

Maidensbridge Primary School



Teaching and Learning Policy

A school with heart and high expectations, leading to excellence for all

Reviewed June 2026

To be reviewed June 2027

Our Aim:

The aim of this policy is to provide a toolkit of teaching and learning strategies that will be utilised by our staff to ensure that children achieve the best possible outcomes. This policy will ensure a consistent approach at Maidensbridge Primary School, making sure that children do not lose time in transitions from one year group to the next. It will also ensure that our teaching is inclusive of all learners, in all areas of the curriculum.

Our staff will plan lessons that ensure the learning is engaging, adaptive, modelled clearly and facilitated when necessary, to achieve excellence for all. Staff know and understand that learning is a persistent change in knowledge and are well trained in the principles of The Science of Learning and apply this daily in their classrooms.

Modelling (I do, we do, you do)

When our teachers have identified the next step in their children's learning, they will carefully plan the clear modelling of that skill or piece of knowledge using our modelling structure of 'I do, We do, You do.' Which is based upon The Science of Learning.

I do- This section of the lesson will involve the teacher demonstrating the new skill or piece of knowledge that the children need. This will be done by the teacher narrating choices being made and will give an example for children to see on the static whiteboard or electronic whiteboard, or maybe a large piece of paper to be added to the working wall afterwards. The children will be engaged and paying attention carefully during this section and the teacher will be checking for attention and understanding from all children. A further example may be needed if one isn't sufficient for most children.

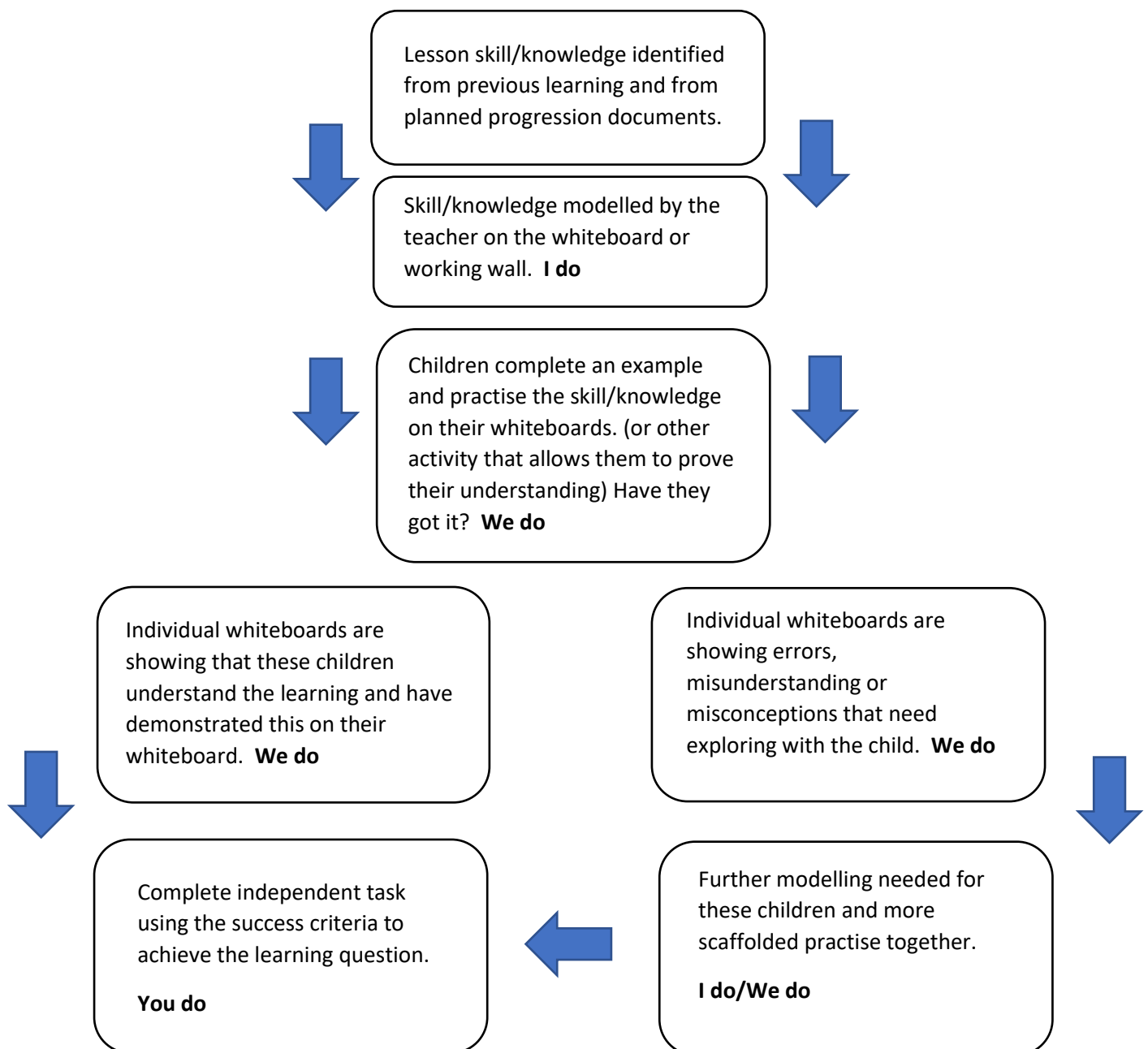
Teaching assistants in this section of the lesson may be modelling a similar skill to a smaller group or individual or maybe supporting children with their attention and any other access arrangement that may be necessary eg modelling on coloured paper, repeating the teacher's explanation or explaining vocabulary that is necessary.

We do- This section of the lesson is where the teacher will assess the children's level of understanding and then will respond to this information. The children will have a go at the modelled skill, demonstrating to the teacher whether they have understood the concept. This could be through paired discussion, paired activity, individual whiteboards etc This will be an example that is similar to that of the teacher but maybe in a different context. Children could also do this in pairs, but this may not be telling you what **all** children understand.

The children will then share their responses with the teacher and teaching assistant in the room. From these responses the teacher will decide who can start their independent work and who needs to go through another example of the modelling because they are not secure yet in the learning.

You do- This is the independent task that all children will be taking part in to prove and apply their learning. This is where they will use the success criteria independently to achieve the learning question (LQ)

Split-modelling- In order to keep all children at the age expected learning as much as possible, it may be useful at times to use split-modelling to catch children up. This would involve the children who have shown in previous lessons that they are secure, starting immediately in the lesson with a challenge application task to deepen their understanding, while the remainder of children who have shown they are not secure can have access to further modelling by the teacher.



Phonics teaching:

The teaching of phonics at Maidensbridge follows the Ruth Miskin programme of Read Write Inc. Staff are well trained to deliver the programme and follow the planned structure and routines developed by Ruth Miskin. The 'my turn' 'your turn' will be the foundations of our 'I do, we do, you do' modelling structure.

Maths teaching:

Our mathematics teaching follows the national curriculum using planning in small steps progression provided by White-Rose Maths. Maths is divided into blocks of work for each year group. Teaching curriculum content in blocks allows children to explore skills and knowledge in depth and gain a secure understanding of particular subject matter. This approach means knowledge and skills are revisited regularly providing a coherent and connected whole school curriculum. We supplement the White-Rose resources by drawing from a wide variety of other resources to support the teaching of the concepts to ensure that we deliver Maths using the Mastery approach in an interesting and engaging way. Teachers use a CPA (concrete, pictorial, abstract) sequence and ensure that children have opportunities to develop fluency, reasoning and problem solving. **Anchor tasks can be used at the beginning of a maths lesson to provide an opportunity to engage the pupils, activate prior knowledge and show pupils depth of understanding.**

Adaptive Teaching Methods:

During everyday teaching, teachers should make those-in-the moment adjustments in order to keep all children at the age expected learning as much as possible or challenge their thinking. This may include changing pitch or pace, re-teaching content that hasn't been fully understood, using flexible groupings, adapting language, use of technology or equipment or using questions to probe further and stretch.

Cold Calling:

Staff will use cold calling in lessons to maintain attention of all learners. This will reduce cognitive overload and ensure that children can commit learning to their long-term memory.

Recap of instructions:

Staff will ask children to repeat their instructions to ensure all children are clear on the learning task and what the expectation for the lesson is.

Talk to your partner (TYP)

Children will be asked to consolidate and share their thinking with others. This will also ensure that all children are actively taking part in the learning and can respond to a question from the teacher. During this, the teacher should observe the activity for engagement and responses to ensure the conversations are of high quality.

Bouncebacks/Check its/Anchor tasks /Low-stake retrieval such as Quizzes/Effective Questioning/Comparison lessons:

Staff will use a range of strategies to check on short-term and long-term understanding of the children's learning built upon their prior learning. This will give children the opportunity to recall previous learning and make meaningful connections to ensure that previous learning is committed to their long-term memory. They will be able to demonstrate what is **learnt** and **remembered** not just what they have been taught.

Feedback:

Staff will use Marking Response Time in every lesson for children to respond in purple pen to their feedback. This may be written or verbal feedback. Same-day intervention may also be an action from this feedback.

Staff will also use 'live marking' in lessons highlighting to children where they are successful and where there may be errors or mistakes to correct or re-teach.

Working Walls:

Our classrooms are the 'engine house' of learning. Working walls for English and maths support the children's current learning and make links to their sequence of learning. There may also be models to help children such as example sentences. Children will be able to use these as learning tools. Vocabulary will also be highlighted to expose children to a high expectation of words that they can use in their work. LQs for maths are on the working wall so that children can see the bigger picture and the pathway of their learning.

Planners:

Our Maidensbridge planners are a 'Toolkit' for children, staff and parents to support our children's learning. In lessons, children will use these to select vocabulary, support their phonic ability and refer to key terminology for instance in their SPAG learning. Children will also be able to use these to support their times table knowledge and reference key terminology in maths.

SEND children also use their planners in lessons to remind themselves of their termly targets and to aim to achieve evidence towards these targets in any lesson that is appropriate. The staff in any lesson can see the individual targets that these children are working on and can incorporate this into the learning. Parents can also view these at home and support their child's learning in reference to these targets outside of the school day.

Pre-Teaching:

Staff may also set up interventions, 1:1 time or assign tasks on Century that are designed to give children opportunity for pre-teaching before a difficult concept is taught in class. This will allow children who need more thinking time to feel confident with the content in class and are more likely to contribute and keep up with the learning. This will also allow previous gaps to be closed before the learning of new concepts takes place.