



# Teaching and Learning Policy

Date written: **November 2025**

Date of next review: **November 2028**

## Our Mission Statement

# “Enjoying Learning Together”

### Our moral purpose

We will create and maintain a culture which requires everyone whatever their role, staff or pupil, to take responsibility for their learning and be accountable for what they achieve. We will be driven by a desire to make a positive impact on the lives of all children. This ethos aims to raise levels of attainment for all pupils, enabling them to achieve their personal best.

At Shalford Infant & Nursery School our school values underpin all that we do and particularly our approaches to teaching and learning.

<b>Resilience</b>	Always trying your hardest and not giving up, even when something is challenging.
<b>Respect</b>	Thinking and acting in a way that shows you care about yourself, others and the world.
<b>Kindness</b>	Being caring and helpful, and looking after others.
<b>Gratitude</b>	Feeling thankful and happy when good things happen to us.
<b>Cooperation</b>	Listening to everyone’s ideas and working as a team.
<b>Empathy</b>	Understanding what it is like to be someone else and feeling what they are feeling.
<b>Tolerance</b>	Treating everyone the same because it is OK to be different.
<b>Honesty</b>	Speaking the truth and acting truthfully.
<b>Courage</b>	Deciding to do something difficult even when you feel afraid.
<b>Responsibility</b>	Being trusted by others to make good choices.
<b>Achievement</b>	Reaching a goal, however big or small.

### At Shalford Infant & Nursery School we aim to:

- To provide a happy, caring and stimulating learning environment in which children and staff feel valued
- To provide teaching and learning which inspires, motivates and engages all children to become life-long learners
- To foster self-esteem and personal responsibility
- To prepare children for the challenges and opportunities of adulthood in a developing world enabling them to be positive citizens in society
- To establish a learning culture within the school involving pupils, staff, parents, governors and other stakeholders
- To develop confident, disciplined and enquiring learners, able to make informed choices and to take responsibility for their own learning
- To create a well-structured environment in which children are able to learn and teachers are able to teach
- To facilitate considerate and positive relationships between all members of the school

community

- To ensure equal opportunities in relation to gender, race, ability, special needs and belief

### **Our key principles**

- An unwavering belief that all children can succeed.
- An unswerving commitment in making every child's well-being of paramount importance and a dedication to develop the whole child.
- The demonstration of high standards in all aspects of school life must be continually expected if they are to be maintained.
- Effective leadership and teaching are the keys to raising standards.
- The most effective professional development for teachers is learned from expert practitioners.
- Continued excellence is heightened through embracement of change
- Future success is built on today's achievement

A belief that children learn best:

- when they are happy and secure
- when their work is planned appropriately
- when a variety of teaching techniques, strategies and contexts are used appropriately
- when they understand
- when they are actively involved
- when their environment is conducive to learning
- when there are positive links between the school, home and community
- when the whole team works and develops together

Our principles are addressed across the curriculum. Specific arrangements for the collaboration in each individual subject are detailed below in appendix one.

### **Core purpose – achievement**

We will: -

- apply our firm belief that a child's background is not an insurmountable barrier to achievement. Success depends on a no excuses approach.
- ensure that children benefit from a thorough grounding in the basic skills of communication, language, literacy and numeracy coupled with an exciting, invigorating and creatively rich curriculum, which together will greatly enhance the life chances of all our children.
- demonstrate a strong commitment to attracting, recruiting, retaining and rewarding committed and outstanding staff, in order that our children are continually exposed to the best teaching.
- create a culture in which staff feel trusted to lead, innovate, experiment and take risks in their teaching, enabling them to create inspiring, purposeful learning environments and experiences for their pupils.
- provide an entitlement to a well-taught, broad and balanced curriculum which promotes excellent behaviour for learning and improves attendance.
- demonstrate a firm commitment to continued professional development for all staff through:
  - high quality training opportunities

- an embedded coaching culture that impacts positively on the appraisal process
- provide regular opportunities for all teachers to collaborate on planning and assessment and the active promotion of cross school moderation which will enhance and ensure the quality assurance of our work
- apply the following 12 key principles of teaching, enabling all teachers to meet the core teacher standards:
  - ✓ *Stimulating and enthusiastic teaching which interests, excites and motivates pupils and accelerates their learning*
  - ✓ *High expectations of behaviour*
  - ✓ *High expectations of what pupils can do*
  - ✓ *Ensuring consistency in the quality of teaching across the school*
  - ✓ *Development of good learning habits with many opportunities for pupils to find things out for themselves*
  - ✓ *Highly structured approaches to reading, writing and mathematics*
  - ✓ *Well-planned lessons that provide for the differing needs of pupils*
  - ✓ *Stimulating classroom environment*
  - ✓ *Frequent praise and a valued reward system*
  - ✓ *Well-trained and deployed teaching assistants*
  - ✓ *A close check on learning during lessons, with effective marking for improvement and on-going assessment*
  - ✓ *Setting aspirational targets with clear guidance for next steps with clear evidence of progress.*

### **Linked Policies / Documents**

- Curriculum Plans
- EYFS Policy
- Calculation Document
- Forest School Policy
- Feedback Policy





## Appendix One

### Curriculum Intent:

The curriculum at Shalford Infant & Nursery School is underpinned by our values, which run through our school like a golden thread, giving everyone the tools to be the very best person that they can be.

<b>Friendship</b>	Providing trust, support and care for someone else.
<b>Respect</b>	Thinking and acting in a way that shows you care about yourself, others and the world.
<b>Honesty</b>	Speaking the truth and acting truthfully
<b>Kindness</b>	Being caring and helpful, and looking after others.
<b>Responsibility</b>	Being trusted by others to make good choices.
<b>Empathy</b>	Understanding what it is like to be someone else and feeling what they are feeling.
<b>Tolerance</b>	Treating everyone the same because it is OK to be different.
<b>Thoughtfulness</b>	Thinking carefully before acting, and thinking of others before yourself.
<b>Courage</b>	Deciding to do something difficult even when you feel afraid.
<b>Resilience</b>	Always trying your hardest and not giving up, even when something is challenging.
<b>Achievement</b>	Reaching a goal, however big or small.

Our curriculum is planned around our belief that each child is unique and should feel empowered to be confident, happy and motivated learners. Shalford is committed to providing a broad, balanced and inclusive curriculum that builds on prior knowledge, skills and understanding.

Our values-based curriculum meets the formal requirements of the Early Years Foundation Stage and National Curriculum whilst giving children the opportunity to experience the challenge and enjoyment of learning. Teachers enable children to discover, develop and demonstrate their creativity in different contexts both inside and outside the classroom. We aim to teach children how to grow into positive, responsible citizens, who '**enjoy learning together**', whilst providing them with skills that they will use beyond infant school and support them to become lifelong learners who make a positive contribution to society.

The power of our curriculum lies in its integration. Learning crosses boundaries between subjects. For a young child, learning is not compartmentalised. Our writing and reading are used in history to help us understand at a deeper level, the event we are learning about, and our art work helps us to observe more closely, the historical detail of the period. Whilst we plan in subjects, maintaining the rigour and integrity of the subject, we connect learning so that learning in one domain is supported by learning in another.

Alongside the integration of learning, we recognise the importance of basic skills – the building blocks of learning: reading, writing, spelling, grammar, punctuation and mathematical processes and skills. Children need constant repetition, practice and over-learning to secure these skills. We will always teach discretely, giving them prominence of place and allocating the necessary time for learners to become proficient, competent and confident.

## **Curriculum Implementation:**

### **Pedagogy**

The way we deliver our curriculum evolves as children grow socially, emotionally and academically. It is based on research and our fundamental beliefs about how children learn. Predominantly this is through a play based, hands on, investigative approach woven through experiences and enrichments. We understand the importance of immersing children in a concrete, meaningful experience before they are able to move onto a more abstract approach. Therefore, our curriculum enables children to explore, embed and then develop expertise in knowledge and skills.

The curriculum is planned so that knowledge and skills are taught progressively and a carefully considered repetition enables children to revisit prior learning, build upon it and master the content.

### **Early Years**

When children join us in the Nursery, it is imperative that they access environments and learning experiences which are relevant and meaningful to them. In order to be able to do this effectively, the adults take the learning to the children, through an Alistair Bryce-Clegg style of 'Objective-Led Planning'.

Staff are highly skilled in creating enabling environments which provoke learning and language, stimulate interests and meet the needs of all pupils. As a result of this approach, levels of well-being and involvement are significantly high and pupils make excellent progress across all areas of learning. Involvement and engagement of parents and carers is key and so a reciprocal online learning journey (Tapestry) is used to share key learning and suggest further opportunities and experiences. In addition, staff meet with parents and carers regularly in order to maintain an ongoing dialogue about their child's development and how fundamental working in partnership is for ensuring the best possible outcomes for the children.

As the children enter Reception, we maintain a belief that the children's interests are the best vehicle to secure learning of new knowledge, skills and concepts and that these are embedded through play. As in Nursery, the adults take the learning to the children, through an Alistair Bryce-Clegg style of 'Objective-Led Planning'. There continues to be a focus on enabling environments to provide learning opportunities and to embed and extend knowledge and skills.

There is a continued drive to develop the communication and language skills as a secure foundation for other aspects of the curriculum. The balance between child-led and teacher-directed learning is carefully considered, to enable more academic aspects of the curriculum to be delivered, such as early literacy and Maths skills.

Across Early Years the environment both indoors and out is a vital part of the curriculum, hence the free-flow style of provision we offer. Carefully planned, yet open-ended resources are accessible to the children as part of ongoing provision as well as enhancements and provocations to promote learning.

### **Key Stage One**

Whilst the children move into a different Key Stage, the fundamental principles that our curriculum is based on do not change. The environment continues to play a vital role in facilitating and consolidating learning when children are working independently. As the children move in to Year One the delivery of the curriculum reflects that of Reception, but with a gradual increase of teacher-directed input. A Julie Fisher inspired approach is used when imparting all knowledge and skills, this involves whole class teaching as well as highly focussed small group learning opportunities. The knowledge and skills learned are then embedded through 'Challenges' which allow children to organise and take ownership of their learning, whilst also promoting peer-to-peer teaching in a collaborative, positive environment.

An important part of our curriculum is in ensuring the children are well prepared for the next stage of their educational journey, and this is carefully considered when designing our approach in Year 2. As the children move into Year 2 they become developmentally ready to access a more abstract approach to learning. We continue to ensure the children have the opportunity to explore and embed new learning using their creativity and individuality. Previous knowledge is built upon whilst using new skills to demonstrate their mastery of the subject. As a result, children move on to Junior School with, confidence in their own knowledge and skills and the ability to apply these to a Key Stage 2 curriculum.

## Curriculum Impact:

- Our curriculum ensures that every child is enabled to be successful and make the best possible academic progress. The attainment of pupils at the end of EYFS and Key Stage One is typically above national averages at expected and greater depth levels.
- All groups of pupils, including disadvantaged pupils, achieve well so that the difference between groups of pupils is diminished.
- Pupils leave our school as confident and independent learners who are aware of their own developing resilience. Pupils are able to work autonomously and collaboratively, drawing on their developed skills of cooperation, exploration and investigation. The curriculum ensures pupils develop a love of learning and inspires them to be inquisitive and curious; pupils are engaged with their own learning. Pupils are reflective and are able to talk in an informed way about their learning behaviours and the impact of these; what they have learned and how. This is underpinned by pupils' strong development of reading skills which then enable them to access all other areas of the curriculum. This sets them in good stead for their continued learning journey at Junior School and beyond.
- Pupils learn a considered and varied range of knowledge across all subject areas which informs them well and leads to a thirst for learning more. This is evident in how pupils continue their learning outside of school. Pupils are able to use their learned skills to embed their knowledge and confidently apply these across the curriculum. Pupils learn through contexts which are relevant to them and follow their interests; this makes them feel valued and further excites them about their success. Pupils show pride in their achievements and their learning process, which the implementation of the curriculum enables to be unique for each child. This is evident in the quality of the work and the learning taking place in books.
- Due to the Shalford values and our belief in the whole child and the importance of every aspect of a child's development, pupils leave our school as healthy and well-rounded individuals with a strong sense of self, equality and justice, as well as an acceptance for others and respect for all. Pupils leave our school having developed a strong sense of community and their role within it, ensuring they have the skills to become good citizens.
- Pupils feel listened to and feel safe both emotionally and physically. This is due to the design of the curriculum which encourages risk taking and self-challenge as well as our Shalford values, a consistently applied approach to behaviour management and extremely strong and positive relationships between staff and pupils.
- Enhancements to the curriculum and extra-curricular activities ensure children have a rich set of experiences whilst at our school. Consequently, pupils want to come to school (as evidence in attendance data) and have experienced a range of learning opportunities which they are able to draw on throughout their social and educational journey. These broad and diverse experiences also develop pupils' personal, social and emotional skills.

## Principles of Instruction

### Cognitive Load Theory

At Shalford Infant & Nursery School children make excellent progress by knowing more and remembering more. Teachers design strategies to maximise learning so that children can handle and retain new information. Children learn more when teachers tailor lessons matched to their existing knowledge or skill. Learning will stop or be slowed if the working memory is overloaded.

- Teachers tailor lessons matched to their existing knowledge or skill. Learning will stop or be slowed if the working memory is overloaded.
- Worked examples are given when new content or skills is being taught
- Teachers ensure that inessential information that is not directly relevant does not hinder learning
- Teachers present information both orally and visually
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### Rosenshine’s Principles of instruction

- Present new information in small steps– Teachers limit how much new material children receive at one time.
- Modelling and scaffolding are used to give children descriptions, images and methods they can return to.
- Questioning– Teachers use questioning as an effective form of assessment and use a variety of techniques to understand children’s thinking and deepen their understanding.
- Review material– Teachers start the lesson with a review of recent learning to embed previous learning to the long-term memory. Teachers review learning weekly and monthly.
- Teachers provide practice for all children, get them ready for independent practice, guiding and monitoring this practice.

**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.

**HOW?**  
teachingshow.com

- 01 DAILY REVIEW**  
 MD TU WE TH FR  
 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 90% 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.

# THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION  
By BARAK ROSENSHINE  
Based on strategies to optimise how we acquire and use new information

## 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 MATERIALS IN SMALL STEPS



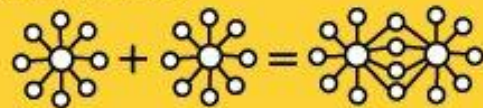
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Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

## 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.

# Retrieval

Retrieval practice refers to the act of recalling information from memory (with no or little support). It cements learning into the long-term memory, which should enable that information to become easier to retrieve in the future. Retrieval practice is used regularly throughout the day using some of the below strategies. Some further examples can be found [here](#).


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## 4 Methods of Retrieval Practice

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Before you start put away all your books & classroom materials.

**BRAIN DUMP**  
Write, draw a picture, create a mind-map on everything you know about a topic.



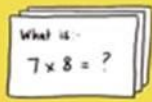
Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

**QUIZZING**  
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

**FLASHCARDS**  
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

**KNOWLEDGE ORGANISERS**  
Complete a knowledge organiser template for key information about a topic.

Definition	Draw a picture
Examples	Non examples

You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

## cops & robbers!

<p>Your ideas &amp; own knowledge....</p> 	<p>Ideas &amp; information you have "stolen" from your peers..</p> 
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### Retrieval Relay Race!



Instructions: In the first box write as much as you can remember about our topic. In the second box one of your peers must write what they can recall about our topic but they cannot repeat any of the information from your first box! The third box needs to be completed by someone else but again this must include new information and the same for the final box.


### Retrieval Practice Placemat ...



What keywords did you use or learn last lesson?

Explain a key concept or idea from last week in your own words.

State 3 key facts from last lesson.

Ask your partner 3 questions based on the content covered this term.

Discuss with your partner what we were studying in the lesson last week.

No notes allowed!

# Golden Questions for EYFS

What would happen if...?

How can we...?

I wonder...?

Tell me about...?

What do you suppose...?

How did that happen...?

What would you do...?

How did you...?

What do you think about...?

What else can you do with the...?

How does that feel?

Tell me about your...?

Is there any other way to do this...?

Tell me what it sounds like.

Why does it...?

Tell me what it looks like.

What do you think is happening?

How does that work?

How do you do that?

What should we do next?



**Equal Opportunities and Inclusion Statement**

Every member of Shalford Infant & Nursery School's Community will be valued, respected and welcomed equally. Children will be taught to celebrate their differences, understand the cultural diversity and variances within their community; local and global, and all discrimination from any member of the school community to another will be tackled rigorously.