



Teaching and Learning Policy including Inclusive Teaching

**Reviewed: September 2026
Next review: September 2028**

Our Vision for Teaching and Learning

At Newdale Primary and Nursery School, we believe that every child can achieve highly, regardless of their starting point, background or individual needs. Through ambitious, inclusive and evidence-informed teaching, we ensure that all pupils develop the knowledge, skills and character necessary to become successful lifelong learners. Our curriculum is designed to ensure that children know more, remember more and do more, preparing them for the next stage of their education and life beyond school.

Teaching and learning at Newdale is underpinned by our school behaviour vision:

Ready

Children come to school prepared to learn, engage and participate. Staff establish consistent routines and high expectations that maximise learning time and promote positive attitudes towards learning.

Respectful

Children demonstrate respect for themselves, others and their environment. Positive relationships between adults and pupils create a culture where everyone feels valued, heard and able to succeed.

Safe

Children learn in a calm, supportive and secure environment where their physical, emotional and online safety are prioritised. Pupils are encouraged to take risks in their learning, knowing that mistakes are part of the learning process.

Kind

Kindness is at the heart of our school community. We promote empathy, inclusion and collaboration, ensuring that all children feel a sense of belonging and are supported to achieve their potential.

These values are embedded throughout our curriculum, classroom practice and wider school culture, helping children to become confident, responsible and successful members of society.

Teaching and Learning at Newdale

Our teaching reflects our vision where children:

- Know more, remember more and do more.
- Develop a love of reading and learning.
- Become independent, resilient and confident.
- Feel safe, valued and included.
- Achieve ambitious outcomes from their individual starting points.
- Are prepared for the next stage of education and life.

Our approach is underpinned by:

- The National Curriculum/EYFS Framework
- The Education Endowment Foundation (EEF) guidance reports including the EEF Guide to Inclusive Teaching.
- DFE Stronger Foundations
- The SEND Code of Practice.
- DFE Enrichment Benchmarks

We recognise that the greatest influence on pupil outcomes is consistently high-quality teaching.

The Newdale Teaching and Learning Model

Effective teaching at Newdale is built around six key principles:

1. High Expectations for All

All adults:

- Believe every child can succeed.
- Communicate ambitious expectations.
- Foster a culture of effort and achievement.
- Challenge stereotypes and low expectations.
- Ensure disadvantaged pupils and pupils with SEND access the same ambitious curriculum as their peers.

There is no ceiling placed on any learner.

2. Quality First Teaching

Quality First Teaching is the first and most important strategy for improving outcomes.

Teachers:

- Deliver clear explanations.
- Break learning into manageable steps.
- Model expert thinking.
- Use scaffolding that is gradually removed.
- Check understanding regularly.
- Address misconceptions immediately.
- Provide opportunities for guided and independent practice.

Additional interventions complement but never replace excellent classroom teaching.

3. Inclusive Teaching

Inclusion is everyone's responsibility.

Teachers adapt teaching, not ambition.

Adaptive teaching may include:

- Pre-teaching vocabulary.
- Visual supports.
- Concrete resources and manipulatives.
- Additional modelling.
- Chunked instructions.
- Guided practice.
- Flexible grouping.
- Structured talk opportunities.
- Targeted questioning.

Children with SEND remain fully included in the learning community and access an ambitious curriculum wherever possible.

Our Inclusive Learning Team works alongside class teachers to remove barriers and maximise participation whilst promoting independence.

4. Reading at the Heart

Reading is central to every child's success.

Teachers ensure that pupils:

- Learn to read through a systematic phonics programme.

- Read regularly and fluently.
- Access high-quality texts across the curriculum.
- Develop rich vocabulary and language.
- Experience reading for pleasure daily.

A strong reading culture exists throughout the school and underpins achievement in all curriculum areas.

5. Retrieval and Memory

Learning is designed to help pupils know more and remember more.

Teachers regularly:

- Revisit prior learning.
- Use retrieval practice.
- Make links between new and existing knowledge.
- Review key vocabulary.
- Provide opportunities for deliberate practice.

Learning sequences are carefully planned so that knowledge builds over time.

6. Effective Feedback

Feedback is responsive and timely.

Teachers:

- Provide live verbal feedback during lessons.
- Address misconceptions immediately.
- Use assessment information to adapt teaching.
- Encourage reflection and self-correction.

Feedback focuses on moving learning forward rather than generating excessive workload.

Stronger Foundations

At Newdale Primary and Nursery School, our *Stronger Foundations* approach ensures that all pupils develop secure knowledge, understanding and skills before moving on to new learning. Through high-quality teaching, regular retrieval practice and responsive assessment, we identify the essential knowledge and concepts that pupils must master in order to be successful in future learning. Half-termly Stronger Foundations assessments are used to evaluate pupils' retention and understanding of key curriculum content. The outcomes of these assessments inform teachers' planning and identify priorities for targeted teaching, intervention and pre-teaching. Dedicated target time is used to address misconceptions, revisit essential knowledge and provide additional support or challenge where needed. This ensures that gaps are swiftly identified and addressed, enabling all pupils to build secure foundations, make sustained progress and successfully access the next stage of learning.

Supporting Disadvantaged (Pupil Premium) and SEND Pupils

At Newdale, disadvantaged pupils are everybody's responsibility. In line with EEF guidance, including inclusive teaching, our strategy prioritises:

1. High-Quality Teaching

We ensure:

- Strong curriculum delivery.
- Explicit instruction.
- Effective feedback.
- Retrieval practice.
- High-quality assessment.

2. Targeted Academic Support

Where appropriate, pupils may receive:

- Phonics intervention.
- Reading fluency support.
- Precision teaching.
- Pre-teaching.
- Small group tuition.
- Structured intervention programmes.

Support is carefully selected, monitored and evaluated for impact.

3. Wider Strategies

We recognise that barriers to learning may include:

- Attendance.
- Wellbeing.
- Language development.
- Limited enrichment opportunities.
- Social and emotional needs.

Through pastoral support, attendance systems, family engagement and wider enrichment opportunities, we seek to remove these barriers and enable pupils to thrive.

Classroom Practice Expectations

Lessons should include the following approach:

Review: Teachers activate prior learning and revisit key knowledge.

Teach: New learning is explicitly taught through explanation, modelling and demonstration.

Practise: Pupils are given opportunities to practise and apply new learning.

Check: Teachers assess understanding throughout learning.

Adapt: Teaching is adjusted in response to misconceptions and pupil need.

Embed: Learning is revisited over time to ensure transfer to long-term memory.

Learning Environment

In line with our commitment to inclusion and the SEND Code of Practice, learning environments are carefully considered to ensure they support the needs of all learners. Where appropriate, advice from external professionals, including Occupational Health and Occupational Therapy services, is used to inform classroom adaptations and provision. Classrooms are organised to minimise unnecessary distraction and cognitive overload, providing calm, purposeful and welcoming spaces where pupils can focus on learning. Consideration is given to factors such as lighting, noise levels, seating arrangements, visual stimuli and access to supportive resources. Adaptations may include quiet workspaces, sensory supports, visual timetables and clearly structured environments that promote independence, self-regulation and engagement. These approaches enable pupils with SEND to access learning successfully alongside their peers whilst maintaining high expectations and curriculum ambition for all.

Every classroom should reflect Newdale's high expectations through:

- Positive relationships.
- Consistent routines.
- Calm and purposeful learning.

- Working walls that support learning.
- Vocabulary-rich environments.
- Celebration of achievement.
- Inclusive and representative resources.

Professional Development

We believe that great teaching develops through continuous improvement.

Professional development includes:

- Instructional coaching.
- Lesson drop-ins.
- Professional dialogue.
- Curriculum development.
- Research-informed training.
- ECF and NPQ programmes where appropriate.

Monitoring focuses on improving practice rather than generating workload.

Monitoring and Evaluation

The impact of teaching and learning is evaluated through:

- Learning walks.
- Lesson visits.
- Book scrutiny.
- Pupil voice.
- Curriculum monitoring.
- Assessment outcomes.
- Attendance data.
- Behaviour and inclusion data.

Leaders evaluate:

- Curriculum implementation.
- Pupil progress and attainment.
- Outcomes for disadvantaged pupils.
- Outcomes for pupils with SEND.
- Consistency of classroom practice.

At Newdale Primary and Nursery School, we believe that high-quality, inclusive teaching is the most powerful lever for improving outcomes for all pupils, particularly disadvantaged pupils and those with SEND. Through an ambitious curriculum, evidence-informed teaching, effective assessment and a culture of high expectations, we ensure that every child develops the knowledge, skills and confidence needed to succeed in the next stage of their education and beyond.

Planning

Purpose

To ensure consistently high-quality teaching that meets the needs of all pupils and secures strong outcomes for every learner.

Principles

- Planning is a process, not a product.
- Planning is collaborative.
- Long-term curriculum plans and agreed schemes of work are used where appropriate.
- Learning objectives are driven by learning, not activities.
- Planning reflects the needs of all learners through adaptive teaching and appropriate scaffolding.
- Every minute matters; all time is learning time.

Effective Planning at Newdale

Planning is an ongoing cycle of preparation, teaching, assessment and adaptation. At Newdale, teachers work collaboratively to design learning sequences that are ambitious, inclusive and carefully matched to pupils' needs.

Dedicated time is provided for professional dialogue, curriculum development and reviewing progression. Staff work together to identify intended end points, consider prior learning and plan the steps needed to help pupils achieve success.

Effective planning is built upon a strong understanding of pupils' starting points. Teachers use assessment information, feedback and curriculum knowledge to determine:

- Where pupils are now.
- Where they need to get to.
- How they will get there.
- How success will be measured.

Curriculum planning is informed by the school's long-term overviews and agreed curriculum frameworks. Teachers carefully consider both substantive knowledge (what pupils know) and disciplinary knowledge (how pupils think and work within a subject) to ensure learning is coherent and progressive.

Learning Objectives

At Newdale, learning objectives are precise, purposeful and focused on learning rather than activities.

Effective learning objectives:

- Clearly identify what pupils are expected to learn.
- Support accurate assessment.
- Help teachers focus explanations and questioning.
- Enable pupils to understand the purpose of their learning.
- Promote stronger retention and transfer of knowledge.

By focusing on clearly defined learning rather than simply completing tasks, teachers ensure that lessons lead to meaningful progress and improved outcomes for all pupils.

Teaching

Our approach to teaching is rooted in evidence-informed practice and underpinned by an ambitious curriculum, high expectations and inclusive classroom practice. Effective teaching enables all pupils to know more, remember more and do more over time.

- High expectations for all pupils.
- Clear learning intentions and success criteria.
- Explicit teaching of knowledge, vocabulary and skills.
- Careful modelling and guided practice.
- Frequent assessment for learning and responsive teaching.
- Regular retrieval, review and revisiting of prior learning.
- Adaptations that remove barriers without lowering expectations.
- Promotion of independence, resilience and self-regulation.

- Active participation and high levels of pupil thinking.
- High-quality teaching for all pupils, including those with SEND and disadvantaged pupils.

Adaptive Teaching and Inclusive Practice

Progress: Knowing More, Remembering More and Being Able to Do More

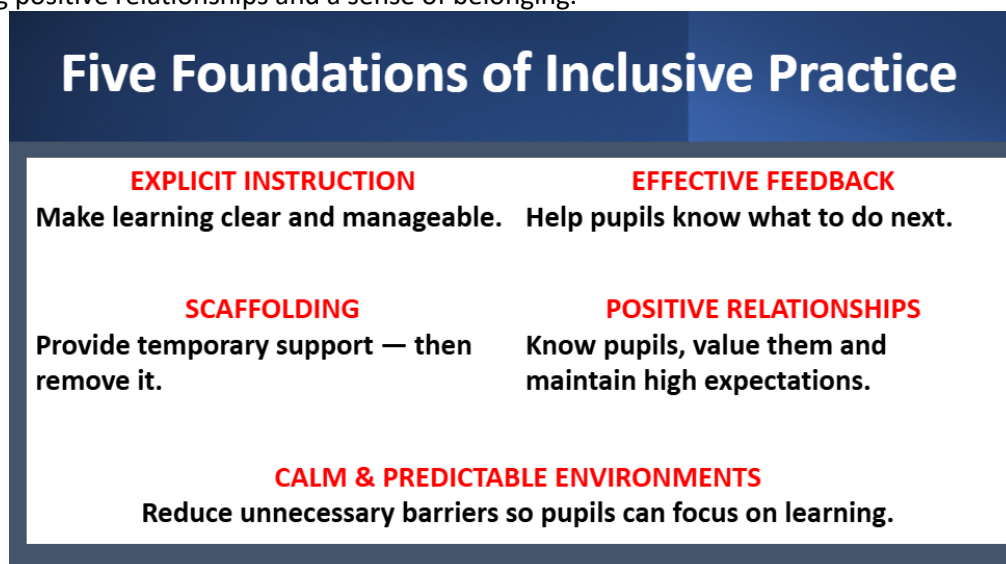
Our sequenced, knowledge-rich curriculum is carefully designed to enable all pupils to know more, remember more and do more over time. Learning is broken down into carefully planned components that build systematically towards larger concepts, skills and understanding. Through revisiting and connecting knowledge, pupils develop secure schemas that support long-term learning and future success.

At Newdale, we are committed to the principle that all pupils are entitled to access an ambitious, age-appropriate curriculum. We believe that high-quality teaching is the most important factor in improving outcomes for all learners, including disadvantaged pupils and those with SEND. Therefore, adaptive teaching begins with strong universal provision rather than separate or reduced curriculum expectations.

Adaptive teaching is responsive and flexible. Teachers continually assess understanding and adapt their teaching in response to pupils' needs while maintaining high expectations for all learners. Adaptations are made to the way learning is taught, not to the ambition of the curriculum itself.

In line with EEF guidance, effective teaching for pupils with SEND is effective teaching for all. Teachers create inclusive classrooms by:

- Setting high expectations for every pupil.
- Ensuring all pupils access the same ambitious curriculum.
- Explicitly teaching and modelling new knowledge and skills.
- Providing clear explanations and reducing unnecessary cognitive load.
- Using effective scaffolds and supports which are gradually removed.
- Checking understanding frequently and responding to misconceptions.
- Promoting independence and pupil ownership of learning.
- Building positive relationships and a sense of belonging.



Below are examples taken from staff inhouse training...

EFFECTIVE EXPLICIT INSTRUCTION

Clear teaching. Strong understanding.
Confident learners.



BREAKING COMPLEX LEARNING INTO SMALL STEPS
Present information in manageable, logical steps.



USING EXAMPLES AND NON-EXAMPLES
Show what it looks like—and what it doesn't.



GIVING CLEAR, UNAMBIGUOUS EXPLANATIONS
Use precise language and check clarity.



EXPLICITLY TEACHING VOCABULARY
Teach essential words directly and help pupils use them.



MODELLING HOW TO COMPLETE TASKS
Show the process clearly—think aloud.



ANTICIPATING COMMON MISCONCEPTIONS
Plan for likely errors and address them proactively.



CHECKING UNDERSTANDING REGULARLY
Use questions and checks to ensure learning sticks.



PROVIDING GUIDED PRACTICE BEFORE INDEPENDENT PRACTICE
Build confidence with support before stepping back.

EFFECTIVE FEEDBACK

Feedback should move learning forward.

EFFECTIVE FEEDBACK IS:



SPECIFIC

What has been done well?



CLEAR

What needs attention?



ACTIONABLE

What should the pupil do next?



SUPPORTIVE

Does it encourage continued engagement?



RESPONSIVE

Does the pupil get a chance to act on it?



Feedback is most powerful when it leads to action.

LIVE FEEDBACK

Catch misconceptions early.
Support learning in the moment.



INSTEAD OF:

Marking work later and discovering the same misconception tomorrow.

CONSIDER:



CIRCULATING DURING PRACTICE
Be where the learning is happening.



CHECKING UNDERSTANDING
Ask questions and probe for clarity.



ADDRESSING MISCONCEPTIONS IMMEDIATELY
Don't wait—act in the moment.



GIVING PRECISE PROMPTS
Provide just enough guidance to move learning forward.



ASKING PUPILS TO CORRECT AND RETRY
Give pupils a chance to improve straight away.



Live feedback turns teaching into impact in the moment.

SCAFFOLDING

Support without creating dependence



SCAFFOLDING IS:

Temporary support that enables pupils to complete something they cannot yet do independently.

IT CAN BE:



VISUAL

Diagrams • worked examples • prompts



VERBAL

Questions • cues • reminders



WRITTEN

Sentence starters • checklists • models

EFFECTIVE SCAFFOLDING IS:



Based on assessment



Specific to the task



Used alongside modelling



Gradually removed



THE GOAL:

Independence — *not* permanent support.

SCAFFOLD OR CRUTCH?

ASK YOURSELF:



What is preventing this pupil from accessing the learning?

THEN:



Identify the barrier



Provide targeted support



Monitor



Fade the support



CHALLENGE:

Could your scaffold eventually disappear?

All adults work together to ensure barriers to learning are identified and addressed promptly. Teachers remain responsible for the progress and outcomes of every pupil in their class. Teaching assistants supplement, rather than replace, teacher instruction and are deployed strategically to maximise learning and independence.

Challenge for Everyone

Our curriculum is ambitious for all children. We believe that every pupil can succeed when provided with the right support at the right time. Learning barriers are not viewed as limits to achievement; instead, we focus on identifying and removing barriers to learning.

All pupils are exposed to the same essential knowledge and learning objectives. Some pupils may require additional support, pre-teaching, overlearning or alternative approaches to secure learning, while others may deepen and extend their understanding through greater application and reasoning. Challenge is therefore achieved through thinking, discussion and application rather than through entirely different curriculum content.

Adaptive Teaching Strategies

Teachers use assessment for learning to make informed adaptations throughout lessons. These may include:

- Targeted questioning and feedback.
- Additional guided practice.
- Breaking learning into smaller, manageable steps.
- Explicit vocabulary instruction.
- Pre-teaching key concepts and language.
- Carefully selected scaffolds and prompts.
- Strategic grouping of pupils.
- Use of visual supports and concrete resources.
- Additional opportunities for rehearsal and retrieval practice.
- Structured opportunities for pupil talk.
- Adapted recording methods where appropriate.

Adaptations are carefully matched to individual needs and are reviewed regularly to ensure pupils continue to make progress whilst developing independence.

SEND and Intervention

This section should be read alongside the school's SEND Policy. Where pupils require additional support beyond quality-first teaching, interventions (target time) are identified through assessment and delivered with clear intended outcomes. Teachers and teaching assistants make explicit links between classroom learning and intervention programmes to ensure knowledge and skills are transferred effectively.

Our SENDCo and subject leaders have identified specific approaches to support pupils across all areas of SEND within each curriculum subject. These adaptations enable pupils to successfully engage with subject content while maintaining curriculum ambition. This inclusive approach ensures that every pupil feels valued, supported and challenged to achieve their full potential.

Marking and Feedback

Purpose

At Newdale Primary School and Nursery, marking and feedback are used to improve learning and inform future teaching. Effective feedback helps pupils understand what they have done well, what they need to improve and how they can take the next steps in their learning. At the same time, it provides valuable information for teachers about what pupils know, understand and remember.

Our approach to marking and feedback is guided by two key principles:

1. Pupils act on feedback and make progress over time.
2. Feedback informs future planning and learning.

Principles

- Teachers maintain a secure understanding of pupils' starting points, progress and attainment.
- Feedback is regular, timely and purposeful.
- The school's Marking Policy is applied consistently.
- Feedback should be meaningful, manageable and motivating.
- Pupils are given opportunities to respond to feedback and improve their work.

Using Feedback to Improve Learning

At Newdale, we view assessment as an integral part of learning. Effective assessment benefits both pupils and teachers. It helps pupils understand their strengths and identify areas for improvement, while enabling teachers to evaluate the effectiveness of their teaching and determine appropriate next steps.

Feedback may be verbal, written, whole-class, peer or self-assessed, depending on the age of the pupils and the nature of the learning. Regardless of the approach used, feedback should be specific, focused and designed to improve learning.

Following feedback, pupils may be asked to:

- Edit and improve their work.
- Practise a skill or technique.
- Apply learning to similar questions or tasks.
- Revisit and consolidate previous learning.
- Extend their understanding through additional research or challenge.

Teachers provide a range of feedback opportunities over time, including:

- Live feedback during lessons.
- Responsive questioning.
- Whole-class feedback.
- Self and peer assessment.
- Editing and redrafting.
- Retrieval activities and quizzes.

Pupils are encouraged to reflect on their learning, understand their progress and recognise the steps needed for further improvement. Feedback is only effective when pupils have time to act upon it; therefore, opportunities to respond to feedback are routinely built into lessons.

Meaningful, Manageable and Motivating Feedback

Meaningful

Feedback should have a clear purpose and be linked directly to the learning objective. It should identify strengths, address misconceptions and provide guidance for improvement. Teachers use feedback to adapt future teaching and revisit learning where necessary.

Manageable

Feedback practices should be sustainable and focus on impact rather than workload. Teachers use a range of strategies, including:

- Live marking and verbal feedback.
- Whole-class feedback.
- Self and peer assessment.

- Targeted marking of key pieces of work.

Not every piece of work requires detailed written marking. The quality and impact of feedback are more important than the quantity.

Motivating

Feedback should build confidence and encourage pupils to persevere. Staff recognise effort, resilience, engagement and effective learning behaviours, helping pupils develop positive attitudes towards learning. Feedback promotes the understanding that learning is a process and that improvement comes through practice, reflection and perseverance.

Assessment and Informing Future Learning

Marking is one part of a wider assessment process that enables teachers to make informed decisions about teaching and learning.

Assessment information helps teachers:

- Identify pupils' starting points.
- Address misconceptions.
- Adapt teaching and support.
- Monitor progress and attainment.
- Plan future learning effectively.

Teachers use:

- Retrieval activities.
- Questioning.
- Low-stakes quizzes.
- Observation.
- Discussion.
- Written outcomes.

Assessment information is used to:

- Inform planning.
- Identify misconceptions.
- Adjust teaching.
- Target support.
- Monitor progress and attainment.

Assessment information is used alongside day-to-day classroom assessment, retrieval activities, questioning and teacher observations to build a comprehensive understanding of pupil achievement.

Quality of Learning in Books

At Newdale Primary and Nursery School, we have high expectations for all pupils and take pride in the quality of presentation in every subject. Pupils are taught that their books are a valuable record of their learning journey and should reflect the care, effort and pride they take in their work.

This section should be read alongside the school's Assessment Policy and Handwriting Policy.

Teachers explicitly teach, model and reinforce expectations for presentation from the Early Years through to Year 6. Consistent modelling by adults supports pupils in developing good habits and taking increasing responsibility for the quality of their work. All adults use clear, neat handwriting in line with the school's Handwriting Policy.

Books should demonstrate:

- Pride in presentation.
- Neat, legible handwriting appropriate to the pupil's stage of development.
- Accurate use of date, title and learning conventions as outlined in the Book Non-Negotiables.
- Careful organisation of work.
- Evidence of pupils responding to feedback and improving their work overtime.

The quality of work in books should reflect our wider principles of teaching and learning. Through our *Stronger Foundations* approach, books provide evidence of pupils building secure knowledge, practising and applying key skills, and developing increasing independence over time. Books should demonstrate pupils knowing more, remembering more and being able to do more, while showing the impact of effective teaching, retrieval, feedback and adaptive support. They should provide a clear record of progress through an ambitious and inclusive curriculum that enables every child to achieve their potential.