



Glenfield Infant School

Teaching and Learning Policy

Date Policy Written/Reviewed:	March 2026 Reviewed September 2026
Reviewed by:	Clare Clifford and Marie Bishop
Review Frequency:	2 Yearly
Next Review:	September 2028
Summary of Changes:	Addition of Whole school offers for Reading, Writing and Maths under linked policies
Approved by: Clare Clifford and Governors	
Position: Headteacher	Date: 26 th March 2026



Aims and purpose

We recognise that any attempts to further raise standards at Glenfield Infant School must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high-quality learning experiences that lead to consistently high levels of achievement for all pupils. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from evidence based best practice research, cognitive science and experience.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- to create effective learning environments to support and facilitate pupils learning.
- to give children the skills they require to become effective lifelong learners.
- to learn from each other, and a culture where opportunities for sharing good practice are in place.
- achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills.
- deliver academic excellence and secure knowledge into long-term memory through developing secure schemes with connected networks of ideas.
- enable children to become confident and interested learners, actively engaged in their own learning.
- develop children's self-respect and respect for the cultures and values of others.
- develop our core learning behaviours: active listening, independence, collaboration, risk taking and resilience.

Our Principles of Teaching and Learning

Pupils learn best at our school when they:

- Have their basic physical needs met.
- Feel secure, safe and valued and a sense of belonging to the school.
- Are engaged and motivated.
- Can see the relevance of what they are doing.
- Know what outcome is intended.
- Can link what they are doing to other experiences.
- Understand the task.
- Have the physical space and the tools needed.
- Have access to the necessary materials.
- Are not disrupted or distracted by others.
- Can work with others or on their own, depending on the task.
- Are guided, taught or helped in appropriate ways at appropriate times.
- Can practice what they are learning.
- Can apply the learning in both familiar and new contexts.
- Can persevere when learning is hard.
- Can manage their emotions if things are not going well.
- Recognise that all learners make mistakes and mistakes can help us learn.

Roles and Responsibilities

Learning is the purpose of the whole school and is a shared commitment. At Glenfield Infant School, we recognise that education involves children, parents, staff, governors, the community and the Trust, and that for optimum benefit all should work closely together to support the process of learning.

Leadership	Teachers	Support staff
Have a clear and ambitious vision for providing high-quality, inclusive education to all Celebrate achievement and have high expectations for everyone Hold staff and pupils to account for their teaching and learning Plan and evaluate strategies to secure high-quality teaching and learning across the school Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life	Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards Actively engage parents/carers in their child's learning including clearly communicating the purpose of home learning Ask questions to make sure they've understood expectations for learning Update parents/carers on pupils' progress and produce a written annual report on their child's progress Meet the expectations set out in policies such as behaviour, feedback and marking etc.	Support teaching and learning with flexibility and resourcefulness Use effective marking and feedback as required Feedback observations of pupils to teachers Ask questions to make sure they've understood expectations for learning Demonstrate and model themselves as learners
Governors	Pupils	Parents
Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning Monitor the impact of teaching and learning strategies on pupils' progress and attainment Monitor the effectiveness of this policy and hold the headteacher to account for its implementation Make sure other school/trust policies promote high-quality teaching, and that these are being implemented	Take responsibility for their own learning, and support the learning of others Meet expectations for Ready, Respectful and Safe behaviour for learning at all times, respecting the rights of others to learn Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson Be curious, ambitious, engaged and confident learners Know their targets and how to improve	Value learning Encourage their child as a learner Make sure their child is ready and able to learn every day Support good attendance and communicate with the school to share information promptly Participate in discussions about their child's progress and attainment Support and give importance to home learning

Planning

Through the consistent, high-quality planning and delivery of the curriculum, we ensure there is:

1. **High Achievement:** Children make significant progress academically, across all areas of learning as a result of the excellent teaching they receive.
2. **Love for Learning and Confidence:** Children develop a positive attitude towards learning, displaying curiosity, resilience, and confidence in their abilities, setting them up for lifelong learning.
3. **Well-Rounded Development:** Children acquire a wide range of skills, knowledge, and understanding across the curriculum, ensuring their holistic development and preparing them for the next stage of their education.
4. **Strong Parental Engagement:** Parents are actively involved in their children's learning, informed about their progress, and provided with opportunities to contribute to their child's development, fostering strong home-school partnerships.
5. **Positive Well-being and Social Skills:** Children develop emotional intelligence, empathy, and effective social skills, promoting positive well-being, good mental health, and positive relationships within the school and wider community.

Lessons will be planned well to ensure good short, medium and long-term progress through our levels of planning documentation. There are long term overviews, medium term planning (core and non-core subjects) and weekly planning for Reading, Writing and Maths to ensure coverage of the curriculum.

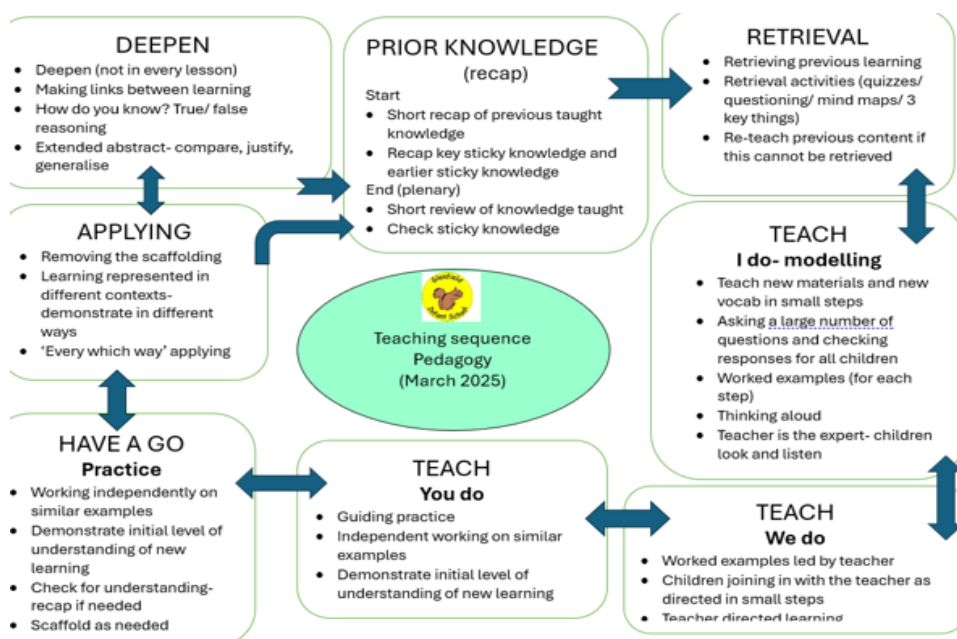
We follow Essential Letters and Sounds for our synthetic Phonics Programme.

We follow Living Difference for our Religious Education Curriculum and SCARF Corum Life Education for PSHE.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

Teaching and learning Strategies

We follow the Glenfield Pedagogical approach for the teaching sequence of all our delivery.



This is based on the Rosenshine's Principles of Instruction.

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.

HOW2
teachinghow2u.com

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 lecturing, 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.

At Glenfield Infants, we have spent time researching the Rosenshine principles and reflected on how these support our planning so that all learners are supported and reach their potential. We have adapted our planning proforma to ensure these elements are reflected in our planning documents. Teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks at the expected level of challenge.



At Glenfield Infants, we strive to have the following elements in all of our lessons:

1. A daily review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.
11. High expectations of oracy. Children are expected to answer in full sentences.

A detailed guide to our lesson structure at Glenfield Infant School

All lessons in our school should follow a basic structure made of:

- **Retrieval**- set the scene, place learning in a wider context, review and retrieve prior learning; review previous lesson; share intended learning outcomes.
- **I do, we do, you**- explaining and introducing new learning in small chunks and providing rehearsal time for pupils
- **Practise**- Time for pupils to complete guided or independent practice
- **Apply and deepen**- time to apply skills in different contexts or varieties

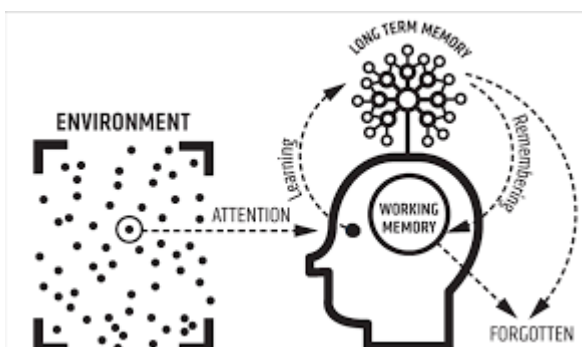
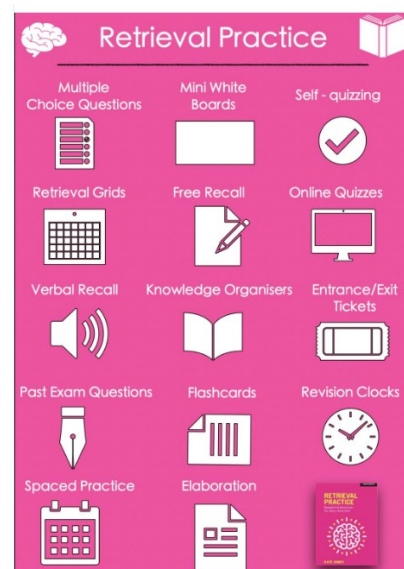
Retrieval



Rosenshine's evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the child's mind, enabling new information to be understood, stick more easily and for longer. For knowledge to be used and applied in the long term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning.

At Glenfield, we ensure we plan:

- Lots of low stakes retrieval practice
- For all children to participate
- To activate prior learning needed for the lesson
- Be speedy and interactive



Modelling- I do, we do, you do

Providing Pupils with new Information or Skills

This is the teaching phase. Although it is our intention for pupils to understand the information as they encounter it, the emphasis within this phase is upon providing new content in small chunks. The quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning. At Glenfield Infants we use a range of techniques to try to ensure that the input is of high quality on a daily basis.

'When responsibility of knowing how gradually transfers from the teacher to the pupil'

Moving from: 'Has anyone understood?' to 'Does everyone understand?'

I do (Direct Instruction)

You are the **expert**. This is explicit instruction involving **breaking down** the process into small, easy to understand **chunks**.

Do not ask the children questions or for their input at this stage.

You need to use your **subject knowledge** at the planning stage to identify or **predict misconceptions** or stumbling blocks so you can ensure these are **addressed in your model**.

Models are supported by visuals eg colour coding, diagrams or manipulatives.

Once you have finished, they will explain each step of their method, allowing students to fully focus on what the teacher is saying. Link prior learning to the new learning.

You might opt for the 'silent teacher' model which involves each step being modelled without talking. This means pupils can just concentrate on what you are doing and avoids cognitive overload.

We do (Guided Practice)

This is where the pupil works collaboratively with the teacher or sometimes with a partner 'hand in hand' eg 'To do one with me'. This is not a chance to practise by themselves.

You go back to step one, and draw/write etc with the children following you/copying you. This process will be repeated for subsequent steps.

At this point interactive resources or manipulatives should be available to enable all pupils to be involved.

Check for understanding. Let the children ask you and each other questions. Watch what they are doing. Encourage them to 'show me' by using their whiteboards and holding them up as this gives you a clear overview.

SEQUENCING CONCEPTS & MODELLING

② Present new material using small steps ④ Provide models ⑥ Provide scaffolds for difficult tasks





You do (Independent Practice)

This is the time for pupils to put into practice what they have learnt during the first two stages by practising the new skills independently. This can be on whiteboards or in books.

There should still be opportunities to ask the teacher questions and for the teacher to support individuals or groups.

Formative assessment should be used at this stage to ascertain whether a pupil can progress to the next stage.

"**You Do**" is part of the initial stage of independent application, where children **try out** what they've just learned, often with **light scaffolding** and **close monitoring**. It helps the teacher assess whether the learning has been understood.

"**Practice**", on the other hand, is **repeated, spaced, and varied opportunities** to strengthen and embed that learning over time, helping it move into long-term memory.

What I should look like:

	Teacher	TA	Pupil
I do	As the expert you break down the process into small, easy to understand chunks . This can be done silently or using metacognitive talk to illustrate your thought process. You may use visuals e.g. colour coding, diagrams or manipulatives to support. Once you have finished, you will explain each step of the method once again. Allow pupils to have some take up time and/or to talk about the process with their partner	You are sat with a small group of pupils and are reproducing the teacher's model on a smaller whiteboard. Talk is kept to a minimum to allow the pupils to focus.	You watch the teacher model. You do not ask or answer questions at this stage. You will give 100% attention to what is being said and done. You may be given time to absorb what you've seen and/ or discuss it with your partner.
We do	You invite your pupils 'to do one with me'. You go through the process one step at a time asking the pupils to 'show me' following each step to check for misconceptions. You can ask questions to check for understanding. You may invite the children to share their example with a partner and talk through what they have done.	You model in sync with the teacher ensuring the pupils are following on their whiteboards. You may need to use questions to keep the children on track and check they have understood. You will prompt the children to 'show' the teacher their whiteboard and praise their effort.	You copy the teacher's model onto your whiteboard one step at a time as directed by the teacher. Even if you feel confident to be independent you wait and listen to each part of the model. You will lift your whiteboard up when invited to 'show me'. You will be open to feedback and implement what is being said. You can answer or ask questions
You do	You move around the carpet/room checking the children's work and providing live feedback to correct misconceptions and attribute success to following the teacher's model. You should be using formative assessment to ascertain whether a pupil can progress to independent practise.	You support the pupils in your group with their work where necessary, referring to the model. Prompt them with key questions or refer them to appropriate resources eg manipulatives.	You will complete the task or new skill independently on your whiteboards/books following the model provided. You can still ask questions at this stage. You will share your work with your teacher the TA you are working with.

Questioning (including checking for understanding) (Ask anyone)



Effective Questioning and Classroom Talk is essential to develop learning & higher order thinking, promoting imagination, speculation, creative thinking & to pitch a suitable challenge level. This is where the quality of questioning is paramount. Questions can highlight misconceptions and challenge children to think deeper. The greatest value of questioning is that they force children to practice retrieval; this strengthens and deepens memory hence the importance of high quality questioning. Although we encourage questions to be planned, we also encourage questioning to be responsive to what is happening in the lesson.

At Glenfield, we ensure talk time is given to children to allow them to talk to other children and adults. We use talk partners to promote talk in all classrooms. Wait times are given to allow children to pause, rehearse and review to enable the children to process the information. We have invested time in staff training to support effective questioning in the classroom as well as a graduated approach to high quality questioning and we encourage higher order questions to encourage deeper investigation of concepts.

Practice

Rosenshine found that successful teachers spent longer guiding children's practice through explanations and modelling than less effective teachers. After children have been exposed to high- quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where children begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide.

At Glenfield, we consider the following when planning effective independent practice.

- Planning the right practice activity (during independent practice, pupils should work on the same material covered during guided practice to give them an opportunity to consolidate their learning).
- Providing further guides and scaffolds
- Using collaborative practice to best effect
- Gradually removing scaffolding

The more children practice the material, the stronger the retrieval strength becomes. Without enough independent practice, children will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong.



Adaptive teaching

The agreed Glenfield definition of Adaption is:

Adaptive teaching is the process of adjusting and adapting instruction - through both planned and in-the-moment (live) adaptations - to meet diverse pupil needs while maintaining high expectations for every pupil:

- Assess pupils' starting points and progress to inform planned adaptations.
- Adjust teaching during lessons with live adaptations to respond to emerging needs.
- Adapt strategies and scaffolds so all pupils can access and succeed in learning.

Key Takeaways:

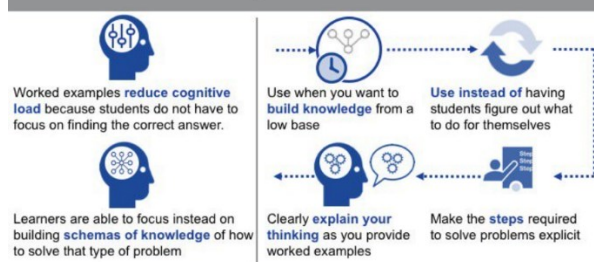
- **Adaptive Teaching Principles:**
 - Assess, Adjust, Adapt to meet diverse pupil needs.
 - Maintain high expectations for all pupils.
- **Responsive Strategies:**
 - Use formative assessment (e.g., quizzes, hinge questions) to inform planning.
 - Scaffold learning temporarily; remove supports as pupils gain mastery.
 - Balance new content with revisiting prior learning.
- **Workload Management:**
 - Avoid creating multiple distinct tasks for different groups.
 - Use well-designed resources and focus on sequencing and pre-teaching.
- **Group Work:**
 - Effective group work promotes metacognition and inclusion.
 - Establish clear routines and 'talk rules' for collaboration.
- **Subject Knowledge:**
 - Secure subject knowledge enables better sequencing and responsive teaching.
 - Confidence in content helps adapt teaching in the moment.
- **Inclusive Practice:**
 - Support pupils with SEND and EAL through scaffolding, explicit instruction, and inclusive design.
 - Avoid lowering expectations or isolating pupils through interventions.
- **Misconceptions:**
 - Learning styles lack evidence; tailoring lessons to them is ineffective.

‘Scaffolding is a method of instruction that unlocks new tasks for learners, guides them through the task with increasing confidence, and slowly removes itself when learners are able to complete the task independently’

Scaffolding is.....

- flexible and responsive
- different for different learners.
- effective- taking the time to work out what the perfect scaffold is to bridge the gap between what pupils can do on their own and what they need additional support to complete.
- an opportunity for teachers to predict future difficulties and stop them from becoming misconceptions.
- there when tasks become more complex to enable pupils to be resilient.
- how pupils acquire new skills and move information into their long-term memories.

Worked Example Effect



Examples of reasonable adjustments:

Thinking aloud, role play, modelling, check lists, prompt cards, pictorial word banks, stem sentence starters, colour coding, substitution tables, worked examples.....

Worked examples-provide a **step-by-step model** of how to complete a problem or task. Understanding what pupils know is key, so progress is not hindered.

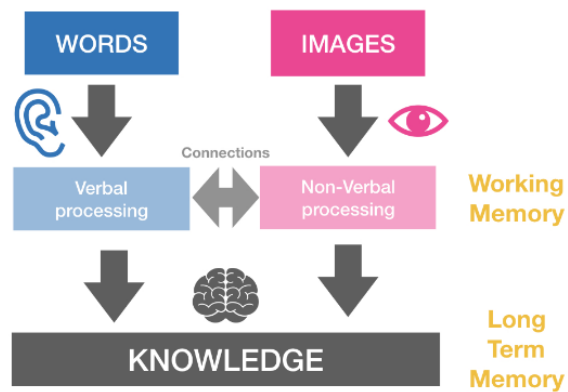
Applying and Deepening

Rosenshine stated by practising a task over and over again in their own time (or “overlearning”), students develop greater fluency and automaticity in the skill they’re trying to learn. By overlearning a topic, students can recall this information automatically, keeping the space in their cognitive load free for new learning.

We set the expectation that all pupils will have the opportunity to applying their knowledge in a variety of ways including reasoning opportunities. This should deepen their understanding and encourage them to move towards deeper levels of knowledge.

Dual coding

'When we combine representations (visual and auditory) it is easier for students to learn and understand the material.' Sumeraki



At Glenfield we use.....

- Dual coding symbols are used in the corner of each slide to represent the pathway through the pedagogy approach
- Information that is ordered and logical.
- Clear and consistent visuals when teaching new vocabulary.

Dual Coding symbols

Retrieval 	Reflect 	Plan 
I do 	We do 	Evaluate 
You do 	Reasoning 	Application 
Group work 	Partner talk 	Working Scientifically 

Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well-cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important.

At Glenfield Infant School we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school the following points below need to be taken on board in each classroom.

- The core rules of Ready, Respectful and Safe are displayed in all learning environments.
- Learning walls for non-core follow the agreed set up and are completed weekly during the lesson with the pupils.

- A writing and maths learning wall that reflects current learning.
- Agreed maths manipulatives are accessible by all.
- All writing resources match the agreed school handwriting text of **Letter-join air no lead**.
- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.

Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given regularly by live feedback during lessons, marking in books and pupil conferencing.

Refer to the Feedback and marking Policy for more details.

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the end of EYFS and Key Stage One.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings.

Pupils will receive a written report annually.

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School Leaders and subject leader will monitor and evaluate the impact of teaching on pupils' learning through:

Conducting learning walks

Reviewing marking and feedback

Termly pupil progress meetings

Gathering input from the school council

Planning scrutinies

Book scrutinies

Review

This policy will be reviewed every two years by Headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

Behaviour policy

Early Years Foundation Stage (EYFS) policy

SEND policy and information report

Marking and feedback policy

Equality information and objectives

Glenfield Whole School Reading Offer

Glenfield Whole School Writing Offer

Glenfield Whole School Maths Offer