



Bradshaw Primary School

Teaching and Learning Policy

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Next Review Date	March 2027

Review Date and Summary of Changes

Date of review	Summary of changes
March 2026	New

Signed by:

RHill

Headteacher

Date:

March 2026

LMitchell

Chair of Governors

Date:

March 2026

Teaching and Learning

Introduction:

Every child deserves high-quality teaching that inspires a lifelong love of learning and equips them with the knowledge, skills and attitudes needed to thrive in all aspects of life. Our aim is for every pupil to look back positively on their school experience as confident, curious learners who achieve high standards and take pride in their progress. Through a broad and balanced curriculum, we nurture academic excellence alongside creativity, resilience and moral understanding. We encourage pupils to become responsible, confident, resilient and respectful citizens who value themselves, others and the world around them, guided at all times by our school values.

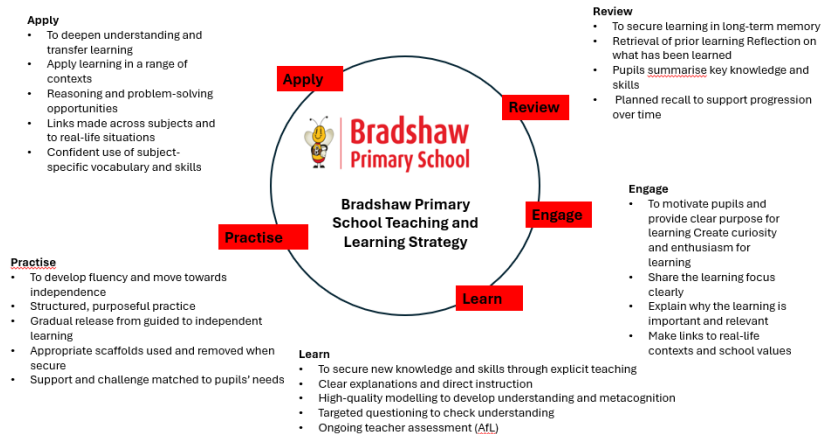
Kind, Responsible, Active, Honest and Respectful

These values underpin everything we do. They are the characteristics that we aim to foster in our pupils every day through our teaching and learning practice.

Bradshaw Primary School will strive continuously to improve the quality of teaching and learning for all its pupils. We will actively look to adapt, refine and improve our teaching approaches utilising best evidence from trusted external research within the context in which we work. (Appendix 1)

We believe that teaching and learning encompasses a range of inter-linked activities and processes, namely:

- 1. pedagogy:** *how we teach*
- 2. the curriculum:** *what is taught: knowledge and skills*
- 3. assessment:** *how we know what has been understood and retained; IMPACT*



This policy defines how these elements fit together to provide an effective teaching and learning offer, therefore ensuring that all children who attend Bradshaw meet their full potential.

1. Pedagogy

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. (Appendix 2). These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice. Rosenshine's 10 Principles of Instruction are:

1. begin a lesson with a short review of previous learning
2. present new material in small steps with pupil practice after each step
3. ask a range of targeted questions and check the responses of all pupils
4. provide models
5. give pupils the opportunity practice and apply
6. check for understanding
7. obtain a high success rate
8. provide scaffolds for difficult tasks
9. require and monitor independent practice
10. engage pupils in weekly and monthly review

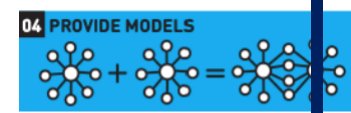
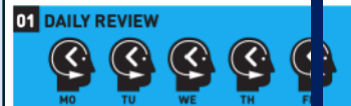
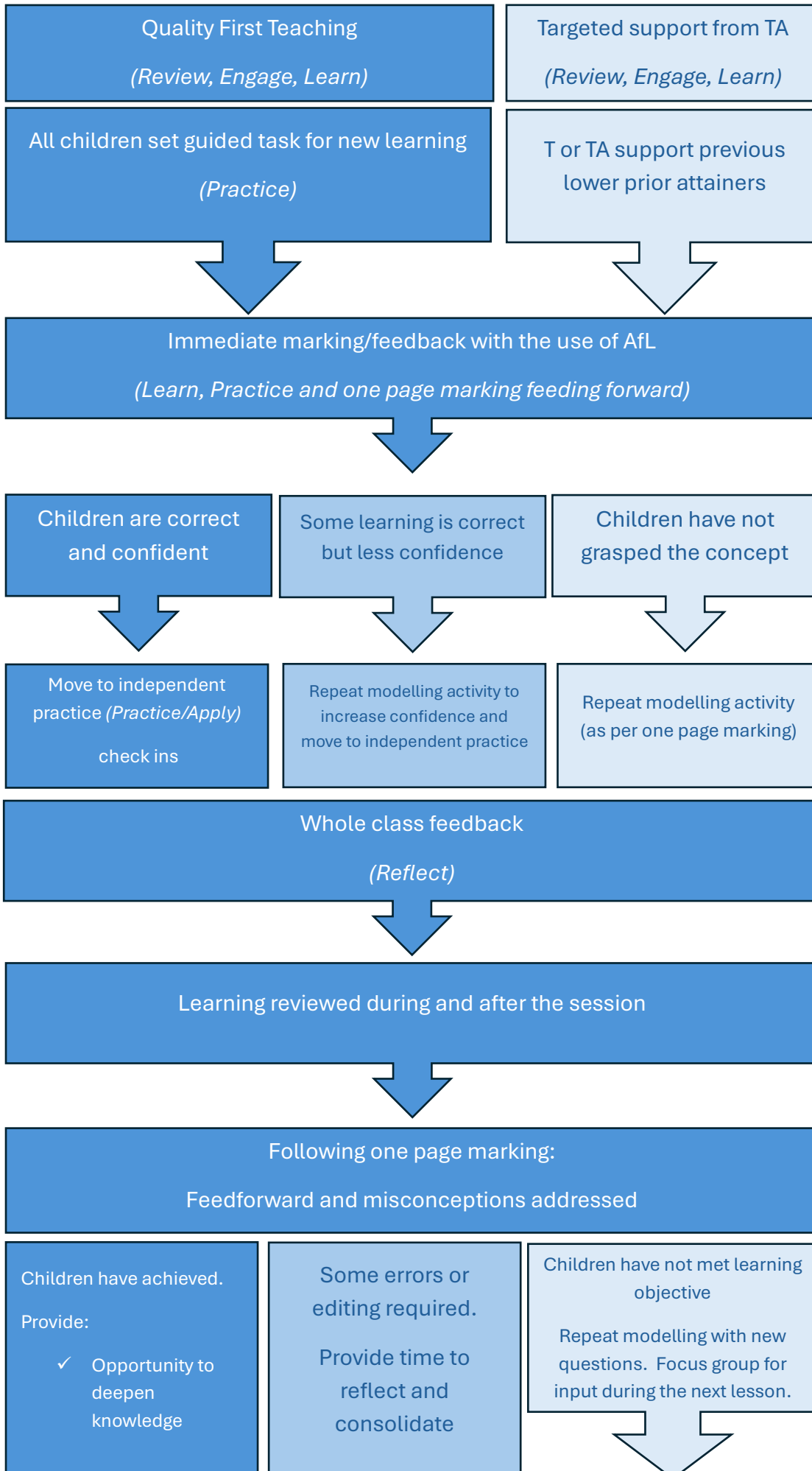
At Bradshaw we facilitate these principles through:

- ✓ Structured sessions with clear routines that identify and address gaps and misconceptions through same day 'keep up, catch-up' (see below)
- ✓ An emphasis on verbal, formative feedback that is immediate – feed forward address misconceptions
- ✓ Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps
- ✓ Embed core skills so all learners can succeed
- ✓ Regular opportunities for recall and review of previous knowledge
- ✓ Opportunities for developing positive learning behaviours, through our behaviour curriculum

Classroom routines and processes: Rosenshine in Action

At Bradshaw, the primary role of all adults is to facilitate high-quality learning opportunities according to the principles outlined above. The flow chart below indicates how this is achieved in a typical learning session (core subjects). The expectation is that all staff will follow this routine, every day. Assessment for learning is at the heart of the learning process. The flow-chart shows how identification of pupil misconceptions and gaps are addressed through immediate verbal feedback and 'keep-up, catch-up' sessions. (Appendix 3)

Teaching and Learning Strategy linked to Rosenshine's Principles



If 80% success rate is not achieved, repeat the lesson.

2. The Curriculum

Our teaching and learning approach is underpinned by a coherent, ambitious and evidence-informed curriculum that is rooted in the needs of our pupils and their context. We deliver the curriculum through a number of carefully selected, evidence-based schemes that are progressive in design and aligned with our 10 teaching and learning principles. These principles ensure consistency, high expectations and effective pedagogy across all subjects.

A strong emphasis is placed on the explicit teaching of core knowledge and skills in literacy and mathematics, with regular and purposeful opportunities for pupils to apply these skills across the wider curriculum. Teaching is informed by research, including Rosenshine's Principles of Instruction, which flow through all subjects to support clear explanations, modelling, guided practice and structured scaffolding. Planned retrieval and regular recall are embedded to ensure knowledge is secured, revisited and built progressively and coherently over time.

The curriculum is designed to build pupils' cultural capital by providing access to powerful knowledge and enabling pupils to communicate their understanding using subject-specific vocabulary and skills.

In core subjects, we have adopted high-quality schemes that align with our teaching and learning principles, our school values and our commitment to ambitious outcomes for all pupils. These schemes support teachers to deliver well-sequenced learning that enables all children to know more, remember more and do more.

Examples of this include:

- **EYFS-** Mastering Number is used as an evidence-based programme to develop strong early number sense. It supports children to build a deep understanding of number through structured, small-step learning, frequent repetition and purposeful mathematical talk. Teaching focuses on securing key concepts, such as subitising, counting, composition and comparison, enabling children to develop confidence, fluency and a secure foundation for future mathematical learning.
- **Maths-** We follow the white rose Maths scheme, which is underpinned by White Rose. Content is taught progressively and uses physical representations and models to embed core skills. Pupils develop a deeper understanding of concepts. Regular opportunities for reasoning application demonstrate understanding and develop pupils' mathematical articulacy.
- **Little Wandle:** This programme builds skills systematically and progressively and models deploying phonic skills in reading and writing.
- **Literacy Company – Pathways to Spell, Read and Write:** This builds on work in the Early Years providing a smooth transition that supports pupils to expand their reading and writing skills.

Specific subject policy are available from the subject lead and should be shared on the school website.

3. Assessment

At Bradshaw assessment is an ongoing process that we believe is fundamental to effective teaching and learning. Teachers have a bank of assessment tools that they can use to accurately assess attainment and progress. These cover a range of techniques including low-stake testing (quizzes), feedback (verbal and written) and planned, informal assessment tasks. Assessment is closely linked to and informs delivery of the curriculum. Assessment approaches are adapted if required, to ensure that we capture attainment of all learners, including that of vulnerable groups.

Formative Assessment practices ('Assessment for Learning') are part of everyday classroom routines in lessons through:

- 'Keep-up, Catch-up'
- Quizzes
- Low stakes assessment tasks, e.g. maths assessment activities, end of unit assessments
- Peer and self-assessment
- High quality questioning
- Peer and group work is also used as formative assessment opportunities

Summative assessment ('Assessment of Learning'):

- Termly teacher assessments submitted to Insight and Connecting Steps
- Mock SATs (Y2/Y6)
 - Termly NFER assessments (maths, reading, KS2 Spag)
- Statutory assessments: SATs; Phonics Screening Check; Y4 multiplication tables check; Early Years framework
- Little Wandle Phonics and fluency assessments
 - Wellcomm

In Early Years children are continuously assessed against the Development Matters (DM) Curriculum. We use Seesaw to evidence attainment against the DM assessment criteria.

Attainment Descriptors

Core subjects:

Pupils are assessed at the end of every term against a set of criteria in Reading, Writing and Maths. These criteria have been developed to give a clear set of attainment characteristics for ARE in Autumn, Spring and Summer (end of year expectations). The descriptors have been grouped so that they reflect content taught at that stage in the year. The descriptors act as a guide for the knowledge and skills that should be taught in that term in that year group.

Assessment tasks:

1. Maths: Pre and Post Unit Checks delivered pre and post a unit delivery.
2. Writing tasks: From Year 1 where appropriate pupils complete a writing task before starting a unit. This allows teachers to assess prior knowledge and ensure this is secure before moving on to the mastery keys for the unit. At the end of each unit, pupils complete an independent write. This task is linked to the learning in that unit and scaffolded by clear steps to success that are shared and explicitly taught to pupils throughout. The steps to success criteria

are then used to define attainment. Additional writing evidence is gathered across subjects, throughout each term and used to support judgements. At the end of each term pupils are assessed against these expectations and recorded as to whether they are Below, Just Below, at Age Related Expectation or at Greater Depth. Progress over time is tracked using Insight Tracking and Connecting Steps.

3. Reading: Teachers use the attainment descriptors statements to plan their reading sessions. In addition, teachers plan for targeted guided reading which is matched to pupils current reading attainment and therefore ensuring that progress is supported. Records to assess fluency and accuracy are completed for all pupils once they have reached a secure reading ability, normally entry Y2 or secure orange band. Attainment descriptors are used by teachers to guide their planning and help formulate learning objectives. When assessing pupils, they also help to identify gaps and set targets.

Phonics progress is assessed regularly using Little Wandle assessments and statutory checks. Formative assessment informs daily teaching, while summative assessments (including NFER/SATs) are used termly to track progress and attainment.


Non-core subjects:

Formal Assessment Process (end of term)

1. Teachers compile teacher assessment evidence
2. Pupils complete SPaG/SATs assessments
3. Moderation (staff meeting/ inset): a. Reading; b. Writing; c. Maths;
4. Data upload to Insight for all subjects
5. Pupil Progress completed for all year groups with targets and provision setting agreed

Adaptive Teaching Strategies:

At Bradshaw, we recognise the difference between adaptive teaching and differentiation and understand the rationale behind the use of adaptive teaching.

Adaptation	Differentiation
 <p>More adaptive teaching</p> <hr/> <p>Scaffolds for pupils to access challenging tasks</p> <hr/> <p>High expectations of outcomes for all pupils</p> <hr/> <p>Scaffolded homework</p> <hr/> <p>Teaching with multiple representations in mind</p> <hr/> <p>Giving additional tasks based on diagnostic assessments</p>	 <p>Less differentiation</p> <hr/> <p>Differentiated tasks e.g., different worksheets</p> <hr/> <p><i>All/Most/Some</i> outcomes that cap pupils' learning</p> <hr/> <p><i>Chilli challenge</i> open choice homework</p> <hr/> <p>Teaching based on pupils' <i>Learning Style</i></p> <hr/> <p>Giving additional tasks based on target grades</p>

*Image taken from Claire Sealy –

Rationale

Through planning and assessment, we seek to:

- address pupils' individual needs whilst maintaining high expectations for all;
- accurately identify pupils' needs and attempt to reduce barriers
- understand that some strategies are of benefit to all, and some are vital;
- implement proactive and reactive approaches within learning through the use of formative assessment.

How we adapt:	What this looks like in practice:
Proactive and/or Reactive	
<p>At Bradshaw, educators are use a wide range of information to support them in accurately identifying a pupil’s level of need and providing the appropriate scaffolds ensuring that they make excellent progress.</p>	<p>Proactive:</p> <ul style="list-style-type: none"> ✓ Have a firm understanding of pupils’ individual needs. ✓ Use One Page Profiles, EP Reports, Other Professionals Reports or EHCPs to inform teaching. ✓ Use summative assessment to determine where pupils’ are working. <p>Reactive:</p> <ul style="list-style-type: none"> ✓ Be flexible and confident to deviate from original plans as a result of strong subject knowledge of the curriculum ✓ Use formative assessment to increase or decrease support ✓ Make adjustments during learning based on pupil’s understanding ✓ Deploy subtle moment-by-moment support such as flexible grouping, immediate adult intervention, further consolidation/practise time etc
Proactive - Before Learning	
<p>Educators at Bradshaw anticipate barriers and consider pupils’ individual needs by reviewing the following:</p> <ul style="list-style-type: none"> ➤ One Page Profiles/Provision Maps/Professional Reports/EHCP ➤ EEF’s four areas of need ➤ Prior knowledge ➤ Vocabulary ➤ Ability to decode written text ➤ Experiences ➤ EAL ➤ Common misconceptions ➤ Lack of knowledge or strategy ➤ Complexity of material 	<p>Adaptive learning to access anticipated barriers, will be addressed by:</p> <ul style="list-style-type: none"> ✓ Liaising with the SENDCo and colleagues to identify effective support ✓ Improved accessibility – font size, proximity to the teacher, visibility of the screen etc ✓ Planned TA support ✓ Planned scaffolds ✓ Use of pictures or video to contextualise ✓ Planned explicit teaching of vocabulary ✓ Prepared worked examples or models ✓ Key knowledge organisers

Reactive – During the Lesson

Educators at Bradshaw identify in-lesson barriers by using formative assessment and checking for understanding. This will include:

- Measuring pupils' understanding against intended learning intentions.
- Questioning – targeted, cold call and/or probing
- Quizzes – low stakes/high impact
- Mini-whiteboard work
- Tasks
- Talking partners
- Hinge or diagnostic questions
- Labelling
- Multiple choice questioning
- Guided or independent practice

Adapted learning to address barriers will be supported by:

- ✓ Adjusting the level of challenge but not the outcome
- ✓ Use of live feedback
- ✓ Adjustment of language
- ✓ Clarifying a task and providing a success criteria
- ✓ Providing exemplar work
- ✓ Re-explaining a concept or explaining with a different approach
- ✓ Giving additional examples and non-example
- ✓ Allocating temporary groups to provide additional scaffolds
- ✓ Using backwards fading
- ✓ Live modelling

Proactive – Before Teaching...	Reactive – In the moment...	Proactive/Reactive – Following the lesson...
<p>Pre-teach session:</p> <ul style="list-style-type: none"> • Reading the text with an adult – key questioning to support understanding • Refresher on a previously taught strategy – what came before that we will need to be secure on today • Specific feedback from AFL (one page marking) linked to focus groups • Review of previous learning to build on and secure (previous lesson, year group objective) • Pre-teach the session with manipulatives to support, enabling children to consolidate and practise within the session. • Check EHCP/EP/PP Targets for SEND • Consider additional needs in the class – visual impairment, dyslexia etc <p>Review of planning:</p> <ul style="list-style-type: none"> • What is the key learning? • How will I scaffold this? What will this look like to ensure that children can achieve but there is no glass ceiling? • How will I extend this? • What misconceptions may need addressing? • What came before and how will I engage prior learning? (What is the core knowledge that needs to be activated?) • What is the best use of adults for most impact on learning? Effective planning for teacher and TA. • Pace – what is going to need the most time? <p>Other:</p> <ul style="list-style-type: none"> • Think about target children and share/discuss plan of action with adults in the room (share planning in advance) • Preparation of resources/ considerations of how this may still need further adapting • Clear focus and objective – what do we want children to achieve 	<p>Use of an Adult:</p> <ul style="list-style-type: none"> ➤ Supported reader/support dialogue/targeted questioning. ➤ Development of personalised working wall materials – images, word cards etc ➤ Continuation of ‘learn’ following AFL ➤ Support linked to sentence rehearsal – oracy development ➤ Model use of manipulatives to support sentence word count (counters, pom poms) ➤ For children who need shorter tasks, adult support them when it is time to move on to an independent further activity <p>Assessment for Learning:</p> <ul style="list-style-type: none"> ➤ Review moments – do the children know the key information? How do I know? Allow time for children to state where they can see certain features/ mastery focuses ➤ Planned assessment moment – everyone participating – mini whiteboards, targeted questioning, quiz style questions ➤ Lesson pauses – what do we like about this person's writing/ Maths what have they included? <p>Resources :</p> <ul style="list-style-type: none"> ➤ Address misconceptions in whole class/groups inputs 	<p>Teaching Reflection:</p> <ul style="list-style-type: none"> ○ Post teach answering the following questions: ○ What do they know now? ○ Will they be able to access the next lesson? ○ Is the learning secure or do I need to plan further ‘learn and practise’? <p>Utilisation of Resources:</p> <ul style="list-style-type: none"> ○ Use of TA for same day intervention. ○ Retrieval slips/tasks/low stakes=high impact <p>Effective marking:</p> <ul style="list-style-type: none"> ○ How will my marking move learning forward? ○ Do I need to provide written comment? What will I expect from this marking (appropriate next steps) ○ What may be a barrier/ misconception individual wise, group wise or class wise? ○ Are there misconceptions I need to address, either 1:1, small group, whole class? ○ Spaced learning to ensure freshly grasped concepts/knowledge is maintained and consolidated. <p>Adaptive Planning:</p> <ul style="list-style-type: none"> ○ What is the next lesson? ○ What needs to be learned? ○ Core knowledge – can children access this? ○ Consider ‘before the lesson’ techniques.

Proactive – Before Teaching...	Reactive – In the moment...	Proactive/Reactive – Following the lesson...
<ul style="list-style-type: none"> • Adaption (or where appropriate differentiation) of task considered to allow access for all children • Carefully considered modelled planned ahead of time to address misconceptions, activate prior knowledge <p>Resources to prepare in advance:</p> <ul style="list-style-type: none"> • Letter/number formation strips • Number lines/place value grids • Specific target supports • Word mats/phonics mats • Opportunities to apply colour marking/scaffolding • Planning formats adapted to support – sentence about • Recordings of texts to support with reading • Talking tin word cards 	<ul style="list-style-type: none"> ➤ Equipment to support word count, finger spacing, talking tins ➤ Word mats/ alphabet strips linked to letter formation ➤ Access to visuals ➤ Use of technology where appropriate – seesaw recording. ➤ Mathematical manipulatives e.g numicon, bead strings, counters, Number lines/ number squares/ number formation cards ➤ Working walls – utilised/created during the lesson. Use of dual coding to support access. ➤ Personalised ‘working walls’ – use of prompt sheets, word banks, stem sentences, structure supports. 	

Appendix 1:

Understanding the Content	Supportive Environment	Maximize the Opportunities to Learn	Activating Hard Thinking
E.B Hirst: Why Knowledge Matters	Daisy Christodoulou: Seven Myths about Education	Tom Bennett: Running the Room	Tom Sherrington: Rosenshine's Principles in Action
<p>Element 1: <i>Excellent teachers have a deep and fluent subject knowledge</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers model excellence - teachers provide analogies, explanations and demonstrations - teachers provoke higher order thinking <p>Element 2: <i>Excellent teachers have knowledge of curriculum and sequencing.</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers explain the links and connections between concepts to support pupils to build key knowledge (complex mental models) - teachers connect learning to prior learning and plan activation of prior knowledge to support the long-term memory <p>Element 3: <i>Excellent teachers can effectively present explanations and analogies</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers provide appropriately challenging learning activities - teachers provide explanations that pupils understand - teachers use analogies, models and representations - teachers select good examples and vary their use of these - teachers have knowledge of relevant and appropriate assessment <p>Element 4: <i>Excellent teachers have knowledge of common misconceptions</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers anticipate, challenge and address these misconceptions directly and explicitly - teachers use assessment strategies to identify misconceptions - teachers present the correct concepts clearly and directly 	<p>Element 1: <i>Excellent teachers engage in positive interactions and relationships with all pupils</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers actively develop relationships based on mutual respect, care, empathy and warmth - teachers avoid negative emotions in interactions with pupils - teachers know their pupils well as individuals with specific needs - teachers are responsive to the cultural identities of their pupils <p>Element 2: <i>Excellent teachers promote a positive climate of student-student relationships, characterised by respect, trust, cooperation and care.</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers promote an environment where pupils respect and pay attention to each other's thoughts - teachers promote an environment where pupils feel safe to express their own thoughts - teachers promote an environment where pupils cooperate with each other and learn effectively together <p>Element 3: <i>Excellent teachers promote learner motivation</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers actively motivate pupils to study, learn and engage through feelings of competence, autonomy and relatedness - teachers develop pupils' intrinsic motivation <p>Element 4: <i>Excellent teachers create a climate of high expectations</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers teach with high challenge and high trust - learners feel it is okay to have a go - teachers promote high standards of work, engagement and behaviour from all pupils - teachers do not convey lower expectations for any subgroup, especially where one common stereotype may be negative 	<p>Element 1: <i>Excellent teachers manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers give clear instructions so pupils understand what they should be doing - teachers use and explicitly teach routines to make transitions smooth <p>Element 2: <i>Excellent teachers ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers ensure that rules and expectations are clearly understood and accepted by all pupils - teachers treat rare violations fairly and appropriately <p>Element 3: <i>Excellent teachers prevent, anticipate & respond to potentially disruptive incidents thus reinforcing positive pupil behaviours</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers have an acute awareness of what is happening in the classroom - teachers use precise praise, acknowledgement and positive reinforcement to support desired behaviour - teachers respond firmly and appropriately when disruption or disorder (persistent challenging behaviour) does occur, to minimise the effect on learning - teachers tailor their approaches to the individual needs of pupils 	<p>Element 1: <i>Excellent teachers structure learning appropriately</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers give pupils an appropriate sequence of learning tasks including learning objectives and rationale - teachers match tasks to learners' needs and readiness - teachers promote and actively teach literacy, numeracy and oracy including Tier 3 (specialist) vocabulary - teachers scaffold and support to make tasks accessible to all, but gradually remove support so that all pupils succeed at the required level <p>Element 2: <i>Excellent teachers explain new ideas clearly</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers present and communicate new ideas clearly, with engaging explanations - teachers connect new ideas to what has previously been learnt supporting the working and long-term memory (mental models) - teachers re-activate/check that prior knowledge is secure using examples and help build connections and understanding - teachers model and demonstrate new skills with appropriate scaffolding and challenge using worked/part-worked examples <p>Element 3: <i>Excellent teachers use questioning as part of their responsive teaching strategies to elicit evidence of understanding and progress</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers use questions and dialogue to promote thinking among learners - teachers use questions to elicit student thinking, getting responses from all pupils - teachers use high-quality, regular and diagnostic assessment to evidence learning and respond appropriately <p>Element 4: <i>Excellent teachers use responsive and adaptive teaching strategies to guide pupils to improve their learning</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers respond appropriately to feedback from pupils about their thinking/knowledge/understanding - teachers give pupils actionable feedback (verbal and written) to guide their learning <p>Element 5: <i>Excellent teachers support pupils to embed learning</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers give pupils tasks that embed and reinforce learning - teachers allow pupils to practise until learning is fluent and secure - teachers ensure that once-learnt material is reviewed/revisited to prevent forgetting <p>Element 6: <i>Excellent teachers promote independence and metacognition</i> In the classroom:</p> <ul style="list-style-type: none"> - teachers help pupils to plan, regulate and monitor their own learning (metacognition) - teachers help pupils to progress appropriately from more structured to more independent learning as they develop knowledge and expertise

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

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01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 3:

Apply

- To deepen understanding and transfer learning
- Apply learning in a range of contexts
- Reasoning and problem-solving opportunities
- Links made across subjects and to real-life situations
- Confident use of subject-specific vocabulary and skills

Practise

- To develop fluency and move towards independence
- Structured, purposeful practice
- Gradual release from guided to independent learning
- Appropriate scaffolds used and removed when secure
- Support and challenge matched to pupils' needs

Apply



**Bradshaw
Primary School**

**Bradshaw Primary
School Teaching and
Learning Strategy**

Practise

Review

Review

- To secure learning in long-term memory
- Retrieval of prior learning Reflection on what has been learned
- Pupils summarise key knowledge and skills
- Planned recall to support progression over time

Engage

Engage

- To motivate pupils and provide clear purpose for learning Create curiosity and enthusiasm for learning
- Share the learning focus clearly
- Explain why the learning is important and relevant
- Make links to real-life contexts and school values

Learn

Learn

- To secure new knowledge and skills through explicit teaching
- Clear explanations and direct instruction
- High-quality modelling to develop understanding and metacognition
- Targeted questioning to check understanding
- Ongoing teacher assessment (AfL)

