

Farnsfield St Michael's C of E Primary School



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

Teaching and Learning (T&L) Policy

Policy Agreed: Spring 2026

Policy to be reviewed: Spring 2028

Aims

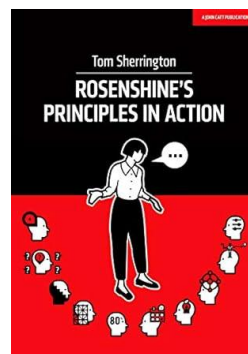
This policy aims to set out and explain how quality teaching and learning practices are embedded within our broad and balanced curriculum at Farnsfield St Michael's. Teaching and Learning practices are based upon the **MITRE Teaching and Learning model**. In classroom practice, **Rosenshine's Principles of Instruction** support in the delivery of high-quality pedagogy and approaches.

We strive to create an inclusive environment, in which every child can be the best they can be. We believe that all children are entitled to educational excellence and this can be achieved through quality teaching and learning delivery in practice. This is all underpinned by our school Rainbow Values and our school motto, '*learn to love, love to learn*'. Everyone in our school community has a part to play in ensuring the highest quality of teaching and learning across school.

Through appropriate adaptations and scaffolding, all children should be able to access the intended learning. A "typical lesson" will vary between subjects and individual teachers. Teachers at Farnsfield St Michael's, under the direction of subject leaders' implementation guidance, use their professional judgement to utilise a range of teaching strategies which suit the intended learning outcomes. It is expected that the following high-quality teaching principles are used consistently and effectively in the majority of lessons.

Rosenshine's Principles of Instruction:

- ✓ Daily, weekly and monthly review of learning
- ✓ Present new material using small steps
- ✓ Ask questions
- ✓ Provide models
- ✓ Guide student practice
- ✓ Check for student understanding
- ✓ Obtain a high success rate
- ✓ Provide scaffolds for difficult tasks
- ✓ Allow independent practice



(Rosenshine, 2012)



Teaching & Learning Model

'Together we help every child to flourish, opening doors to fulfilling futures'

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Modelling Mastery

Clear explanation, modelled thinking and expert instruction support pupils to build knowledge, independence and deep understanding.

What teachers will do:

- Break complex concepts into clear, manageable steps
- Use worked examples, modelling, and guided practice
- Scaffold learning and gradually remove support to foster independence
- Rehearse core knowledge and skills deliberately and cumulatively
- Use questioning and discussion to develop deep thinking
- Model metacognitive skills to improve thinking

Indicators of quality teaching:

- Pupils apply taught strategies with increasing independence
- Explanations are clear and subject-specific
- Tasks build Fluency and deeper understanding
- Thinking and oracy are visible in lessons

Inclusivity

Adaptive teaching, personalised instruction and formative assessment ensure all pupils can access, engage with and succeed in learning.

What teachers will do:

- Provide clear, purposeful explanations using inclusive and accessible language
- Adapt tasks, support, and challenge to ensure equitable access for all learners
- Design learning experiences that recognise and support a wide range of pupil needs

Indicators of quality teaching:

- Teaching is responsive and inclusive, effectively supporting all learners
- Pupils make progress from their individual starting points
- Tasks, resources and support are tailored to meet need and enable access



Teaching Environment

A strong sense of belonging is fostered in the classroom – environments are calm, inclusive and purposeful—relationships, routines and behaviours support focus and learning for all.

What teachers will do:

- Establish consistent routines and expectations
- Foster respectful relationships and a safe climate for learning
- Manage behaviour positively and proactively
- Design physical spaces to support focus and inclusion

Indicators of quality teaching:

- Classrooms are calm and well organised
- Behaviour supports learning without disruption
- Pupils feel respected, safe and ready to learn
- The classroom culture is inclusive and positive

Review and Reflection

Feedback, retrieval and regular rehearsal ensure that learning sticks and builds over time.

What teachers will do:

- Use retrieval and review activities to strengthen memory
- Give precise, timely and actionable feedback
- Respond to learning in the moment and adapt teaching accordingly
- Use assessment insights to reflect and refine future planning and curriculum design

Indicators of quality teaching:

- Pupils recall and apply prior learning confidently
- Pupils make connections across topics and apply knowledge in different contexts
- Feedback leads to visible improvement
- Gaps are identified and teaching is adjusted responsively
- Teachers identify what worked well and what to adapt in future lessons based on evidence of pupil learning

Engagement and Expectations

High expectations, active engagement and a culture of curiosity empower pupils to embrace challenge, believe in their potential and aspire beyond the classroom.

What teachers will do:

- Promote high expectations and effort for all
- Embed a culture of ambition and challenge, where there are no limits to what can be achieved
- Celebrate effort, attitudes and academic success
- Inspire pupils through enthusiasm, creativity and a passion for learning

Indicators of quality teaching:

- Pupils are actively involved and motivated to learn
- All learners are supported to meet high expectations
- Pupils take on challenging learning and strive to exceed expectations
- Learning culture promotes aspiration, resilience and pride





Farnsfield St Michael's Teaching and Learning Model

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What does this look like in practice?

Links to Rosenshine's Principles in Action



- Working memory is limited and learners can only process a small amount of new information at once. **Teaching in small steps** helps manage cognitive load.
- **Present new material in manageable chunks.** Each step should be clearly explained before moving on to the next.
- **Ensure mastery before progression.** Students should demonstrate understanding of each step before additional complexity is introduced. Secure foundations prevent later misconceptions.
- **Build in opportunities for practice after every step.** Guided practice immediately after each new idea allows students to rehearse, apply, and consolidate learning while support is available.
- **Model and think aloud.** Teachers should explicitly demonstrate how to complete each step, explaining their thinking so learners can see the process, not just the outcome.
- **Check understanding frequently.** Regular questioning and feedback help identify misunderstandings early, reducing the likelihood of students practising errors.
- **Use scaffolds to support difficult steps.** Temporary supports (worked examples, prompts, checklists) help students succeed with challenging material and are gradually removed as confidence grows.
- **Maintain a high success rate.** Breaking learning into small steps increases the likelihood that students experience success (around 80%), which supports motivation and accuracy.
- **Prevent misconceptions and inaccurate conceptions.** When too much is taught at once, students often construct incorrect mental “summaries.” Teachers should use small-step instruction with guided practice to limit this risk.
- **Prepare students for independent practice.** Careful step-by-step teaching ensures students are ready to work independently without excessive error or frustration.

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- **Plan for all learners from the beginning.** Inclusive teaching anticipates a range of abilities, needs, and starting points, rather than adding adaptations afterwards.
- **Break learning into small, explicit steps.** Teaching in small, sequenced steps supports learners with SEND, EAL, working-memory difficulties, and gaps in prior knowledge. Clear progression helps pupils see *what to do first, next, and why*, reducing cognitive overload.
- **Use clear explanations and modelling.** Explicit instruction, examples, and 'think-aloud' make learning processes visible.
- **Temporary supports** help pupils access challenging tasks: worked examples, sentence stems, checklists, visual aids. Scaffolds are **faded over time** to promote independence, not dependence.
- **Check understanding frequently and inclusively.** Use strategies that involve *all pupils*, not just confident volunteers. For example: mini-whiteboards, partner talk, choral responses. Regular checks help identify misconceptions early and allow timely adaptation.
- **Adapt access, not expectations.** Adaptations focus on *how* pupils engage with learning, not *what* they learn. For example: simplified language, not simplified thinking, alternative recording methods, extra processing time. All pupils work towards the same learning outcome where possible.
- Inclusive classrooms provide **supported practice** before expecting independent work. This reduces frustration and prevents pupils from practising errors.
- **Use overlearning and regular review.** Repetition, rehearsal, and retrieval support pupils who need more time to embed learning. Review strengthens long-term memory and supports pupils with slower recall.

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- **Establish positive relationships.** Established norms around clear roles and boundaries. Combine assertiveness with warmth and support the needs and rights of everyone in a classroom to feel safe, respected and valued.
- **Establish expectations.** Communicate expectations clearly and reinforce routinely and positively. Redirect, correct or challenge when expectations are not met.
- **Construct classroom routines.** Rehearse routines multiple times before becoming routine.

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- **Regular opportunities for retrieval to strengthen learning.** Recalling information from memory improves long-term retention more than re-reading or re-teaching.
- **Low-stake and frequent.** Effective retrieval is short, routine, and safe (e.g. quizzes, questioning, Flashback4 Maths and FlashBack4 Grammar), reducing anxiety and encouraging participation.
- **Review material on a daily, weekly and monthly basis.** Regular review helps pupils build coherent mental frameworks rather than isolated facts. It prevents forgetting and strengthens connections between ideas.
- **Link new learning to prior knowledge.** Review activates relevant background knowledge, making new material easier to understand.
- **Questioning makes all children think and gives the teacher an indicator of how things are going.** Strategies such as talk-partners or 'think-pair-share' allows everybody to be involved in the thinking, followed by the teacher using a 'no hands-up' approach to gain responses.
- **Ask 'What' and 'Why' questions.** Asking '*what have you understood?*' or '*how did you get to that answer?*' is much more effective than generic, '*have you/ do you understood?*'. This is a valuable checking for understanding support.
- **Feedback is timely and specific.** Feedback is most effective when it clearly identifies what was done well, what needs improvement, and how to improve.
- **Feedback is actionable and manageable.** Pupils should be given time and guidance to respond to feedback so it leads to improvement.

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- **Set high expectations for all.** All pupils are expected to engage with ambitious learning, with adaptations focused on access rather than reducing demand.
- **Include challenge and ambition.** Learning is sequenced to build secure foundations so pupils can progress confidently towards complex and demanding knowledge.
- **Challenge is evident but accessible.** Challenge is carefully structured through clear explanations, modelling, and increasing complexity, avoiding cognitive overload.
- **Obtain a high success rate.** Teaching aims for a high success rate (around 80%) so pupils experience success while being appropriately challenged, reducing error rehearsal and building confidence.

Links to other policies:

- Curriculum
- SEND
- Equality
- Relationships
- Feedback