



Teaching and Learning Expectations at Frances Olive Anderson C of E Primary School

This document was approved by the Full Governing Body in September 2026.

Statement

The primary purpose of this document is to ensure that there is consistency in expectations for teaching and learning across school generically and subject specific.

All teaching staff, everyone is also subject leaders, have contributed and agreed to the expectations outlined in this document.

Monitoring such as learning walks, observations, work scrutinies and some pupil voice will be based on these expectations, and staff will be held to account for ensuring our shared expectations are being followed.

Generic Expectations:

Work/books

- Staff and children have high expectations in terms of the presentation of their work.
- Teachers and TAs acknowledge pupils work in green pen.
- Pupils edit their work in purple pen based on intervention given during the lesson, by a peer, the adult, independently or by referring back to resources available eg dictionaries, thesaurus, word mats, vocabulary lists.

Lesson Expectations

- Kagan teaching and learning strategies are used in every teaching session at some point – relevant to the learning intention.
- A culture of 'no hands up' is being encouraged to ensure maximum engagement and accountability for all of the pupils – 'No hogs and no logs!'
- Each session begins with a recap of previous learning.
- Mini plenaries and checks of learning happen throughout the sessions.
- Formative assessment is used to identify gaps in learning and misconceptions.
- Misconceptions are corrected on the spot where possible.
- Teachers and TAs are fluid in the room, supporting and challenging at the point of learning.
- Teachers and Tas use scaffolding, modelling, clueing strategies to support learners.

Environment

- A visual timetable is on display in all classrooms.
- Our behaviour expectations are displayed in every classroom.
- Surfaces are clutter free.
- Fire doors are kept clear.

Assessment



- Mini plenaries and checks of learning happen throughout the sessions.
- Formative assessment is used to identify gaps in learning and misconceptions.
- Misconceptions are corrected on the spot where possible.

Subject specific Expectations:

English

Work/Books

Blue English Books	Purple / yellow Active Spelling Books
10-day cycle activities Active English linked to 10-day cycle	Active Spelling words Active English not linked to 10-day cycle. Reading activity Ks1 Phonics – green word spelling and hold a sentence.

- Long date and focus for session (underlined KS2)
- If writing continued the next day use short date in margin.
- Editing completed neatly in purple polish pen.
- Joined writing from Year 2 onwards.
- Year 5 and 6 use blue pen.
- All other year groups use pencil apart from Year 4 when they are producing final written piece.

Planning and Timetables

- Refer to progression documents – use these to teach previous learning (day 2 objective review) and new learning (new skill).
- English lessons to be taught 4-5 times a week.
- Spelling daily – 2 new words 5 times a week
- Reading lesson – 4 times a week
- Daily reading time – poetry, picture books etc as well as class novel.
- Handwriting lessons minimum one a week Years R-4

Lesson expectations

- Active Spelling slides used.
- Active English symbols used within 10-day cycle PowerPoints.
- 10-day cycle PowerPoints used.
- Kagan principles used as much as possible.

Environment

Writing	Reading
• Wow writing wall. • Display linked to 10-day cycle using agreed format.	Book corners • forward facing books as much as possible.



'Being different, Belonging together'

• Writing non negotiables displayed. • Key Vocabulary for all subjects displayed.	• Books displayed by genre/topic (labelled) • 'What we are reading' displayed. • A love of reading promoted in classrooms. Other ideas - Reading journey displayed showing what books have been read as a class. - Book recommendations
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Assessment

- Active Spelling/English – recall spellings and grammar, rehearsal, misconceptions
- Review previous knowledge
- Effective teacher questioning
- Kagan – coaching, teach your partner etc.
- Phonics assessments for KS1 every short term.
- Assessment of Spelling word lists for each year group.

Summative

- Reading assessments 3 times a year at the end of every long term.
- Fluency assessments (Fred's teaching) 3 times per year.
- Cornerstones spelling and Grammar assessments 3 times a year at the end of every long term.
- Year 1 phonics screening check.

Mathematics

Work/Books

- Underlined (KS2) date and focus for the session, if appropriate
- Pencil in all year groups
- One number per square
- Sheets stuck in neatly
- Ruler used for lines (column addition, shapes etc.)
- Variety of fluency (enough time for practise/rehearsal)
- Reasoning/problem solving tasks
- Marking – tick or dot (green pen) – ensure children are correcting
- Evidence of purple pen for peer/self marking (Y2 upwards, Y1 from summer term)

Seesaw

- Evidence use of manipulatives if appropriate



'Being different, Belonging together'

- Evidence of lessons that aren't in books (e.g. partner/group work, maths talk etc)

Lessons Expectations

- Active Maths starter (whiteboards is fine)
- Teaching/modelling – including vocabulary/stem sentences/manipulatives if applicable
- Group/partner practise or discussions (Kagan opportunities if appropriate)
- Independent practise (fluency, followed by reasoning/problem solving task)
- Live marking/verbal feedback

Environment

- Number line (showing negative numbers in KS2)
- Support relevant to current learning e.g. modelled examples, posters etc.
- STEM sentences
- Frequently used vocab and symbols (e.g. vocab for the 4 operations, more than and less than symbols etc.)

Assessment

- Active Maths – rehearsal, misconceptions, 2-minute challenge questions (quiz)
- Address misconceptions, silent mistakes
- Review previous knowledge
- Effective teacher questioning
- Kagan – coaching, teach your partner etc.
- Checkpoints of declarative knowledge
- Quizzes e.g. times tables, 2-minute Active Maths slide, TTR soundcheck
- TTR
- Declarative knowledge check points throughout the year.

Summative – White Rose maths termly assessments on arithmetic and reasoning: following these class teachers to feedback to subject leader any questions where the class were weaker

Optional: White Rose maths end of topic tests if class teacher feels it would be useful

Multiplication Times table Check for Year 4 (June)

History Expectations

Books/Work

- Short date for each new enquiry.
- Enquiry hexagon for each new lesson.
- Enquiries match KO (Knowledge Organiser) and link to MTP.
- Enquiry question on Seesaw with evidence

What did
Robin Hood's
story tell us
about
Medieval
justice?



HOTCLUB [ks2 HOTCLUB.png](#) / **COWWS** [ks1 COWWS.png](#) sheet for place study (*where relevant to topic*).

Planning

- KO for each topic. Copies of KO and MTP on OneDrive
- Links for planning:
- [Keystage History - Advice for teaching history, lessons, planning and resources for Key Stage history at KS1, KS2, KS3 and GCSE](#) (Subscribed 2023/2024)
- [Historical Association – the UK national charity for history](#) (Subscribed 2023/2024)
- [Curriculum Maestro \(cornerstoneseducation.co.uk\)](#)

Timetable

- Can be taught in a block

Lesson Expectations

- To include a variety of formats – role-play, artwork, activities, research, reporting.
(Non-written evidence to be uploaded to Seesaw)
- Ensure children understand “how” the information/resources we have today have been discovered.
- Recap on previous learning every lesson
- Vocabulary for unit shared
- Evidence of Kagan strategies where appropriate

Environment

- **History** heading rather than topic.
- Copy of Knowledge Organiser or Enquiry hexagons.
- Timeline
- Maps or link to location on World Map

Hall Timeline

- Relevant display information – children to be able to talk about this / feel that it is their timeline.

Example: [..\History\Groundbreaking Greeks\Hall timeline display - Ancient Greeks.docx](#)

Assessment

- Metacognition focus through the development of and use of ‘Active history’ slides.
- Pupil voice



Science Expectations

Books/ work

- Knowledge organisers in each term.
- Date and L.O knowledge and working scientifically objective where appropriate. Can be stuck in by teacher.
- 5-6 pieces of recorded work in books per term/block
- Variety of recorded work- written explanations, diagrams, labels, graphs, tables, pictures.
- Variety of working scientifically following Great Science Share. Sentence stems seen in books. Displayed in classroom.

KS1	KS2
Asking questions	Planning enquiries
Interpreting tables & charts	Interpreting data
Gathering evidence	Measuring accurately
Drawing conclusions	Drawing conclusions

- Year group/subject specific vocabulary used and spelt correctly in written work. Displayed in classroom.
- At least 2 TAPS investigations per block.
- Practical work recorded on seesaw.

Timetable

- Some content needs to be taught weekly
- Some are being trialled as a block this year

Lesson Expectations

- Recap on previous knowledge from organiser or display. Recap on previous vocab.
- Teach new vocab.
- Kagan talk partners/group
- Practical- engaging
- When working scientifically is taught- children have already been taught specific skills. E.g. what a good conclusion should look like- WAGGOL

Environment

- Current unit of work
- Related vocabulary
- STEM sentences
- Examples of Scientists related to area of science

Assessment

- Summative tracking completed after each unit – 3 times a year
- Use investigations to inform assessment
- Initial assessments prior to learning – class discussion/mind map/KWL/odd one out. Can be whole class mind map, could be uploaded onto Seesaw sample pupil or in pupil book



'Being different, Belonging together'

- Final assessment on knowledge – at least 2 weeks after the topic has been taught in a block, or at the end of term. Could be a quiz or a KWL grid.
- At least 2 TAPS assessments per unit to assess working scientifically.

RE

Introduction of new curriculum in a phased manner, starting with Reception and Year 1

Books/work

Floor books

- Each child must write their name in the initial pages of the class floor book.
- Evidence of pupil voice to be recorded in the floor book, must include the child's first name after their comment.
- A label to indicate when a new topic is started in RE.
- Floor books must include a label stating the year group.

Individual books

- Indicate when a new topic is started in RE.
- RE books must include a label stating the year group.
- Each topic should have at least one piece of work in their books

Planning

- All staff to follow RE Long term plan
- All staff to follow Lincolnshire Agreed Syllabus and Understanding Christianity to teach RE
- When teaching Lincolnshire Agreed Syllabus units, all staff to follow the Medium-Term Plans provided by Diocese of Lincolnshire. www.lincolndiocesaneducation.com
- All staff to ensure the Core Concepts maps for each religion and worldview are being taught.
- RE planning to be evident on class MTP
- Substantive, Disciplinary and Personal Knowledge to be evident (where applicable).

Lesson expectations

- Core Concept maps to be displayed and referenced when teaching
- A range of teaching and learning opportunities e.g., drama, artwork, Godly Play etc
- Use of the class floor book
- Recap previous learning
- Use of Kagan strategies, where appropriate.

Environment

- RE floor books displayed with class reflection and PSHE – general reflective area.

Assessment

Substantive Assessment

Assessment 2025/26

- Years 2–6:
- Continue to complete end-of-topic quizzes (10 multiple-choice questions).
- Results should be recorded on the s:drive under the heading "RE Substantive Assessment".



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- Raw scores will automatically convert into percentages.
- Following Gillian Georgiou's guidance, assessment should focus on the curriculum as a model of progression, rather than assessing individual pupils.
- Gillian recommends a minimum class average of 75% as the expected standard.
- Reception and Year 1:
- Now following the New Lincolnshire Agreed Syllabus.
- Assessment guidance will be updated following the RE lead's training course on assessment (Tuesday 16th September).
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PSHE

Books/work

- Record learning in class book and on seesaw.
- Use pupil knowledge organisers for each unit, include reflection on what they have learnt – my thinking pad.

Timetable

- Taught weekly

Planning

- Lesson structure as planned in Jigsaw resources. No sections missed out

Lesson Expectations

- Reinforce learning charter at the beginning of every session
- Verbally recap on previous lessons learning and reflect on the celebration.



- Reference to how this is developing their SMSC understanding – make links.
- Lesson mostly practical discussion, activity, role play. Limit writing expectations
- Use pupil knowledge organisers for each unit, include reflection on what they have learnt – my thinking pad. This will inform summative assessment. Use jigsaw summative assessment tracker at the end of each unit of work.
- Display a copy of the pdf with the vocabulary for the unit in class book and on the whiteboard during the lessons



'Being different, Belonging together'

Environment

- If space in the classroom allows a display showing the current unit of learning with the learning journey and vocabulary to be remembered and known, a copy of the learning charter and the hall of fame display suggested.

Puzzle 2: Celebrating Difference

Outcome: Hall of Fame display

Ages 3-5	Children's paper chains (from Piece 2)
Ages 5-6	Gingerbread people (Pieces 1-6)
Ages 6-7	Trophy of celebration (Piece 6)
Ages 7-8	Compliment kites (Piece 6)
Ages 8-9	Picture frames (Piece 5)
Ages 9-10	Culture displays (Pieces 5 and 6)
Ages 10-11	Admiration accolades (Piece 5)

Assessment

- Use pupil knowledge organisers for each unit, include reflection on what they have learnt – my thinking pad.
- This will inform summative assessment. Use jigsaw summative assessment tracker at the end of each unit of work.
- Use statements in green and purple for formative assessment – My Jigsaw Journey as a whole class (materials, unit of work, lesson plan, resources).

My Jigsaw Journey

I understand who is in my school community, the roles they play and how I fit in



I can take on a role in a group and contribute to the overall outcome



DT

Work/books/seesaw

- Evidence on seesaw / tapestry showing practical elements.
- Knowledge organiser for each unit – see planning

Timetable



'Being different, Belonging together'

- Can be taught in a block

Planning

- KO should have vocabulary to be used, knowledge to be remembered and known, skills to be developed in this unit, learning journey to include research, planning, designing, practicing skills, making, evaluating, links to careers/real life, significant people/events if appropriate. – linked to MTP.
- Copy of KO and MTP on One Drive

Lesson Expectations

- Recap on previous related unit – what skills and knowledge did they learn/practice
- Recap on previous session
- Subject specific vocabulary discussed
- Main part of session explained/modelled/scaffolded
- Children active in task, being supported by staff as learning taking place
- Misconceptions addressed
- Encourage peer support/coaching
- Skills practiced and re modelled if necessary
- Challenge through effective questioning -why have you chosen this method/ this material?
- Mini plenaries to share good examples

Environment

- The final product to be celebrated – could be product display, video, eating or any other appropriate means.

Assessment

- As the curriculum is established – recap on previous unit of work related to key concept/technical knowledge.
- Evidence of progression to be developed
- Pupil voice
- The actual learning journey of the topic. Our curriculum has been planned with progression built in; subject leader needs to be confident that pupils are keeping up with it.
- If pupils can keep up with a well sequenced curriculum that has progression built in, they are making progress.

Art and Design



Work/book

- Evidence on seesaw and/or sketch books
- Use of knowledge Organisers available on the United curriculum website

Timetable

- Can be taught in a block

Planning

- Fidelity to the scheme being used – United curriculum.

Lesson Expectations

- Skills practice
- Exploration of techniques
- Use of a variety of media
- Research into artists/ influencers/history – as mapped out in planning
- Modelling of skills
- Discussion on how to improve
- Application of knowledge in practice
- Mostly practical

Assessment – taken from the United Curriculum for Art and Design

Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum. It is not about lots of tests, or meticulously comparing pupils' outcomes at the start and end of each unit.

If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!

The United Curriculum has this progression built in, and so teachers and subject leads just need to be confident that pupils are keeping up with it.

This can be done through:

▪ Use of sketchbooks and pupil-conferencing

Unless it is unavoidable, pupils should use the same sketchbook over multiple years, until it is complete. Sketchbooks will contain a record of pupils' progress over a significant period of time. Talking to pupils about their sketchbooks allows you to assess how much of the curriculum content is secure. These conversations are used most effectively to determine whether pupils have a good understanding of the vertical concepts (**practical knowledge**), and if they can link recently taught content to learning from previous units. (They should not be used to assess whether pupils can recall information, as low-stakes quizzes can gather this information more efficiently).

▪ Formative assessment in lessons

There are opportunities for formative assessment in the lesson slides provided, and teachers should continually adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.

▪ Low-stakes summative assessment

You may also want to use multiple-choice questions or another low-stakes quiz at the end of the unit to assess whether pupils have learned the core knowledge for that unit. These should also be used formatively, and teachers should plan to fill gaps and address misconceptions before moving on.

Computing



Work/books/evidence

- Knowledge organiser in topic books

Planning

- Use scheme to inform planning

Timetable

- Can be taught in a block

Lesson Expectations

- Links to previous learning is made.
- Teach computing PowerPoint is displayed for class to see.
- Where possible the use of computing is given a real life context
- Where possible the skills being taught are being introduced within a context – i.e., cross-curricular.
- There is clear demonstration and modelling of the skills being developed.
- Correct Vocabulary is used, with key words being identified and explained.
- Children are given a task which gives them an engaging opportunity to develop the skills being taught.
- The planning and execution of the lesson include opportunities for on the spot assessment.
- While children are engaged with the task, identified misconceptions or extension opportunities are shared with the whole class.

Assessment

- The planning and execution of the lesson include opportunities for on the spot assessment.
- While children are engaged with the task, identified misconceptions or extension opportunities are shared with the whole class.
- Pupil voice

MFL

Music

Work



'Being different, Belonging together'

- Practical
- Recording on seesaw if possible

Timetable

- Music is taught weekly, ideally 1 hour per week but realistically 30 – 40 minutes, as the subject is skills based these need to be practiced weekly.

Planning

- Use of charangua music scheme
- Fidelity to scheme – original scheme

Lesson Expectations

- Knowledge organiser to be displayed on whiteboard so the learning journey can be discussed and children are aware of the end product.
- Vocabulary displayed on whiteboard for the session
- Each unit of work to include
 - 1) Listen and appraise
 - 2) Musical activities
 - 3) Perform and share
- Unit culminates in a performance, record and post on Seesaw. If appropriate perform to the school.

Assessment

- Musical showcase at the end of each big term.
- Pupil voice

Geography

Work/books

- Evidence of learning in books or on Seesaw (when appropriate).
- Knowledge organiser in books when beginning new geography topic.
- Short date in books and enquiry question from knowledge organiser.
- When recording work on Seesaw, learning question must be noted so link can be made by subject leader.

Timetable

- Can be taught in a block

Lesson Expectations



'Being different, Belonging together'

- Learning question (taken from knowledge organiser) to be noted in books as opposed to learning objective (so link between knowledge organiser and MTP can be made).
- When doing place study as part of history topic, there should be evidence of map work/knowledge of locating place on a map as well as HOTCLUB and COWWS.
- Work should be varied such as written work, images, artwork etc.
- During the topic there should be a vocabulary list visible in the classroom or knowledge organiser. Children should be encouraged to have input on this throughout the topic.
- Recap on knowledge at the beginning of lesson, link to knowledge organiser.
- Some evidence of using KAGAN within geography lessons.
- Lessons to be engaging and challenging for the children.

Environment

- World map and globe visible in classroom and to be referred to during topic. Google Earth and Digimaps can also be used as an additional tool to aid in the children's learning.
- Display headed as Geography rather than topic

Assessment

- Metacognition focus through the development of and use of 'Active geography' slides.
- Pupil voice

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