



Barnacre Road Primary School

Teaching and Learning Policy

Originator: Jess Molyneux

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At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

Teaching and Learning at Barnacre Road

At Barnacre Road, we believe that the single biggest factor impacting children's learning and outcomes is the quality of the teaching they receive. We do not view learning as simply the passive receiving of information from a teacher, but rather as an active process with which all learners should be engaged. We define learning as a change in long- term memory. Guided by these principles, this document sets out a whole-school policy on teaching and learning which aims to:

- Develop consistency of teaching approaches across our school, while allowing teaching staff the autonomy to be creative, spontaneous individuals who are trusted to exercise their professional judgement
- Support teaching staff to teach as effectively as possible
- Provide an inclusive education for all learners, regardless of additional needs or disabilities
- Promote active participation in all learners
- Promote opportunities for collaborative learning
- Maintain high expectations for teachers, staff and children

Relationships for Learning

We believe that positive relationships between adults in school and children are key to promoting learning. It is essential that children understand the school's high expectations for them and, to this end, all staff follow the school's Behaviour Policy consistently and encourage children to be mindful of their behaviour choices and the impact they may have on their own and others' learning.

Adults in school will develop positive relationships with children by:

- Following the school's Behaviour Policy consistently and fairly

- Providing routine through a well-planned timetable
- Modelling expected behaviour through their interactions with children, colleagues and parents
- Knowing children's strengths, weaknesses and starting points (including through implementation of the school's Assessment Policy)
- Recognising children's individual needs (including through implementation of our SEND Policy)
- Modelling and praising resilience, perseverance, effort and independence

The Learning Environment

The entire staff and children take responsibility for the learning environment. The environment should support and inspire learning and display examples of children's best work. They should be clean, tidy and organised.

Displays

All classrooms have:

- Working walls for English (incorporating Spelling, Grammar and Punctuation) and Maths (and Phonics in EYFS and KS1)
- Other displays linked to other areas of learning, featuring key vocabulary and which may feature examples of children's work
- An expectations display which features the 'Barnacre Best' (see Behaviour Policy)
- A 'We Are Reading' poster detailing the class's current book(s)

The Shared Environment

Shared spaces will be organised, neat and tidy, with resources readily accessible. Displays in corridors will showcase children's work, photos of their learning experiences or wider personal development. Some displays in corridors and shared areas will be permanent and used to support class teaching where appropriate eg. World Map or History Timeline.

Planning

Long term plans (based on the National Curriculum expectations) are in place for all subject areas (see individual subject documents for more information) and are underpinned by progression documents detailing the specific knowledge children will acquire over the course of each year. Through the Long-Term Plans and Progression Documents, teaching and support staff are familiar with the 'learning journey' of the children and their expected end points for each year and unit of work. Familiarity with prior learning allows teachers to make links between new and previous learning, supporting children to understand and remember more.

Medium Term and weekly planning breaks down the overall objectives of a unit of work into progressive small steps, allowing children to develop and retain knowledge without

overwhelming working memory. Planning is informed by an assessment of the children's prior knowledge and is adapted as required.

Teachers are expected to plan for all subjects using the agreed schemes of work (see individual subject documents). Medium term planning will show:

- Continuity and progression from previous lessons (including in previous year groups), including regular opportunities to revisit and consolidate prior learning
- Clear learning goals articulated in a child-friendly manner. These should form the main focus of all feedback given to children within and after the lesson
- Success criteria and clear learning outcomes
- How the teacher will model their expectations, informed by the success criteria
- Key questions
- Key vocabulary
- How the needs of all learners (including children with SEND, more able children or children with English as an additional language) will be met, such as through additional scaffolding or additional challenge
- How additional adults will be used (where applicable)
- Assessment for learning, which may include self and peer assessment against the success criteria
- Any additional requirements as detailed in individual subject policies

Lesson Structure

It is the expectation that the majority of lessons in school will include all of the key elements of this lesson structure:

- An opportunity to revise or practise prior learning following the 'Yesterday, last week, last month, last term, last year' model as a guide
- A shared learning goal which is subject-specific and based on a learning focus rather than a task outcome
- A well-considered hook into learning, such as a problem or question
- Clear links to previous learning and the wider curriculum
- Short teacher inputs with active participation from all children
- Regular opportunities for all pupils to discuss questions in order to develop and consolidate their understanding
- Collaborative learning approaches alongside a no hands up culture ensuring there is no opt-out from learners
- Teacher modelling of the success criteria followed by shared and independent examples
- Ongoing teacher input throughout the lesson to review learning and address any misconceptions which may arise; this will include 'live' marking.
- Careful and targeted questioning
- Opportunities for self-assessment and reflection
- A summary or review of learning at the end of each lesson

Modelling

Effective modelling supports children to move from dependence to independence, with the teacher gradually reducing their support. At Barnacre Road, teachers follow Fisher and Frey's 'I, We, You' model (fig 1)

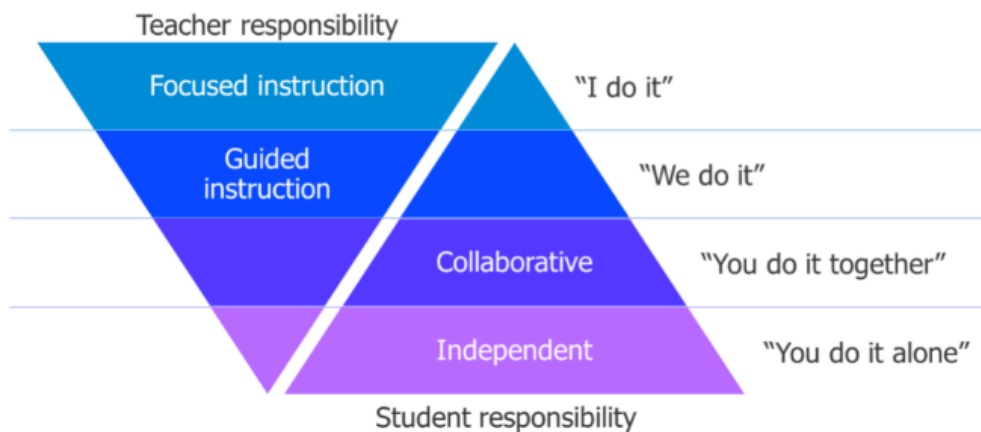


Fig 1: Gradual release of responsibility framework (Fisher & Frey, 2004)

In essence this model involves the teacher demonstrating the new knowledge or skills (I), the all pupils practising with teacher instruction (We) and then pupils practising either with peers or individually (You). The move from I to We to You may take place over a single lesson or over a sequence of lessons, as appropriate.

Retention and Retrieval

At Barnacre Road, we understand that learning is a change in long term memory and that it must not be confused with performance within a lesson. Guided by Ebbinghaus's 'Forgetting Curve' (fig 2) and EEF research, retrieval practice is central to the learning process at Barnacre Road.

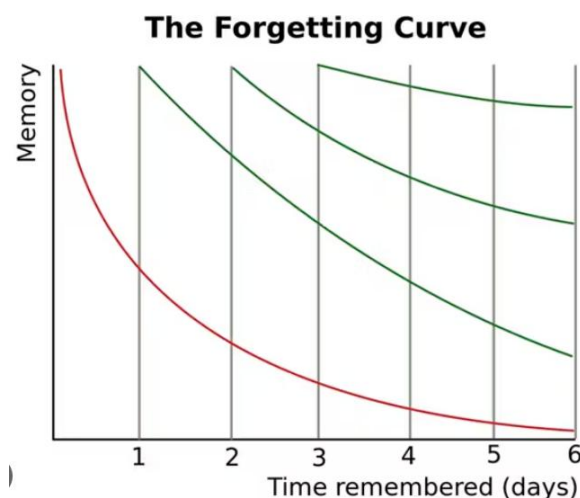


Fig 2. Ebbinghaus's Forgetting Curve

In all subjects, teachers plan regular opportunities for retrieval practice which may take a variety of forms (see Appendix 1).

At Barnacre Road, retrieval practice:

- Is effortful for learners
- Creates opportunities for children to recall learning from memory for themselves (as opposed to listening to the teacher recapping)
- Includes all learners
- Is 'high challenge and low risk'
- Is 'marked' in the moment so that errors may be corrected and misconceptions addressed
- Forms a regular part of children's daily routine, with children understanding the purpose of the activity
- Is deliberately planned by teachers at gradually increasing intervals (see Appendix 2)
- May form part of 'Morning Work,' 'Number Work,' lesson starters or take place at other times of the day

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.

Assessment for Learning

Throughout lessons, teachers and support staff continually monitor children's progress, giving regular, immediate feedback 'in the moment.' See Marking and Feedback Policy for more information.

Teachers use questioning to probe children's understanding so that misconceptions can be addressed and next steps planned for. At Barnacre Road, questioning:

- Uses both open and closed questions
- Probes for deeper responses, including asking 'Why' or 'How' children came to an answer or using strategies such as 'Pause, Pounce, Bounce' (See appendix three)

- Avoids use of 'hands up' to ensure that all children are engaged with learning
- Provides thinking time, either individually or in pairs/groups

Effective Use of Additional Adults

It is essential that:

- Additional adults are clearly directed to support learning.
- Additional adults are fully engaged with pupils throughout the lesson
- Planning is shared in advance with additional adults so that they are clear about who they are supporting and what the intended outcome of the lesson is for these pupils

This policy should be read in conjunction with:

Individual subject documents and progression documents

Behaviour Policy

SEND Policy

Homework Policy

Marking and Feedback Policy

Appendix 1

Strategies for retrieval and retention

- **'Morning Challenges'**
- **Retrieval Grids** – e.g.:

235 + 47	435 + 95	337 + 129	1,578 + 243
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The questions within the retrieval grid focus on the recently taught material we want the children to practise. To ensure 'suitable challenge for all', the questions within the retrieval grid can be differentiated and the children encouraged to self-select the level of challenge which they perceive as being right for them.

- **'Connect 4':**

0.1	0.25	0.78	0.5	0.66	0.125	0.9	0.3
0.75	0.01	0.84	0.33	0.375	0.07	0.31	0.875

$\frac{1}{10}$	$\frac{1}{4}$	$\frac{39}{50}$	$\frac{1}{2}$
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This game

is an extension of the Retrieval Grid activity. Each child has their own grid of answers (decimal fractions in the example above). The children take it in turns to choose a question card from a pile. They can't see the question before they select the card. (In the example above, the question cards are the fractions which the children need to match to the decimal answer.) The first child to 'Connect 4' answers together.

N.B.: It is important that the children check their partner's answers are correct.

- **Matching Cards** – e.g.:

5 x 7	35
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$\frac{3}{4}$		0.75	75%
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Recently / previously taught material

can be quickly and easily reviewed using Matching Cards. In addition to these Maths examples, Matching Cards can easily be used to retrieve knowledge in other subjects:

Active Voice	The subject of the sentence performs the verb.	The boy kicked the football.
Passive Voice	The subject of the sentences receives the verb.	The football was kicked.

- **'Showdown'** – Child 'A' has a set of question cards and asks questions from the cards one at a time to Child 'B'. E.g. Times Tables recall; Synonyms for different verbs to up-level a piece of writing etc. How many can they answer in 30 seconds? (N.B.: It must be emphasised that what is important is trying to beat their own previous score, not the other person's.)
- **'Challenge Grids'** –

	?	?	?	?
	(1 point)	(1 point)	(2 points)	(1 point)
Different	?	?	?	?
	(2 points)	(1 point)	(3 points)	(2 points)

retrieval

questions are

included within each box. Different boxes are worth different scores. The challenge is to score as highly possible and to try to beat your score from the previous time. The higher point scores can be awarded either for (i) more challenging content; or (ii) the longer the time period since the knowledge / skill was last practised.

- **'Cops and Robbers'** –

	
What you know or think:	Ideas 'taken' from your partner:

A paired
know or

activity. What they
think about a

question, a topic etc. is recorded in one column. Following discussion work, ideas that they have 'magpied' from their partner can be recorded in the 2nd column.

- **'Retrieval Relay'** –

An extension of 'Cops and Robbers' for groups. Box A is completed by child 1, who then passes the sheet on to another child within the group. Child 1 now has to complete Box B – making sure that they do not duplicate the idea another child has already put in Box A. The sheet is then passed on and Child 1 now has to complete

Box C without duplicating either of the ideas already given by the two previous children.

What can you remember about the properties of triangles?		
A	B	C

In addition to this Maths example, this can be used for Vocabulary – e.g., synonyms, Reading Activities – e.g. provide and explain potential motives for a character’s actions etc.

- **‘The Answer Is ...’** –

I have ___ rulers costing ___ p each. What is the total cost of the rulers?		Stickers are sold in packs of _____. I have _____ stickers. How many packs do I have?	
	24		
?	=	?	
?	24		

In addition, Strategies such as Quiz, Trade’ (see used as Retrieval Practice exercises also.

Collaborative Learning ‘Find the Fib’ and ‘Quiz, Appendix 2 below) can be

Appendix 2

Suggested model for planning retrieval activities

Day 1	After 1 Day	The Following Week	The Following Week	Fortnightly	Monthly or less frequently
Teach new content, vocabulary or process	Retrieval activity	Retrieval activity	Retrieval activity	Retrieval activity	Retrieval activity

In line with Ebbinghaus's research, the space between opportunities for retrieval grows larger over time. At each retrieval opportunity, teachers monitor how well children have recalled the learning and will adapt future retrieval opportunities or even re-teach as necessary.

Appendix 3

Active Participation Strategies for a 'No Hands Up' culture

'Think, Pair, Share':

'Think, Pair, Share' is a really useful strategy. However, even this has difficulties:

- How much 'Thinking' time do we give the children in practice? (If we want high quality responses, we need to give the children time to think & discuss.)
- When 'Pairing & Sharing', do we consider who is leading the discussion between the children? Even within 'Think, Pair, Share' it is common that the more confident child dominates the discussion and the less confident learner is allowed to disengage.

However, simply refining how we ask the children to respond to 'Think, Pair, Share' questions can overcome these difficulties.

Structuring talk partners as 'A' and 'B' will allow you to ensure all children are required to participate equally – e.g.:

What is 15% of £80?

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All children record their answer and working out on their whiteboard.

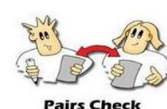
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Child 'A' shares their answer with Child 'B'

Child 'B' can then share their answer with Child 'A'. At this point, there is the opportunity to prompt the children to discuss their responses in detail. 'Were your answers the same?' 'If so, can you explain your method to your partner?' 'Did your partner use the same method as you?' 'Which method was the most efficient?' 'If your answers were different, do you know why?' etc.

The next time a question is asked, the process can be repeated with Child 'B' sharing their response first. In this way, every child is required to respond equally, preventing 'hiding places'. In short, each question asked received 30 responses, not 1.

This strategy is also known as '**Pairs Check**'.



In order to ensure that all the children participate, a variation on 'Pairs Check' can be that the children complete the question independently of their partner. The teacher then chooses either all the 'A's or all the 'B's to share their answers with their partners. Adopting this strategy can help to prevent one partner from 'holding back' and waiting until the 'Pair and Share' before committing to an answer. Once the chosen group of children have shared their answers, the same discussion points identified above can be entered into as their partners share their responses back.

Additional Strategies to Engage all Pupils:

- **‘Show Me’** responses. All pupils record their responses on a whiteboard and show these to the teacher when asked.

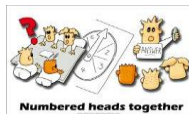


- **‘All Write - Rally Robin’** – n.b. For this structure to be effective, the question asked should require multiple responses. For example: How many high quality synonyms can you think of to improve this sentence by replacing the word ‘walked’?
All children record their responses on their whiteboards. They then take turns to share one of their ideas each.

This can be extended to a **‘Round Robin’** by working in a group of 4 rather than in pairs. Just like in ‘Rally Robin’, the group members take it in turns to share one idea each.



- **‘Numbered Heads Together’** – This is an extension of a ‘Round Robin’ where each member of the group is assigned a number. The group of children collaborate to answer the question posed. It is imperative that they all take responsibility for having an answer on their whiteboard, as the teacher will select a number / group at random to feedback and to explain the reasoning which underpinned their answer.



- **‘Rally Coach’** – An extension of the ‘Pairs Check’ (above), in ‘Rally Coach’ the pupils are given a list of questions / problems to work through. For the first question, Partner A coaches B on how to complete the question. For the next question, the children swap roles as Partner B coaches A on how to complete the question.
- **Matching Cards** – Either in pairs or individually, match the cards (e.g. Term – Definition).



$\frac{3}{4}$		0.75	75%
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Although they do take time to create, Matching Cards are a really flexible and easy to use resource when you’ve done this. (The same Matching Cards sets can be used repeatedly, so it is a worthwhile use of time.) Minimal ‘teacher talk’ is required to complete the task.

Once the children are confident matching the cards, the same cards can be used to quiz each other also.

This quizzing strategy is also referred to within the bank of Kagan Learning Strategies as ‘Fan-n-Pick’.



- **‘Find the Fib’** – The children are given three statements, two of which are true and one of which is false. Working with their partner, they need to identify which of the statements are true and false and to be able to explain why. The same three statements can be given to the whole class (e.g. presented on the interactive



whiteboard) or the statements could be differentiated for different pairs (printed on paper handouts).

- **‘Quiz, Quiz, Trade’** – A more active extension of ‘Fan-n-Pick’, each child is given a Question card. (Typically, the answer is given on the card as well). Following the instruction from the teacher to “Stand Up, Hand Up, Pair Up”, the children find a partner. (When they’ve found a partner they both put their hands down so that the children yet to find a partner can easily see who is still available to ‘partner-up’ with. Partner A asks their question for Partner B to answer. Partner B then asks A to answer their question.



The children then swap question cards before being asked to “Stand Up, Hand Up, Pair Up” again by the teacher to find a new partner to ask their new question to.

- **‘All Write Consensus’** – The teacher poses a question with multiple possible answers displayed on the board. The children all write down which answer(s) they think is / are right. As a group, they then have to agree a final answer to feedback to the teacher / class and explain why they think this is the right / best answer.



- **‘Pair-Up Review’** – This can be a powerful strategy for ensuring the ‘non-negotiables’ are in place before the children submit their work for marking. Before handing in a piece of writing, children can be asked to ‘Pair-Up and Review’ each other’s work (e.g., for accurate sentence demarcation with Capital Letters and full stops). This can be used for increasingly complex peer evaluation of children’s work against the Success Criteria / Class Expectations.
- For activities such as Matching Cards, ‘Find the Fib’ and ‘Quiz, Quiz, Trade’, as the children become more secure in their learning, they can be given the responsibility of generating the content for the activities. This gives additional insight into what the children securely know and understand the intended learning.



Questioning For Active Participation:

- Cold calling (pose a question and select a child to answer rather than children self-selecting by putting hands up)
- Use children’s names after the question; “Why do you think the character did that, Tommy” as opposed to, “Tommy, why do you think the character did that?” ensures all children are thinking of an answer to the question as long as possible
- Thinking time, either individually or in pairs/groups
- Pose, pause, bounce: pose a question, pause to let children think, take one child’s answer and ‘bounce’ the answer onto another child to elaborate or correct

