



Meadowside Primary School

Teaching and Learning Policy

Reviewed: July 2025
Next Review: July 2026

Aims and Purpose

We recognise that any attempts to further raise standards at Meadowside Primary 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 coherence 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, through the establishment of a thematic approach to teaching and learning 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
- 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
- to live the Meadowside School Values: **A**spirational, **E**nvironmental, **I**ndependent, **O**ppportunistic, **U**nderstanding

At Meadowside, we follow the National Curriculum (2014) and use evidence-based research to implement and review teaching and learning.

Tom Sherrington provides a succinct overview of Barak Rosenshine's Principles of Instruction and we use this to form our lesson structure at Meadowside.

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
teachinghow2s.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



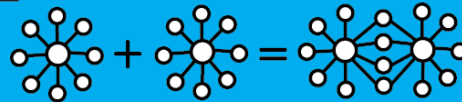
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



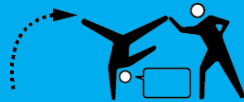
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

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.

Lesson Structure

Most lessons at Meadowside follow a basic structure based on the principles above:

Part one: Review and retrieve previous learning. Clear objective for today's learning

Part two: Explain new learning in small chunks. This is a scaffolded approach. Lots of questions are used to check understanding as are models and shared learning. We often use mini-whiteboards and cold calling in these sessions.

Part three: Pupils complete independent/guided practice.

Part four: Review learning and plan next steps.

Although most lessons follow the structure above, different lesson structures are applied for lessons where the teacher feels it will benefit the learners. We value learning as an experience and this is prioritised. Teaching in different environments is important at our school and staff use the outdoor environment regularly.

Specific Recall Sessions

On a Friday morning, a carefully planned and prepared set of questions are set for the children to help them recall their knowledge and skills from our topic-based curriculum. Children are expected to give articulate answers to key questions. We are not expecting every child to give exactly the same answer as we want learners at Meadowside to form their own responses.

Inclusion

The five steps to inclusion provided by the EEF ensures a Meadowside curriculum that is ambitious and fair curriculum for all. [Special Educational Needs in Mainstream Schools—Recommendations \(d2tic4wvo1iusb.cloudfront.net\)](https://www.cloudfront.net/d2tic4wvo1iusb/Special-Educational-Needs-in-Mainstream-Schools-Recommendations.pdf)

Classroom environments

The environment of our school goes beyond what the classroom looks like. We greet our children and set them up positively for the day. We value good manners. Everyone's opinion is valued. Refer to our Behaviour Policy for more information about how we use our classroom environment to support our children.

In order to create coherence for the children we expect working walls to provide a similar experience for children as they go through the school.

In addition to the classroom environment, seating plans are created in response to the needs of the children and stored on SharePoint



The Meadowside Vision, Values and Rules

Planning

Knowledge of the students; their prior attainment and specific needs, is a key part of planning.

Teachers are expected to create a long term plan for English and the foundation subject curriculum and we follow the CanDo scheme for mathematics. This is then adapted to suit the age and needs of the learners. All planning is collated on SharePoint for all staff to access and is reviewed and evaluated annually to check for cumulative fluency.

EYFS, Key Stage 1 and 2

- Weekly planning and resources for English and Maths*
- Weekly Timetables
- Topic overviews
- Topic lesson plans and resources*
- Spelling plans and homework
- Science Investigations
- R.E planning
- Phonics, French, P.E, Computing and PSHCE planning and resources are in the form of purchased schemes and can be found on their website

*These take the form of planning grids in EYFS and KS1 and PowerPoints/grids (with notes) in KS2

