

Pirbright Village Primary School



Teaching & Learning

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Vision

At Pirbright Village Primary School, we provide a broad, ambitious and engaging curriculum that enables every child to flourish academically, socially and personally. Inclusion is at the heart of our approach: every child is known as an individual, valued for their unique strengths and supported to achieve their full potential within a culture of high expectations and belonging. Every member of staff shares responsibility for ensuring that learning is accessible, ambitious and appropriately adapted so that all pupils, including those with special educational needs and disabilities, can participate fully and achieve highly. Through adaptive teaching, strong relationships and an unwavering commitment to equity, we ensure every child has the opportunity to thrive.

Our curriculum journey begins in the Early Years, where children build on their prior experiences through high-quality play-based learning rooted in the Early Years Foundation Stage Framework. Through carefully planned interactions, purposeful play and explicit teaching, children develop the fundamental knowledge, language and skills that provide the secure foundations for future learning. Careful observation, ongoing assessment and responsive teaching enable staff to understand each child's needs, address misconceptions and provide rich learning opportunities that nurture curiosity, independence, resilience and a lifelong love of learning. By securing these essential foundations, children are well prepared for the increasing demands of the National Curriculum and beyond.

As children progress through Key Stage 1 and Key Stage 2, they experience a carefully sequenced, knowledge-rich curriculum that inspires, challenges and supports every learner to succeed. Learning is ambitious, purposeful and adapted to meet the needs of all pupils, ensuring equitable access to the curriculum while maintaining high expectations for achievement.

Reading, writing, communication and mathematics form the foundation of our curriculum and are taught explicitly to secure depth of understanding and fluency. Beyond these core subjects, learning is enriched through meaningful contexts that connect knowledge across the curriculum, deepen understanding and make learning memorable. Our curriculum is coherently planned so that essential knowledge and vocabulary are introduced, revisited and built upon over time, enabling children to make lasting connections and apply their learning confidently in new situations. Alongside this, children develop the disciplinary knowledge and skills unique to each subject, progressively building expertise across the curriculum.

We believe that education should prepare children for life beyond the classroom. Through our curriculum and school values, we develop resilient, reflective, articulate and compassionate learners who work collaboratively, celebrate diversity and contribute positively to their community.

Evidence-Informed Teaching and Learning

At Pirbright Village Primary School, we are committed to ensuring that teaching is shaped by the best available evidence about how children learn most effectively. We recognise that high-quality, consistent classroom practice has the greatest in-school impact on pupil outcomes, and therefore place professional development at the heart of our continual improvement. To support this commitment, we use the Teaching WalkThrus framework to underpin our Teaching and Learning Policy, staff development and everyday classroom practice. Teaching WalkThrus provides a clear, practical and evidence-informed model of effective teaching, translating educational research, cognitive science and proven pedagogy into strategies that can be applied consistently across the school.

At Pirbright, we have organised these principles into The BIG 6 — six key areas of teaching that drive excellent classroom practice as laid out by The WalkThrus programme. These areas reflect our belief that children learn best when classrooms are calm and purposeful, curriculum content is carefully sequenced, explanations are clear, understanding is regularly checked, knowledge is revisited and opportunities are provided for deeper thinking and application.

WalkThrus – The BIG 6

At Pirbright, we believe that the most effective approach to inclusion is through consistently excellent universal teaching. Rather than relying solely on additional interventions, we ensure that classroom practice is designed to remove barriers to learning from the outset, enabling all pupils, including those with Special Educational Needs and Disabilities (SEND) and vulnerable groups, to access the curriculum, participate fully and achieve success. The selected Teaching WalkThrus have been carefully chosen because they reflect evidence-informed approaches that strengthen high-quality first teaching and support the diverse needs of learners.

	Intent	Implementation Through WalkThrus	Impact	Inclusive Practice Benefits
Behaviour and Relationships	Establishing calm, purposeful classroom environments and positive relationships that enable all children to feel safe, valued and ready to learn.	✓ Positive Relationships ✓ Rehearse Routines ✓ Signal Pause Insist	Calm, orderly classrooms where expectations are clear and routines are secure. Children feel safe, respected and valued, enabling them to engage fully in learning. Strong, positive relationships between staff and children support effective behaviour for learning, reduce disruption and create an environment where all children are ready to learn and can make sustained progress.	✓ Positive Relationships are particularly important for pupils with SEMH needs, autism and attachment difficulties, promoting engagement, confidence and a sense of belonging. ✓ Rehearse Routines Well-established routines particularly benefit pupils with autism, ADHD and executive functioning difficulties, allowing them to focus their attention on learning rather than classroom organisation. ✓ Signal, Pause, Insist. By securing attention and processing time, this strategy supports pupils with language processing difficulties, hearing needs and attention challenges, ensuring important information is not missed.
Curriculum Planning	Designing a coherent, carefully sequenced and knowledge-rich curriculum that builds understanding progressively over time.	✓ Sequence Concepts in Small Steps	Learning is logically sequenced and builds progressively over time. Children develop secure understanding, make meaningful connections between concepts and retain knowledge more effectively. Children are better able to apply their learning confidently across subjects and year groups, leading to sustained progress and deeper understanding.	✓ Sequence Concepts in Small Steps supports pupils with working memory difficulties and cognition and learning needs, enabling them to build secure foundational knowledge before moving on to more complex concepts.

Explaining and Modelling	Presenting new learning clearly and modelling thinking processes so that children can understand complex ideas and build secure schema	✓ Live Modelling ✓ Deliberate Vocabulary Development	Children understand complex ideas and develop secure schemas. This supports children in making connections between prior and new knowledge, reducing cognitive load and increasing retention. Children are better able to apply their learning independently and with confidence across a range of contexts.	✓ Live Modelling supports those who struggle with abstract thinking or independent problem-solving. Children benefit from seeing successful strategies modelled explicitly before attempting tasks themselves. ✓ Deliberate Vocabulary Development supports by explicitly selecting, teaching and revisiting key vocabulary, teachers reduce barriers to understanding and enable all pupils to access increasingly complex concepts and texts.
Questioning and Feedback	Using purposeful questioning and responsive feedback to check understanding, address misconceptions and move learning forward.	✓ Think-Pair-Share ✓ Cold Calling ✓ Show-Me-Boards ✓ Check For Understanding	Children' understanding is continuously checked and misconceptions are addressed in a timely way. Teaching can be adapted effectively, moving learning forward and deepening understanding. Children make stronger progress, develop greater independence and are better able to articulate and apply their learning with confidence.	✓ Think-Pair-Share supports pupils with speech and language needs, those lacking confidence and pupils who benefit from additional processing time. ✓ Cold Calling ensures all pupils remain engaged and encourages equitable participation while providing teachers with valuable formative assessment information. ✓ Show-Me Boards reduces the likelihood of pupils with SEND becoming passive learners and provides a low-stakes way for everyone to participate. ✓ Check for Understanding allows misconceptions to be addressed quickly and adaptations to be made in real time, preventing gaps from widening.
Practice and Retrieval Building	Securing long-term memory and increasing fluency through deliberate practice, review and regular retrieval of prior learning.	✓ Make Everyone Think	This strengthens recall, reduces cognitive load and enables children to build on prior learning more effectively. Children become increasingly confident and accurate in applying their knowledge across the curriculum.	✓ Make Everyone Think requires every learner to retrieve, explain and justify their thinking strengthen understanding and memory for all pupils.

Mode B Teaching	Providing rich opportunities for discussion, collaboration, problem solving and deeper thinking to extend and apply learning.	✓ Hands On ✓ Collaborative Learning	Learning is extended beyond recall, supporting children to apply knowledge flexibly and creatively. As a result, children develop greater confidence in reasoning, communication and independent thinking across the curriculum.	✓ Hands On approaches make abstract concepts more accessible. Manipulatives, practical exploration and visual representations support pupils with SEND while deepening understanding for all learners. ✓ Collaborative Learning develops communication, problem-solving and social interaction allowing pupils to articulate ideas, learn from others and build confidence while fostering inclusion and belonging.

Retrieval Practice

At Pirbright, retrieval practice is woven throughout teaching and learning rather than viewed as a standalone strategy. We recognise that pupils learn more effectively when they are regularly required to recall, revisit and apply previously taught knowledge and skills, strengthening long-term memory and supporting the development of secure foundations for future learning. Our chosen Teaching WalkThrus naturally embed retrieval through strategies such as Think-Pair-Share, Cold Calling, Show-Me Boards, Check for Understanding and Make Everyone Think. These approaches ensure that all pupils actively engage with prior learning, enabling teachers to identify misconceptions and adapt teaching accordingly.

Retrieval is embedded across the curriculum. In English, pupils revisit key knowledge and skills before beginning their learning for the day. In mathematics, regular retrieval develops fluency and automaticity in key facts, methods and concepts through the use of White Rose Flashback 4 tasks.

Across science and the wider curriculum, every lesson begins with a consistent learning slide that provides pupils with the context for learning, including the subject, area of study and learning objective. Pupils then complete a retrieval activity based on prior learning, either from the current unit or from previous year groups, helping to strengthen long-term memory and make connections across the curriculum. Key vocabulary is explicitly revisited and introduced to support understanding and language development, while opportunities for metacognitive reflection encourage pupils to consider the knowledge, skills and strategies they will need to be successful in their learning. Through these carefully planned retrieval opportunities, pupils deepen their understanding, strengthen retention and build secure foundations for future learning.

Consistency and High Expectations

Research from cognitive science shows that children learn more successfully when teaching is well-structured and consistent. When routines, expectations and core teaching approaches are familiar across the school, pupils do not need to use unnecessary mental effort working out processes or adapting to widely different classroom systems. Instead, their attention can remain focused on learning. This reduction in cognitive load allows children to learn more efficiently, build confidence and engage more successfully in lessons.

While consistency is important, we also recognise that excellent teaching is responsive. Staff use professional judgement to adapt strategies to meet the needs of individuals, classes and subjects, including pupils with SEND, disadvantaged pupils and those who require additional challenge. By using Teaching WalkThrus and embedding The BIG 6, we ensure that every child at Pirbright benefits from teaching that is ambitious, inclusive, evidence-informed and designed to help them know more, remember more and achieve more over time.

Professional Development and Coaching

We believe that teachers improve through deliberate practice, reflection and collaboration. Teaching WalkThrus underpin our professional development model by enabling staff to focus on specific aspects of practice, rehearse evidence-informed techniques, observe effective teaching and engage in purposeful coaching conversations. This creates a culture in which professional learning is ongoing, supportive and closely linked to classroom impact.

StepLab provides the vehicle through which we monitor, develop and sustain high-quality teaching and learning across the school. Through carefully sequenced coaching cycles, focused observations and instructional feedback, StepLab enables leaders and teachers to identify strengths, refine practice and embed consistent approaches to teaching. The platform supports deliberate practice and ensures that professional development is personalised, measurable and responsive to the needs of individual teachers and the priorities of the school.

We recognise that the quality of our teachers makes a profound difference to our children. As the EEF Effective Professional Development Guidance Report states, “No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school.” Guided by this principle, our commitment to professional development and instructional coaching ensures that all teachers remain reflective, responsive and ambitious in their practice.

This collaborative approach, anchored in the evidence-informed framework of Teaching WalkThrus and strengthened through StepLab coaching, fosters a unified and consistent language of teaching across the school. Ultimately, our aim is to empower both teachers and children to achieve their full potential. Through nurturing curiosity, resilience and creativity, we prepare learners not only for academic success but for meaningful and fulfilling lives as confident, compassionate members of society.

Impact on Children

Our evidence-informed approach is designed to secure the best possible outcomes for all children. Through high-quality teaching, children are supported to:

- acquire secure knowledge and understanding
- retain learning in long-term memory
- think deeply and apply learning confidently
- develop independence and resilience
- engage positively in lessons
- make strong progress from their starting points

Quality Assurance and Continuous Improvement

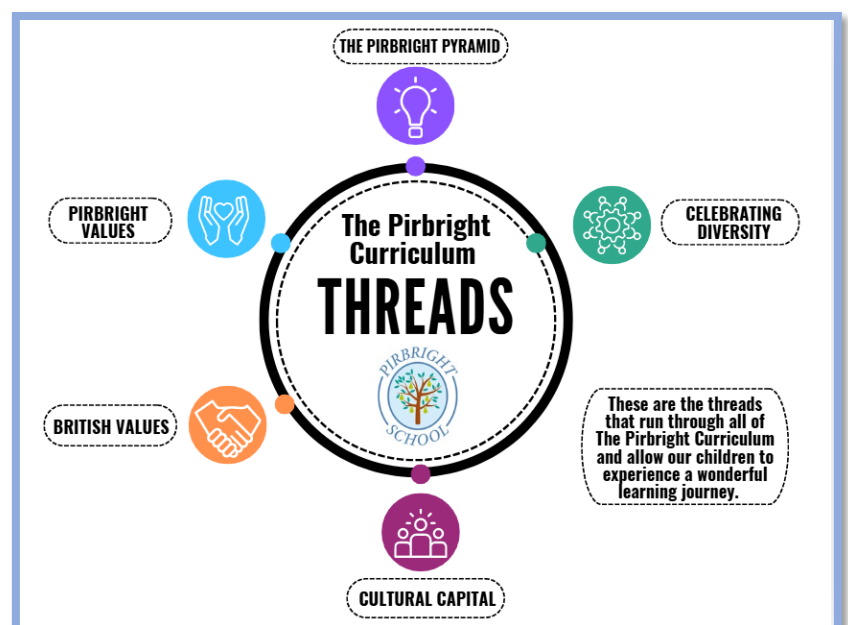
Leaders monitor the impact of teaching through lesson visits, pupil voice, work scrutiny, assessment information and professional dialogue. This helps us to identify strengths, share effective practice and refine provision continually.

Curriculum Threads

Our curriculum is enriched and strengthened by a set of key threads that run through all subjects, year groups and learning experiences. These threads ensure that learning is purposeful, inclusive and reflective of the values and knowledge children need to succeed in modern society. Rather than being taught in isolation, these threads are carefully woven through curriculum planning, teaching and wider school experiences. They provide a consistent framework that deepens learning, broadens children’s understanding of the world and supports personal development alongside academic progress.

The threads that underpin our curriculum are:

- **Pirbright Values*** – reinforcing the core values of our school community, which shape behaviour, relationships and attitudes to learning.
- **The Pirbright Pyramid*** – providing a clear and purposeful framework for teaching, learning and personal development at Pirbright Village Primary School
- **British Values** – promoting democracy, the rule of law, individual liberty, mutual respect and



tolerance of those with different faiths and beliefs.

- **Celebrating Diversity** – embedding representation, respect and understanding of different cultures, identities and perspectives throughout the curriculum.
- **Cultural Capital** – intentionally building the knowledge, experiences and vocabulary children need to access and succeed in wider society.

*Explained in more detail below.

Together, these threads ensure that our curriculum is not only academically rigorous but also purposeful, inclusive and enriching. They support us in developing well-rounded learners who are prepared for the next stage of education and for life beyond school.

Pirbright Values

At Pirbright Village Primary School, teaching and learning are rooted in our five Core Values: **Respect, Pride, Nurture, Trust and Resilience**. These values are not separate from the curriculum or classroom practice; they shape the culture of our school, guide relationships and influence the way in which children learn, grow and succeed. We believe that excellent teaching takes place within an environment where children feel safe, valued and inspired. Our Core Values provide the foundation for this environment and are woven through every aspect of school life, from classroom routines and curriculum design to behaviour expectations, pastoral care and wider opportunities.

Respect	We foster a culture of mutual respect in which every member of the school community is valued and treated with kindness, courtesy and fairness. Children are taught to respect themselves, others, different perspectives and the world around them. In classrooms, this is reflected through positive relationships, attentive listening and an appreciation of diversity.
Pride	We encourage children to take pride in themselves, their learning and their achievements. Children are supported to present their work to a high standard, strive for personal excellence and celebrate success—both their own and that of others. We want every child to feel proud of their progress and contribution to school life.
Nurture	We recognise that children learn best when they feel secure, supported and understood. Nurture is central to our pastoral approach and classroom practice. We create caring learning environments where emotional wellbeing is prioritised, individual needs are recognised and every child is encouraged to flourish.
Trust	Strong relationships are built on trust. We work hard to create a school culture where honesty, consistency and reliability are valued. Children are encouraged to take responsibility, make positive choices and develop independence, knowing they are supported by adults who care deeply about their success.
Resilience	We teach children that challenge is an essential part of learning. Through encouragement, high expectations and supportive guidance, children learn to persevere, respond positively to setbacks and approach difficulties with determination. We want children to develop the confidence and resilience needed to succeed both now and in the future.

These five Core Values underpin our expectations, decision-making and daily practice. They help to create a calm, purposeful and aspirational learning culture in which every child can thrive. Through living these values consistently, we prepare our children not only for academic success, but also for their future roles as thoughtful, responsible and compassionate citizens.

The Pirbright Pyramid

The Pirbright Pyramid provides a clear and purposeful framework for teaching, learning and personal development at Pirbright Village Primary School. Used alongside our Core Values, it reflects our belief that true learning is built upon strong foundations and develops progressively over time.

Beginning with safe, secure relationships and high-quality pastoral care, the Pyramid recognises that children flourish when they feel valued, confident and emotionally supported. From these foundations, children are able to develop independence, resilience, academic potential and the ability to collaborate, problem solve and apply their learning in increasingly sophisticated ways.

At the highest levels, the Pyramid encourages children to be brave, ambitious and willing to take risks in their learning so that they can contribute positively to their school, community and wider world. It shapes our curriculum, guides our practice and ensures that every child is supported to grow both academically and personally throughout their time at Pirbright.

