



**BARNACRE ROAD**  
— PRIMARY SCHOOL —

## Teaching and Learning Policy

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## Approval and Review

Governors to Approve Policy	Local Governing Board
Date of Approval	September 2025
Chair of Governing Body	Mr J Cowper
Headteacher	Mrs J Molyneux
Policy Review Period	12 months
Date of Policy Review	September 2026



# Barnacre Rd Primary School

## Teaching and Learning Policy



### Vision

At Barnacre Road Primary School, our vision is built around three core principles: to **belong**, to **believe**, and to **become**.

We aim to create a safe, nurturing environment where every child feels a genuine sense of belonging. A place where they are recognised as individuals, valued within our school community, and proud to be part of a place that feels like family. We encourage all children to believe in themselves and in one another, to embrace challenge, and to approach their learning with determination, resilience and independence. Through high expectations and strong relationships with parents and carers, we support every child to become the very best version of themselves: confident, kind, aspirational learners who are ready to make a positive contribution to both their local community and the wider world.

### Our Values

Respect, Kindness, Resilience, Endeavour, Character, and Belonging.

### Purpose

At Barnacre Road (BRPS), we believe that effective teaching is the foundation for supporting our pupils in achieving highly and developing a love for learning which will last throughout their lives. We have developed a rich, aspirational curriculum to support our children in reaching their potential. The teaching and learning approaches, structure of lessons and feedback mentioned in this policy are underpinned by theory, most noticeably: Barak Rosenshine's Principles of Instruction, Sweller's Cognitive Load Theory, Kirschner's Direct Instruction, and Bloom's Mastery of Learning.

### Principles of Teaching & Learning at BRPS

We base the majority of our teaching practice and lesson structure on Barak Rosenshine's Principles of Instruction (1986) using Tom Sherrington's book, Rosenshine's Principles in Action (2019). In this book, he groups Rosenshine's 10 Principles into 4 key strands. We have seen that through focusing on these areas of our practice, we have ensured consistently high-quality lessons which in turn are supporting high outcomes for our pupils.

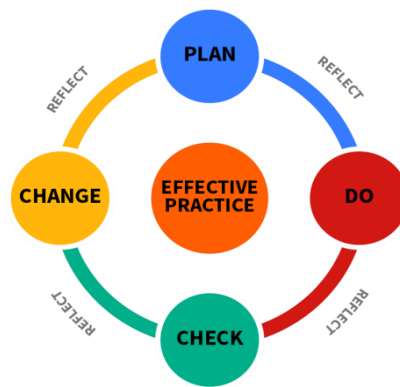
The process of teaching and learning can be split into the following areas:

Pedagogy – How we teach and why it works

Curriculum Offer – What is taught (Knowledge & Skills)

Assessment – How we identify what knowledge has been retained

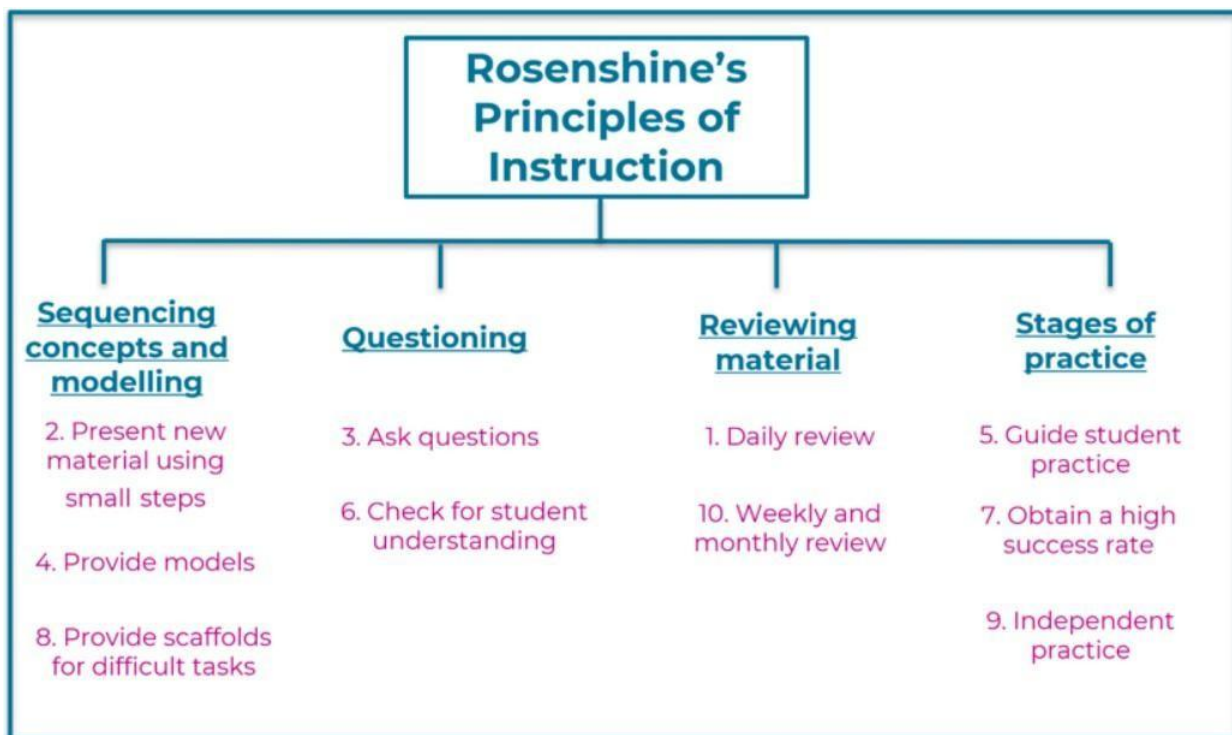
Review & Improve – How we develop our offer to ensure it remains aspirational and effective



Pedagogy

“Teaching is a lifetime’s craft. Every teacher needs to improve, not because they are not good, but because they can be even better.” Prof Dylan William, 2012 SSAT National Conference Keynote

Rosenshine’s lists 10 Principles of Instruction, which are evident in excellent teaching. These are:



**1. Sherrington, T. 2019**

At BRPS, we ensure our teaching sessions are structured with clear routines that identify and address misconceptions through retrieval practice quizzes or questioning. We refer to previous learning, recapping what has already been taught to ensure that schemata are supporting the retention of knowledge. We use our curriculum progression documents to support us in pitching the learning appropriately for each class. We expect teachers to move around the room, engaging with pupils and supporting them quickly and effectively. Sitting at the desk and not supporting learning during lesson times should be avoided wherever possible. We place an emphasis on verbal feedback which supports the children during the task, rather than relying solely on marking. Summative and formative assessment is used to provide a clear understanding of pupils’ knowledge and identify any gaps. Within the lessons, regular opportunities for consolidation are given which support the secure retention of knowledge.

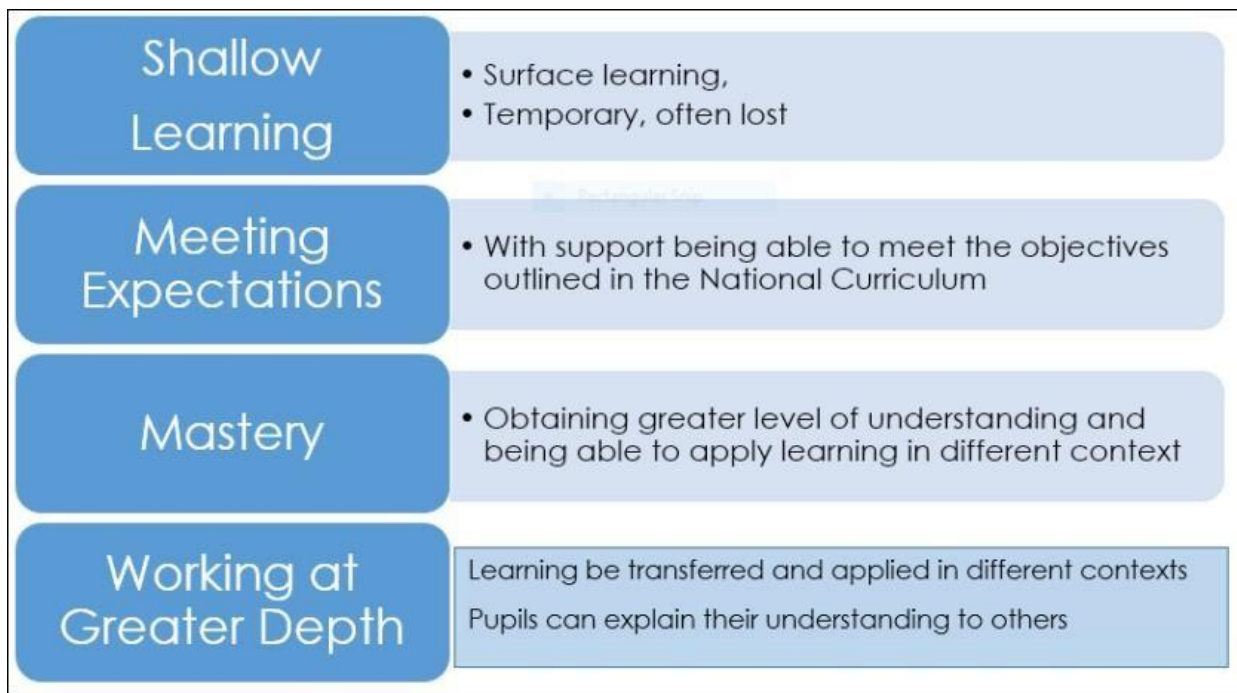
Consistency across all year groups in the approach to teaching ensures children are given the best possible chance of retaining the knowledge and skills they need to be successful.

Homework tasks, where given, consolidate key skills such as times tables, reading or spelling.

## The Mastery Approach

**“A rising tide lifts all the boats.” *John F Kennedy***

In lessons, specifically in Mathematics, the Mastery Approach is used to support children in acquiring the skills and knowledge to successfully apply their learning in context. This pedagogy works on the principle that all learners, with effort and appropriate support, will meet expectations. It follows the premise that great teaching, based on formative assessment – particularly excellent questioning, is the key to success. To develop this well, it requires teachers to focus specifically on lesson design and explicit outcomes, using a range of resources to support pupils in achieving highly. It is, in essence, about obtaining a deeper level of understanding and being able to apply their learning across a range of contexts and complexities.



What we know for certain is that Mastery is not:

- Working on concepts from the next year group up
- Practising the same concept with bigger numbers
- Not necessarily reading a more challenging text

Characteristics of Mastery & Deeper Learning might be summarised as:

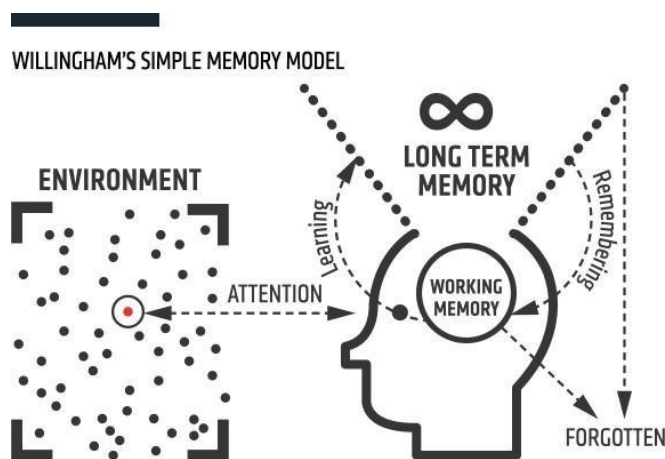
Retrieval	Return to prior learning after a break and have the confidence to be able to complete the work without difficulty
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Making Connections	Organise ideas to make connections across multiple areas of learning
Coherence	Regularly draw on embedded skills and knowledge to deepen understanding
Explanation	Show competency when explaining their understanding and communicate it to their peers and staff
Application	Apply knowledge appropriately in a range of contextualised situations, drawing of key skills developed in class
Independence	Apply the skill or knowledge without teacher input
Fluency	Apply skills and knowledge with a high level of competency and confidence in a range of contexts

## Organisation

The lessons in class should not be carbon copies of each other in every room. It is important to remember that each individual teacher uses a different approach to delivery. However, the elements of RPI as listed above and those of the Mastery Approach should underpin regular practice and should be clearly evident over the year.

Classrooms provide a stimulating and purposeful learning environment, supporting learning and acting as a scaffold for its retention.



The use of [dual-coding techniques](#) alongside relevant, up-to-date displays are key to supporting children in the acquisition of knowledge and its retention. Subject-specific vocabulary should be displayed – or accessible – to all in class. Clear consideration should be afforded to the materials prepared by the teacher for each lesson, with an understanding about how these resources will positively impact on pupils.

John Hattie (2015) states that *Teachers should be aware of their impact of pupils' learning in whatever they do as teachers and respond accordingly.*

At BRPS, we believe that it is important to hook children into learning, providing meaningful contexts, which help them to build both experiential and semantic (factual) memories. In this way, each topic should have inspiring moments (such as a trip, or a visitor) which reflect the overarching

themes and big ideas, but that these should then be followed by a structured learning journey for knowledge and understanding which underpins the development of key skills. Learning at BRPS is interesting and engaging because it is taught effectively, not because it is full of gimmicks.

A typical learning journey for learning new information might look like this:



Each step builds on the previous one, so it is crucial that all classes follow these steps.

Revisiting Prior Knowledge of past curriculum learning helps pupils to connect to new knowledge and deepen understanding. It also allows teachers to quickly assess children's ability to access new learning and assess their knowledge base, leading to better lessons which are pitched appropriately.

Encountering New Content in a clear and informative way without overloading learners. This can – and should – take a variety of forms which are appropriate to the subject and lesson type (direct instruction/ demonstration/ video clip/ discussion/ etc.). It is important that the new information which the teacher wants the children to process is clear and accessible, not hidden behind animations or gimmicks. Clear backgrounds should be used and overwhelmingly bright colours should be avoided.

Guided Practice is the process of allowing children to move towards independent learning. This process involves scaffolding of activities and worked examples where the thought process is explicitly modelled. This takes different forms across subjects and topics. Each subject leader is responsible to the development of modelling in their subject. It is recognised that some learners will need more scaffolding, or personalised approaches. This fits into our whole school use of Adaptive Teaching strategies to support all children, regardless of need.

Feedback in various forms is the most crucial of all the stages, as it allows children to express what they currently know and the teachers to apply the correct support to facilitate effective learning. Feedback starts with sharing the learning objective. At this point teachers need to explain the relevant contexts and how this learning might apply. This should also include the use of exemplars so that pupils have a clear understanding of what success looks like and should also include a success criteria.

During and following Guided Practice, teachers feedback to pupils on how well they are doing and where they need to improve (feed forward). It is also an opportunity for children to feedback to each other and the teachers about what they know. Feedback is best when it is in the moment where its prompt and succinct intervention allows children to make progress within the lesson. This requires 'responsive teaching' where teachers are actively engaged with children when they are learning and not sitting behind a desk. This is covered in more detail in our Feedback and Marking Policy.

Independent Practice happens once pupils are secure with the new information from the earlier steps. Some pupils are able to reach this step more quickly than others and some may require guided practice for longer. All children will be expected to complete this stage. Independent practice means that pupils do not require the teacher's intervention to process relevant information and complete the required task.

Application and Problem Solving is the step that children should complete once they can independently apply their new knowledge in context. They should be expected to link concepts and skills to reason how to efficiently apply their knowledge to the appropriate task. During this step, children should also revisit their prior learning to support them in the activity.

Retrieval Practice is a crucial step which embeds new learning securely into long-term memory. When learners forget then recall information, this creates stronger neural connections, called schema, and embeds learning more effectively. Therefore, retrieval practice is a crucial part of the learning journey. Evidence suggests that when learners revisit material at least three times, sufficiently spaced apart (interleaving), and in three different ways, learning becomes embedded. When this happens, learners are more effectively able to recall the learned material or apply the resultant skills well into the future. In this way, teachers need to build a minimum of three encounters with material into pupils' learning journeys. Staff utilise theory to support our practice, such as Ebbinghaus's 'Forgetting Curve', and EEF research.

The Testing Effect: research shows that low-stake testing in the form of quizzes and multiple-choice questions that are self-marked have a positive effect on learning retention (Bjork 2015). Teachers should build opportunities for these into learning journeys in all subjects where necessary.

### Planning for Learning

Teachers should plan for learning following the school's curriculum, as outlined in our curriculum documents and medium-term overviews. It is an expectation that teachers adapt their lessons to suit the learners in their class. One size does not fit all! We expect teachers to share ideas and resources so there is consistency across year groups in intended outcomes. No one is an island – we share!

Although, we do not express particular formats for weekly or daily lesson planning, the expectation is that teachers deliver 'planned for lessons'. When lessons fall short of this expectation, it might be that teachers will be directed to spend more time planning or supported in maintaining good outcomes.

### Active Participation and a 'No Hands Up' Culture

At Barnacre Road, we expect all learners to participate actively in their learning and we seek to create a learning environment and culture where no learner can 'opt-out' of lessons. Whilst 'hands up' questions may be appropriate in some situations, we believe that regular use of 'hands up' questioning creates a learning divide between those children who are most engaged with the teacher and the learning and those who are not. For this reason, at Barnacre Road, the vast majority of teacher questions will be asked in a way which required every child to respond. Appendix 3 details some of the active participation strategies we employ

### Additional Adults in Class

At times, pupils will have adults in class to support them. It is the teacher's responsibility to direct additional teaching staff in lessons. During lessons, we expect additional adults to support pupils' learning rather than classroom administration such as filing or tidying. We expect additional adults to be actively supporting learning rather than 'watching teaching'. This might mean encouraging pupils to focus during demonstrations and discussions, or quietly explaining points again (although without causing a distraction to the rest of the class). We also expect additional adults in class to promote the independence of the pupil(s) they are there to support, which may mean moving away at times and supporting other pupils where necessary. Teachers need to be alert to this and direct as required.

### The Learning Environment

## Displays

Teaching staff should ensure the learning environments are non-discriminatory and represent the full range of role models. Displays should reflect and celebrate the diversity of our local area and communities. Teachers should be watchful for unconscious bias throughout their practice.

## Cutting down distraction

The area around the interactive screen, or the area where instructions or demonstrations take place, should be kept free from distracting displays, vocabulary or notices such as behaviour ladders or points systems, class monitor or job lists. When pupils are watching demonstrations, their attention needs to be on this and not material that does not relate to that learning specifically. Teachers should minimise equipment hanging down and around where pupils are learning.

## Displays in classrooms

The classroom is the learning environment and teachers need to think about how the room affects pupils' learning. It is an expectation that teachers use displays in class to both support and celebrate pupils' learning, and to avoid displays becoming 'wallpaper'. In this way, 'learning walls' should be used to highlight current learning in the progression of a learning journey which will support learners to revisit and link old to new learning. Displays should also have the correct grammar and spelling, unless it is being used as a teaching tool (i.e. class activity around upskilling a piece of a child's work). Subject learning walls in class should be updated frequently.

## Protocol for displays (learning walls) in classrooms:

- As soon as teachers have their class established, they should have examples of learning processes, vocabulary and pupils' learning on their learning walls. Learning walls should take shape within the first two weeks of the year and not be left empty for any longer.
- There should be individual learning walls for the core subjects: Reading, Writing, Maths and Science with additional smaller learning walls for topic work where possible (Science and Topic can be combined if necessary, so long as these are clearly defined.)
- Speech bubbles or captions if handwritten, should be in neat handwriting to reflect what we expect of our pupils.
- Displays should be neat and orderly with spaces between pieces to aid visual processing, but it is not necessary to mount display pieces in class.
- Laminating should be kept to a minimum to cut down glare and be kind to the environment.
- Each class must also have the 'Barnacre Best' displayed featuring the class rules and code of conduct that pupils have agreed to. This should also feature our values and curriculum drivers (Belong, Believe, Become)

## Protocol for displays in common areas:

- Displays in common areas should be renewed at least twice a year and more often if they become untidy or tired. They should celebrate learning achieved in class or aspects of our school values, ethos and community.
- All items should be mounted neatly, taking care they are cut straight and mounted perpendicular on all sides and positioned thoughtfully to create visually effective displays.
- Laminating should be kept to a minimum to cut down glare and be kind to the environment. Any handwritten captions or titles should be exceptionally neat, or printed, and also mounted.

- As the point of these displays is to showcase, colour and impact should be a focus with a view to drawing attention and bringing the ideas in question to life in an aesthetically pleasing way.
- The quality of students' work on display should be high and should come from a range of pupils with various levels of ability. All pupils should have a chance to have their learning displayed no matter their level of attainment.
- Displays should reinforce the school's Equal Opportunities policy by acknowledging and celebrating the richness and diversity of society and community and link to the school's ethos.
- Displays should be well maintained, then modified or dismantled when too tired rather than being allowed to 'age' or disintegrate. They should be removed or repaired immediately if they have been damaged. It is everyone's responsibility to stop and help repair damaged displays.
- Displays usually require some explanation. Labels and captions should be carefully prepared and positioned. These can be a mix of computer-generated text or handwritten by staff to exemplify good handwriting.
- The vast majority of what is on display should be children's work and not a display of adult or commercially produced printouts.

## Health and Safety in the Classroom

Each classroom should be a safe place to learn and promote the physical and mental wellbeing of both pupils and staff. As such, clutter should be kept to a minimum. Classrooms with unnecessary resources and objects can create an unsettling, distracting environment for learning. Clear surfaces and neatly arranged resources will create a more focused and purposeful environment. As such, teachers are expected to maintain a clutter-free classroom where resources and belongings are stored appropriately.

Classroom organisation can have a significant impact on learning outcomes. Teachers need to ensure pupils can access the relevant resources without unnecessary fuss or movement around the room. Poor behaviour is often linked to lack of appropriate resources or consideration of task by the teacher.

## Class Culture, Our Values & The Barnacre Best

Creating a conducive classroom culture is the bedrock of effective learning. At BRPS, we expect teachers to be positive and enthusiastic with all learners whatever their level of attainment. We expect teachers to recognise that all learners can improve. As a proud community school, and a member of the Bay Learning Trust, inclusive teaching is at the heart of our mission and all staff must model our values and ethos in and out of the classroom, making reference to them when appropriate.

Teachers should embed our Barnacre Best as a classroom culture where all pupils feel they can improve and that effort, and the use of effective mental strategies, leads to success. We expect teachers to understand and use the language of a growth mind set (Dweck 2000). This means that pupils are not labelled as 'bright', 'smart' or 'clever,' and that groups of pupils are not referred to as for example, 'top, middle or bottom,' or remain in fixed attainment groups for every lesson. However, it might be that groups of pupils with similar attainment needs are brought together at different times.

We believe in flexible and fluid grouping for learning. We also expect teachers to understand the difference between 'task-orientated' praise and 'ego-orientated' praise. Pupils should feel they are receiving feedback on their learning and not themselves as a person. Teachers also need to be reflective and watchful about who they praise and respond to in class and ensure that all pupils feel equally valued.

All staff should understand the concept of 'desirable difficulties' in that learning always begins with the learner experiencing some form of cognitive conflict. Pupils should be encouraged to recognise and enjoy a

level of difficulty but understand when they need support, or when they are too comfortable and need to move on. This can be achieved by talking about the learning process frequently and modelling experiencing difficulties that are overcome.

## Metacognition

Evidence suggests that pupils learning improves when they develop their levels of self-regulation and metacognition (EFF Toolkit 2019). This refers to the ability to think about one's own thinking and cognitive strategies. Metacognition and self-regulation approaches aim to help pupils think about their own behaviour and learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. If teachers regularly model their own thinking by 'thinking out loud' during demonstrations, this helps pupils to recognise effective mental strategies themselves (EFF Toolkit 2019).

## Homework

At BRPS, we choose to set homework which consolidates learning in school. It allows parents to be active participants in their children's learning and reinforces the important relationship between home and school.

Each class will receive weekly:

- Reading expectations
- Times tables or other appropriate maths activities
- Spelling or phonics activities

What should the child do?

- Engage with the activities set by their class teacher
- Be responsible for looking after their reading record and home learning book/ tasks
- Ask for help and advice when necessary
- Complete the tasks to the best of their ability and hand them in on time

What should the family do?

- Emphasise the importance of home learning and support BRPS in its approach
- Agree a routine for the completion of home learning and check that it is being followed by the pupil
- Encourage your child to always complete tasks to the best of their ability
- Contact the class teacher in the event your child is having difficulty completing work set
- Give support and assistance when required

Signed on behalf of the governors:

\_\_\_\_\_

Date:

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