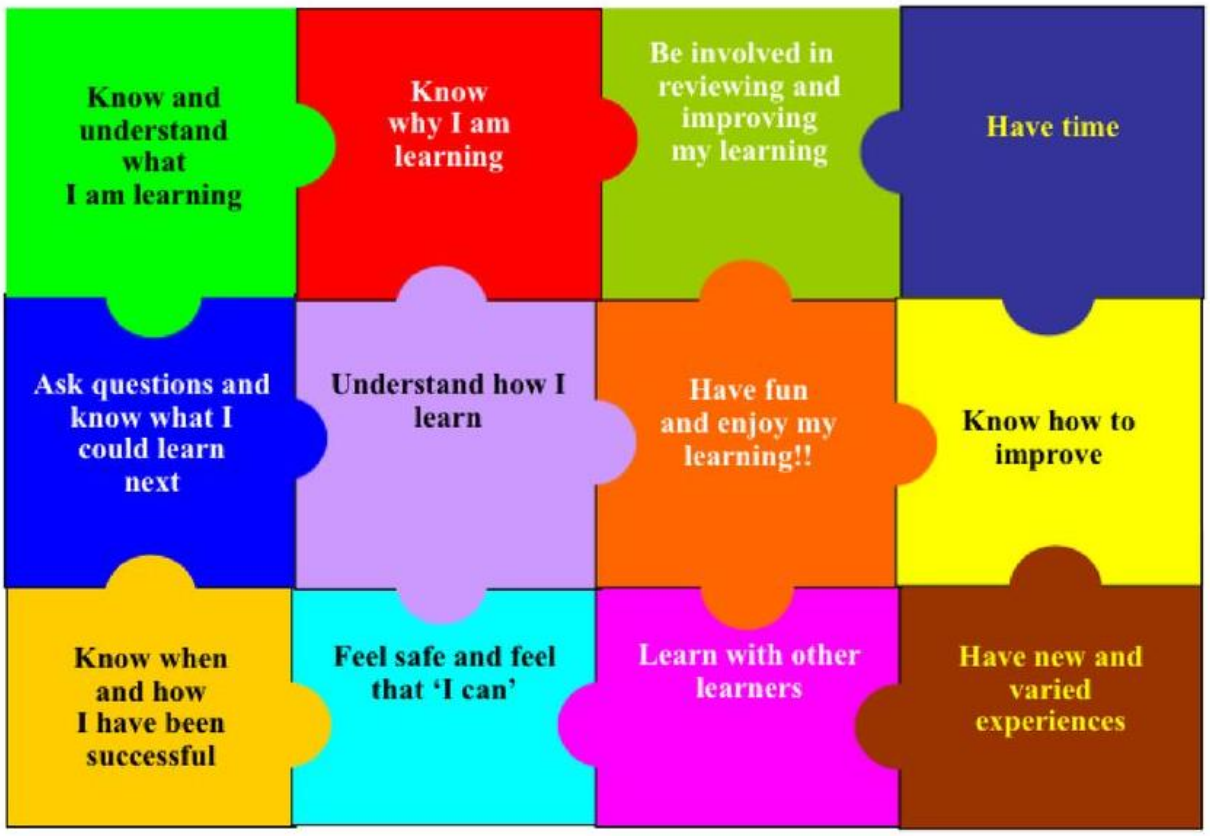
This policy is linked to:

- Feedback and Marking Policy
- Assessment Policy
- Home School Agreement
- Child protection and Safeguarding Policy
- Therapeutic Behaviour Regulation Policy

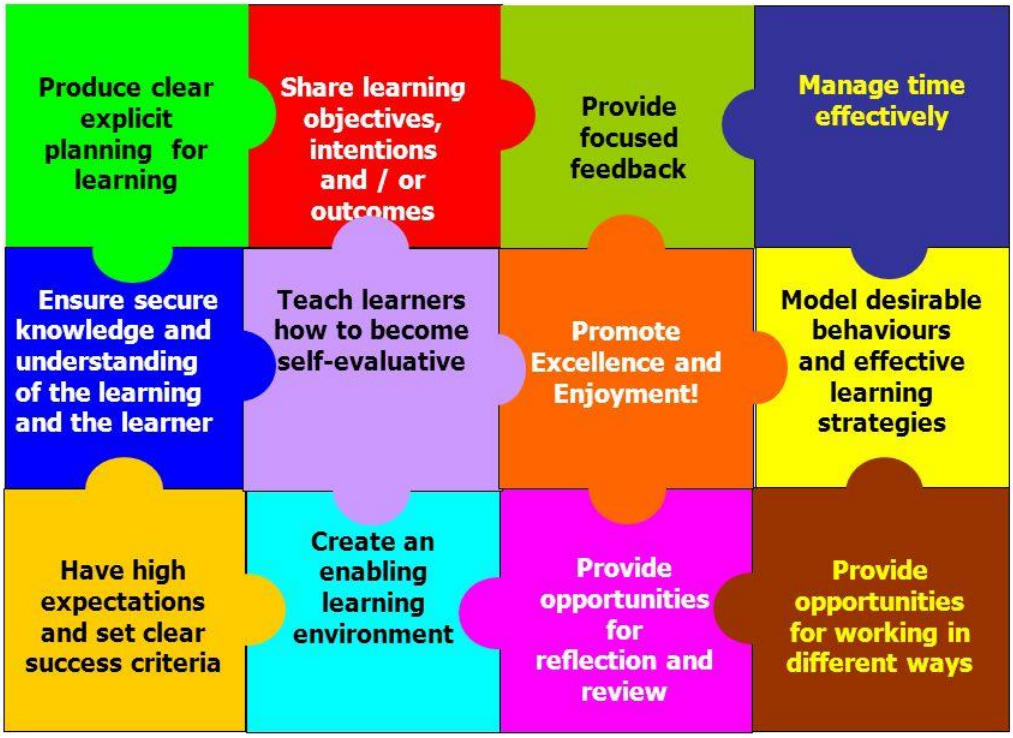
Appendix A

Understanding successful learning jigsaw grids from Diana Pardoe's research.

To be a successful learner, I need to:



To enable learners to be successful we need to …



To enable learners to be successful I need to …