

Teaching and Learning Policy

Date of last review: Autumn 2025

Date of next review: Autumn 2026

At Netherfield Primary School, our approach to teaching and learning is grounded in cognitive science and evidence-based pedagogical practice. We recognise that effective learning contains key elements - from instruction to application and transfer - and we design our teaching to support each stage of this journey.

1. Supporting Encoding

We understand that encoding is the first and most critical step in the learning process. To support this, our teachers:

- Use direct instruction (explanation) to clearly introduce new concepts.
- Provide precise teacher input that is focused and responsive.
- Employ clear visuals and accurate vocabulary to reinforce understanding.
- Model thinking through clear examples and slow release from scaffolds.
- Encourage metacognition, helping pupils reflect on how they learn.
- Use AfL to identify misconceptions and tailor explanations.
- Ensure teaching is interactive, purposeful, and never performative.

2. Modelling

Modelling helps pupils understand how to approach tasks and solve problems:

- Teachers “think aloud” during writing and problem-solving.
- Step-by-step demonstrations are used in maths and other subjects (my turn, our turn, your turn).
- Visual models and scaffolds are displayed for reference.
- Teachers model positive behaviours and learning attitudes consistently.

3. Embedding Learning into Long-Term Memory

We recognise that being taught is not the same as having learned. To embed knowledge:

- Pupils practise skills regularly through engaging activities.
- Regular opportunities to write are expected.
- Maths lessons include high volumes of calculations and problem-solving.
- Homework reinforces classroom learning.
- Provide opportunities to read and write in a variety of contexts.
- Reading is frequent and varied, supporting fluency and comprehension.

4. Retrieval

Retrieval is a vital part of the learning process. By actively recalling information, pupils strengthen their memory and deepen their understanding. We support retrieval through:

- Purposeful questioning that prompts pupils to recall prior learning and make connections.
- Planned opportunities for pupils to revisit key concepts across different contexts and subjects.
- Wait time that allows pupils to think deeply before responding.
- Varied questioning techniques to engage all pupils and promote inclusive participation.
- Low-stakes activities that allow all children to participate

5. Challenge

Challenge is essential for growth and transfer of learning:

- Lessons are designed to push pupils into their “struggle zone.”
- Risk-taking and independent thinking are encouraged.
- High standards of presentation and behaviour are expected and modelled.
- Creative tasks and extracurricular opportunities promote deeper learning.
- Pupils apply learning in new contexts, making connections across subjects.

6. Feedback

Feedback is a continuous process that supports improvement:

- Marking is efficient and focused on closing learning gaps.
- Verbal feedback is used and preferred for immediate impact.
- Pupils have opportunities to edit and improve their work.
- Self and peer assessment are embedded practices.
- Feedback is linked to individual targets and used to guide next steps.

Assessment and Data

Are moderated in termly meetings within and across year groups.

Children should know their next steps in learning, across all core subjects, in all years. Targets for each child is generated in conjunction with the Trust, using available MIS systems and prior knowledge from key points in a child’s education e.g. EYFS. F2 and KS1 results. These are reviewed annually with the Trust and within classrooms.

Wider Curriculum Assessment

We assess children’s understanding across wider curriculum subjects through continuous formative assessments, across sequences of learning and through the use of end of unit outcomes. It may be that end of unit outcomes are designed to incorporate other curriculum areas across the year group or from other year group content to further assess children’s knowledge and understanding.

Continuing Professional Development:

We work alongside EQT, SLT and trained professionals to identify and address school priorities to ensure we develop our teaching practice, across school. These are continually evaluated by the teaching and learning team in school and across the Trust and adapted by staff to reflect current guidance and practice.

Interventions

The EEF suggests that TA’s delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 months of additional progress.

Therefore, as a school, we adopt interventions on the following basis:

- Sessions are brief, no longer than 20 minutes
- TA’s have received extensive training or have extensive experience in delivery
- Assessments are fundamental in identifying pupils
- Each intervention is assessed by the class teacher, looking at its impact
- Children will not miss out on the broader curriculum

Although the delivery of these sessions will fall to TA / Learning mentors, the accountability remains fully with the class teacher.

Supporting Pupils with Dyslexia

Netherfield Primary School is committed to fostering an inclusive learning environment where all pupils, including those with specific learning difficulties such as dyslexia, are recognised, supported, and empowered to achieve their full potential.

Understanding Dyslexia

Children with dyslexia may experience a range of challenges that impact their learning. These often include:

- Difficulties with *phonological awareness*, making it harder to identify and manipulate sounds in words.
- *Slow processing speed*, which can affect reading fluency and the ability to follow instructions quickly.
- *Poor short-term memory*, leading to difficulties retaining verbal or written information.

These challenges can vary in severity and may co-occur with other learning differences.

Identification and Inclusive Practice

Our approach to supporting pupils with dyslexia includes:

- Using visual aids and encouraging oral practice to reinforce learning.
- Adopting dyslexia-friendly speaking styles—clear, paced, and supported by visual cues.
- Selecting dyslexia-friendly fonts and layouts in printed materials.
- Avoiding unnecessary public speaking tasks that may cause anxiety.
- Ensuring a clear line of sight to the teacher and board.
- Providing memory clues such as mnemonics or visual prompts.
- Scheduling natural breaks to reduce cognitive fatigue.
- Designing inclusive homework that allows for different ways of demonstrating understanding.
- Marking based on content and ideas, not just spelling or grammar.
- Avoiding rote learning in favour of meaningful, contextual learning.
- Encouraging the use of assistive technology such as text-to-speech tools.
- Incorporating pictures and symbols alongside written words to aid comprehension.

Writing

- We understand that children acquire language skills by first being exposed to spoken word, then reading written words, then finally writing. Because of this, we create opportunities for children to verbalise ideas through discussion and drama activities, and also opportunities to read high-quality examples of what they are expected to write.
- Writing should be based on:
 - a quality text with links to learning from the wider curriculum.
 - a video/picture stimulus that links to learning from the wider curriculum.
 - the class book.
 - a real life experience, such as trip, visit or visitor.
- Writing should be done with a purposeful end product in mind.
- Children should have opportunities to write fiction, non-fiction and poetry throughout the year. If children are being exposed to a new text type/style of writing, time needs to be dedicated to looking at the structure and elements of the type of writing.
- Writing objectives should be taken from the Netherfield Writing Progression Map.
- Challenges for more able pupils should be indicated with a star.
- Children should have the opportunity to complete an 'extended write' – a longer piece of writing that requires skills to be combined – a minimum of twice per half term.

Planning requirements

Every year group has a long term plan for the year outlining the key objectives to be covered. Each year group needs to have evidence that they have a half-termly, medium term plan, showing that they have considered the types of writing and skills that will be covered in each term across the year. Weekly planning is done on smart notebook or a weekly grid. These plans should be shared with support staff.

Target setting

Children should have a target in writing – which is something they need to focus on alongside the other skills they are being taught. They should know this target.

Spelling

We use the No Nonsense Spelling to support the teaching of spelling in years 2-6. Children in key stage two have a minimum of 45 minutes planned spelling learning every week.

Grammar

Children are entitled to the teaching of grammar for writing and the teaching of grammar knowledge.

- We use rainbow grammar to support the teaching of grammar for writing. This does not need to be timetabled and there is no time expectation per week. Instead, this should be used to supplement writing teaching when appropriate
- Where possible grammar is integrated into a sequence and modelled within a WAGOLL or model text.

Handwriting

We teach handwriting in semi-cursive form, using Teach Handwriting resources to support. Children should have handwriting practice at least 3 times per week. Staff should model neat, semi-cursive handwriting when writing in books and also in the school environment, on displays as an example. Children write in pencil, until they are confidently and fluently joining all their handwriting. Then, they may write in an appropriate pen.

Reading

- Quality teaching of reading is essential for all children.
- Our overall aim is to develop confident, competent, lifelong readers who have a passion for books.
- For our emerging and developing readers our key strategy is the teaching of phonics
- Teaching of reading happens whenever we are reading to children, whether at story time, during whole class reading session, 1:1 reads, or English sessions – we take every opportunity to model good reading and a love of reading.
- We support children in reading by providing focused targets in 1:1 reading sessions and group sessions.
- Extra support may take the form of extra phonics groups, extra 1:1 reads, small group reading with a fluency or comprehension focus for example, 'book club' style, depending on the needs of the children.

Whole Class Reading

- From FS 2 -Y6 we have Whole Class reading sessions
- We aim for four sessions a week, which last approximately 30 minutes in KS2
- We aim for four sessions a week, which last between 20-30 minutes in EYFS and KS1
- KS2 sessions are recorded in whole class reading books.
- Sessions are based around a high quality text/extract that is chosen by the class team. The text is revisited regularly throughout the unit so children become familiar with it. The text should be challenging.
- Children have opportunities to access a wide variety of texts, such as stories, poems, information texts, newspapers, play scripts, and sometimes short films.
- Reading skills are taught
- While the sessions do not follow a set formula, they will usually include: prior knowledge activation, exploring vocabulary, fluency and comprehension.
- During each unit (to model and improve fluency) adults will read to children, children will read to each other, and children will read to themselves

Reading Fluency

Fluency is an important part of the teaching of reading. We aim to take every opportunity to model excellent fluency to our children. We also provide opportunities for children to revisit texts in order to practice this skill. Older children are expected to comment on their own and others' fluency, giving points for improvement. Opportunities for this arise in Whole Class Reading, paired reading and 1:1 reading with an adult.

Assessment in Reading

- We assess reading using a variety of different information – not just from one source. Assessment of reading is like a jigsaw – lots of different pieces that inform us about each child as a reader.
- Information may come from 1:1 reads, formal tests, whole class reading, discussions generally about books and phonics assessments.

Texts

Our lessons are planned around high quality texts chosen to challenge and engage children. Part of our ongoing CPD in reading is developing staff knowledge of children's literature so that we can share this with children and expose them to exciting new books as well as classics. This is mapped out on a coverage document (Netherfield Reading Spine). However, this is a constant work in progress as new texts may be added due to new releases, topics changing, the general interests of the children at that time as well as events happening in the wider world. We do know that great text choice is essential for quality learning to take place.

1 to 1 Reading and Class Reading Records

- Each class must have a Class Reading Folder, containing records of individual reads for children, by teachers, TAs, students or volunteers.
- At the front of the folder should be a class tick list recording each time a child is heard read on a 1:1 basis.
- There should also be a record of how many home reads each child is doing (could be the display on the wall or in the reading folder)
- Each time 1:1 teaching of reading takes place a target is shared with the children, for them to work on.

Mathematics

We are committed to delivering a high-quality mathematics education that fosters deep understanding, fluency, and confidence in all learners. Our approach is rooted in the principles of mastery teaching, ensuring that every child can succeed in mathematics through carefully structured lessons, timely intervention, and consistent practice.

Teaching and Learning Approach

We follow a Mastery Maths model, where all pupils are taught together through whole-class interactive teaching. This ensures that all children access the same curriculum content and are supported to master it before moving on.

Lessons are structured to develop both:

- Procedural fluency – secure knowledge of methods, rules, and techniques.
- Conceptual understanding – the ability to explain and represent mathematical ideas in multiple ways.

Teachers use a consistent “My turn, Our turn, Your turn” structure to scaffold learning:

- My turn – the teacher models the concept or method clearly.
- Our turn – the class works through examples together with teacher support.
- Your turn – pupils apply their understanding independently.

Pupils who demonstrate secure understanding are moved on to more challenging tasks rather than completing the entire task set. This ensures that learning time is used efficiently and that all pupils are appropriately stretched.

Addressing Misconceptions and Intervention

- Teachers identify misconceptions quickly and address them through same-day intervention, either during or immediately after lessons.
- Interventions are brief, focused, and designed to ensure pupils are ready to move forward with the class.
- Teaching assistants are trained and deployed effectively to support targeted groups or individuals.

Practice and Fluency

Pupils engage in intelligent practice, which goes beyond repetition. This involves:

- Carefully sequenced tasks that build on prior knowledge.
- Opportunities to apply learning in varied contexts.
- Tasks that require reasoning, pattern-spotting, and decision-making.
- A balance of fluency, problem-solving, and conceptual challenge.

This type of practice ensures that pupils not only become accurate but also flexible and confident in their mathematical thinking.

Times Table Rock Stars is used to promote fluency in multiplication and division facts in an engaging and competitive format.

Assessment and Feedback

- Assessment is continuous and informs planning, grouping, and intervention.
- Formal assessments, including NFER termly tests, are used to track progress and identify gaps.
- Teachers distinguish between simple slips and deeper misconceptions, using marking to inform next steps.
- Feedback is timely and purposeful, often given verbally or through “on-the-spot” marking.
- Pupils are encouraged to self-assess and peer-assess, developing independence and metacognitive skills.

Presentation and Expectations

- All maths work is completed in pencil.
- Pupils are expected to:
 - Write one digit or symbol per square.
 - Leave clear spacing between calculations.
 - Show all working clearly, especially in problem-solving tasks.
- Teachers model high standards of presentation and ensure consistency across the school.

Whole School Learning Environment

All classroom and outside classroom displays are updated by the class teams

- Displays in the class need to reflect the children’s learning
- English and Maths displays are working walls
- Displays outside the classroom need to be changed termly to reflect what the children have learnt. If the children have learnt about Geography the display would reflect that.
- Communal displays are updated by the Deputy Head Teacher

Homework

School Stage	Every night	Once a week
Nursery	Share a book	
Reception	Share/Read a book	Key words / Phonics Books
Y1 / Y2	Daily Read own book/school book	1 piece of maths Up to 10 spellings
Y3 / Y4	Daily Read 10 Mins of TTR	1 piece of Maths 1 piece of English Up to 10 spellings
Y5 / Y6	Daily Read	1 piece of Maths 1 piece of English Up to 10 spellings TTR (Times Table Rock stars)

Marking

We value meaningful verbal feedback and quality interactions, at the point of learning, this feedback is indicated in books with annotation as per this policy.

Feedback and marking symbols

Ticks may be used next to learning objectives to show how well you have done.

- ✓ You are still working towards this learning objective.
- ✓✓ You have met this learning objective.
- ✓✓✓ You have exceeded this learning objective.

There may be letters next to your learning objective:



Completed independently



Completed with support



Completed in a group



Done with support to help stay on task

Work may be marked with symbols.

V

Verbal feedback

P

Punctuation

Sp 

Spelling

Aa

Capital letters

Check ^

A mistake might have been made

Ticks may be used if an answer is correct. Dots should be used if something is incorrect.