



# Teaching & Learning Policy

## *Embedding Inclusive Practice*

# Brize Norton Primary School

We SHINE for ourselves and each other with  
kindness.

Strive, Help, Inspire, Nurture, Excel

<b>Adopted by school LGB:</b>	<b>Brize Norton Primary School</b>
<b>Date:</b>	<b>March 2026</b>
<b>Review Date:</b>	<b>March 2029</b>

## **Purpose and Rationale**

This Teaching and Learning Policy sets out the principles and expectations that underpin high-quality education at our primary school. It is aligned with the National Curriculum (DfE) and informed by current evidence from cognitive science, with a particular focus on retrieval practice and cognitive load theory.

In line with the Ofsted Education Inspection Framework, this policy supports the school's intent to deliver a curriculum that is ambitious, coherent and well-sequenced, enabling pupils to know more and remember more over time.

Our aim is to ensure that teaching enables all pupils to make strong progress by supporting the transfer of knowledge into long-term memory, while meeting the needs of all learners.

## **Our Vision for Learning**

Our curriculum and teaching reflect the expectations of the National Curriculum and Ofsted's focus on quality of education.

We believe that:

- Learning is defined as a change in long-term memory.
- The curriculum should clearly set out the knowledge, skills and vocabulary that pupils are expected to learn.
- Teaching should enable pupils to build secure knowledge over time through careful sequencing and regular retrieval.
- All pupils, including those with SEND and disadvantaged pupils, can achieve highly with the right support.

## **Key Principles of Teaching and Learning**

Our teaching principles reflect Ofsted's emphasis on curriculum intent, implementation and impact.

## **Cognitive Load Theory**

Teaching will be designed to take account of the limitations of working memory by:

- Reducing extraneous load: removing unnecessary information, distractions and overly complex instructions.
- Managing intrinsic load: breaking learning into small, logical steps and sequencing content carefully.
- Optimising germane load: providing opportunities for practice, reflection and schema-building.

Teachers will:

- Use clear explanations and modelling.
- Avoid split attention (e.g. too many resources at once).
- Use visuals and worked examples appropriately.
- Introduce new learning gradually and check understanding frequently.
- Give processing time and opportunities to rehearse

## Retrieval Practice

Retrieval practice is a core teaching strategy across the school. It strengthens memory by requiring pupils to recall information from long-term memory.

Teachers will:

- Include planned retrieval activities linked to previous learning.
- Revisit key knowledge regularly (daily, weekly and termly).
- Use low-stakes quizzes, questioning, discussions and written recall tasks.
- Ensure retrieval is spaced over time and interleaved where appropriate.

Retrieval activities will:

- Be low pressure and supportive.
- Focus on key knowledge and vocabulary.
- Inform teachers about pupil understanding and misconceptions.

## Early Years

Our teaching and learning approach, based on cognitive load and retrieval research and practices, and supported by the [Strong Foundations in the First Years of School](#), stems from our early years.

Cognitive Load in Early Years

- Reduce working memory demands: Young children have limited working memory, so activities are designed to be simple, short, and focused.
- Step-by-step modelling: Teachers break tasks into small steps and demonstrate actions clearly before asking children to try independently.
- Scaffolding: Use of adult support, visual cues, and physical prompts helps children process information without overload.
- Predictable routines: Consistent daily structures help children focus on learning rather than trying to figure out what comes next.
- Chunking: Information is presented in small “chunks” (e.g., learning one sound or number at a time) to support comprehension.
- Multi-sensory approaches: Children learn through seeing, hearing, touching, and doing, which reduces cognitive strain by supporting multiple pathways for understanding.
- Not introducing complex tasks to early.

Retrieval Practice in Early Years

- Spaced repetition: Key concepts (numbers, letters, sounds, vocabulary) are revisited frequently in different contexts.
- Active recall: Children are encouraged to recall previous learning through games, songs, questioning, and practical tasks.
- Play-based retrieval: Learning is reinforced through structured play, e.g., asking children to sort objects by colour or shape after previous lessons.
- Integration across activities: Early skills like phonics, counting, or social routines are retrieved during circle time, small-group activities, or independent play.
- Low-stakes practice: Short, playful opportunities to retrieve learning help children strengthen memory without pressure.

## Teaching Approach

Across the school, teaching will:

- Be knowledge-rich, with clearly defined learning goals.
- Use explicit instruction, including modelling and guided practice.
- Follow a clear learning sequence – see the teaching and learning framework.
- Include frequent checks for understanding.
- Provide timely feedback that supports learning rather than overload.
- Include Inclusive practices from the [Teacher Handbook: SEND](#) (See Appendices)

Teachers will avoid practices that overload working memory, such as:

- Asking pupils to discover complex ideas independently before instruction.
- Giving too many instructions at once.
- Overusing decorative or irrelevant resources.
- Working walls will be purposeful, uncluttered and changed regularly with current content to support current learning.

## Teaching and Learning Framework

All lessons, across all subjects, will follow a consistent teaching and learning framework.

Step 1: Activate Learning

Step 2: Retrieval Practice

Step 3: Share Key Vocabulary

Step 4: Share Success Criteria

Step 5: I do (modelled practice) – We do (shared practice) – \*You do (independent practice)

\*Adult support: live marking, conference club, spy on me.

Step 6: Review

## **Curriculum and Planning**

Teachers will plan lessons that:

- Clearly identify what pupils need to know and remember.
- Build on prior knowledge and link learning across subjects.
- Include planned retrieval opportunities within and across units.
- Sequence learning so that complexity increases gradually and delivered in small steps.

Medium- and long-term plans will:

- Identify key knowledge, vocabulary and concepts that build progressively over time.
- Build in spaced retrieval and cumulative review.

## **Classroom Practice**

In classrooms, we will see:

- Calm, focused learning environments.
- Clear routines that reduce cognitive demand.
- Teachers modelling thinking and processes aloud.
- Pupils confidently recalling prior learning.
- Support and scaffolds that are gradually removed as pupils become more secure.

## **Assessment for Learning**

Assessment will be used to support learning, not overload it.

Teachers will:

- Use retrieval activities as assessment for learning.
- Check understanding frequently through questioning and discussion.
- Address misconceptions promptly.
- Avoid excessive marking that does not improve learning.

Formative and Summative assessment will be used to:

- Identify gaps in knowledge.
- Inform future planning and retrieval opportunities.
- Identify need for keep up and not catch up.
- Identify need for interventions.

## **Inclusion and SEND**

We are committed to inclusive teaching.

For pupils with SEND, teaching will:

- Reduce unnecessary cognitive load.
- Use clear, consistent language and routines.
- Provide scaffolds such as visuals, sentence stems and worked examples.
- Allow additional practice and retrieval where needed.

Adjustments will support access to learning without reducing ambition.

### **Professional Development**

All staff will:

- Receive training on retrieval practice and cognitive load theory.
- Engage in collaborative planning and reflection.
- Use research-informed approaches to improve practice.

### **Monitoring and Review**

This policy will be monitored by subject and senior leaders through:

- Lesson visits and learning walks.
- Pupil voice and work scrutiny.
- Professional dialogue.

This policy will be reviewed in line with the latest research and government recommendations to ensure that teaching and learning remain evidence-based, inclusive, and effective in meeting the needs of all pupils, including those with SEND.

## **Appendix Overview – Inclusive Practice**

All teachers are responsible for embedding inclusive practice within everyday teaching to ensure pupils with Special Educational Needs and Disabilities (SEND) can access learning, make progress, and achieve alongside their peers. Inclusive practice is grounded in cognitive load theory and effective retrieval practice, ensuring learning is carefully sequenced, clearly modelled, and delivered in manageable steps to reduce overload and support long-term memory. Teachers should plan lessons that anticipate and remove barriers through high-quality, adaptive teaching, including explicit instruction, scaffolding, spaced retrieval, and regular checking for understanding, while maintaining high expectations for all pupils. Support staff are deployed to facilitate learning, scaffold understanding, and promote independence, not complete tasks for pupils.

For those with SEND, teaching strategies must also be informed by learning profiles, external agency reports and EHCPs, and reviewed regularly in collaboration with the SENDCO and support staff.

Alongside universal approaches as outlined in the policy, subject-specific strategies are implemented to address the distinct demands of different disciplines, ensuring inclusive practice is embedded and all pupils, including those with SEND, are supported to access learning and make progress. These can be found in this appendix.

Inclusive practice is a core component of effective teaching and underpins the school's commitment to equity, access, and achievement for all learners.

### **Appendix A – Maths**

- Lessons are structured to reduce cognitive load through clear modelling, small steps, and consistent lesson routines.
- Concrete, pictorial, and abstract (CPA) approaches are used to support understanding and access for all pupils.
- Key vocabulary is explicitly taught and revisited, supported by visual prompts and stem sentences.
- Manipulatives and visual representations (e.g. counters, number lines, place value charts) are available as standard, not as an add-on.
- Tasks are carefully scaffolded with guided practice before independent work.
- Retrieval practice is embedded through daily review, flashbacks, and low-stakes questioning.
- Instructions and questions are clear, concise, and broken into manageable steps.
- Pupils are given additional processing time and opportunities to rehearse thinking verbally (reasoning/justifying/explaining).
- Mathematical misconceptions are addressed promptly through targeted questioning and modelling.

## **Appendix B – Writing**

- Lessons are planned to reduce cognitive load through clear modelling, shared writing, and a consistent lesson structure.
- Writing tasks are broken into small, manageable steps with explicit success criteria.
- Sentence stems, writing frames, and model texts are used to support structure and independence.
- Key vocabulary and language features are explicitly taught, displayed, and revisited regularly.
- Oral rehearsal is embedded to support idea generation and sentence construction before writing.
- Retrieval practice is used to revisit grammar, punctuation, spelling, and writing conventions.
- Visual prompts (e.g. word banks, checklists, graphic organisers) are available to support planning and editing.
- Assistive strategies such as alternative recording methods (e.g. typing, scribing, speech-to-text) are used where appropriate.
- Pupils are given additional processing time and opportunities to clarify understanding.
- Feedback is clear, focused, and manageable, targeting one or two priority improvements.

## **Appendix C – Reading**

- Texts are chosen and adapted to ensure accessibility, including appropriate font size, layout, and manageable length where required.
- Key vocabulary is explicitly taught before and during reading, supported by visuals, definitions, and repeated exposure.
- Modelled and shared reading is used to demonstrate strategies such as decoding, fluency, and comprehension.
- Retrieval practice is embedded through regular revisiting of phonics, vocabulary, and previously taught comprehension skills.
- Pupils are supported to chunk texts and focus on key sections to aid understanding and reduce overload.
- Oral responses, discussion, and rehearsal are encouraged to support comprehension before written tasks.
- Reading strategies (e.g. predicting, clarifying, summarising) are explicitly taught and revisited.
- Additional processing time and repeated reading opportunities are provided where needed.
- Visual supports such as story maps, timelines, and graphic organisers are used to support comprehension.

## **Appendix D – Phonics**

- Phonics lessons are structured to reduce cognitive load through short, focused sessions with clear modelling and consistent routines.
- Sounds and letter patterns are explicitly taught, reinforced through multi-sensory methods (e.g., visual, auditory, tactile).
- Repetition and retrieval practice are embedded to support long-term memory of phonemes, graphemes, and spelling patterns.
- Decodable texts matched to pupils' phonics stage are used to consolidate learning and build confidence.
- Visual aids, sound mats, and cue cards are consistently available to reduce memory load.
- Oral rehearsal and segmentation/blending practice are encouraged before written application.
- Pupils are given additional processing time and opportunities to practise new sounds in a scaffolded way.
- Assessment is used to identify gaps quickly and inform targeted intervention while retaining high expectations.

## **Appendix E – Science**

- Key vocabulary and scientific terminology are explicitly taught, displayed visually, and revisited frequently.
- Retrieval practice is embedded through quizzes, questioning, and revisiting prior knowledge to strengthen understanding.
- Lessons use hands-on, practical activities to support conceptual understanding and engagement.
- Visual aids, diagrams, and labelled models are provided to support comprehension of abstract concepts.
- Tasks are scaffolded with guided investigations, clear instructions, and structured recording sheets.
- Pupils are given additional processing time and opportunities to rehearse ideas verbally before writing or recording.
- Differentiated resources and outcomes allow all pupils to access the scientific concepts at an appropriate level.

## **Appendix F – History**

- History lessons are structured to reduce cognitive load through clear sequencing of events, timelines, and step-by-step explanations.
- Key vocabulary and historical terms are explicitly taught, displayed visually, and revisited regularly.
- Retrieval practice is embedded through questioning, quizzes, and revisiting prior knowledge to reinforce chronological understanding.
- Lessons incorporate visual and tactile resources such as timelines, maps, artefacts, and images to support comprehension.

- Scaffolded tasks allow pupils to engage with historical enquiry, including structured worksheets, guided discussions, and writing frames.
- Pupils are encouraged to rehearse ideas verbally before recording answers or written work.
- Differentiated approaches provide accessible ways to explore sources, events, and historical perspectives, without lowering expectations.
- Pupils are given additional processing time to understand complex concepts or abstract ideas.

### **Appendix G – Geography**

- Key geographical vocabulary and terminology are explicitly taught, displayed visually, and revisited frequently.
- Retrieval practice is embedded through questioning, quizzes, and revisiting prior knowledge to reinforce understanding of locations, features, and processes.
- Lessons use visual and tactile resources such as maps, globes, atlases, diagrams, and images to support comprehension.
- Tasks are scaffolded, including structured worksheets, guided discussions, and graphic organisers, to support enquiry and recording.
- Pupils are encouraged to rehearse ideas verbally before writing or presenting findings.
- Differentiated approaches provide accessible ways to explore locations, environments, and human/physical processes while maintaining high expectations.
- Pupils are given additional processing time to interpret maps, graphs, or abstract concepts.

### **Appendix H – RE**

- RE lessons are structured to reduce cognitive load through clear instructions, consistent routines, and step-by-step exploration of concepts.
- Key religious vocabulary and concepts are explicitly taught, displayed visually, and revisited regularly.
- Retrieval practice is embedded through questioning, discussion, and revisiting prior learning to support understanding of beliefs, practices, and stories.
- Lessons incorporate visual, auditory, and tactile resources such as images, artefacts, videos, and storybooks to enhance comprehension.
- Tasks are scaffolded with guided discussion prompts, structured worksheets, and graphic organisers to support reflection and written outcomes.
- Pupils are encouraged to rehearse ideas verbally before writing or presenting responses.
- Differentiated approaches provide accessible ways to explore beliefs, traditions, and moral questions without lowering expectations.
- Pupils are given additional processing time to consider abstract or complex ideas.

## **Appendix I – PE**

- Key movement vocabulary and terminology are explicitly taught, modelled visually, and reinforced regularly.
- Retrieval practice is embedded by revisiting previously taught skills, techniques, and rules in short, focused sessions.
- Lessons use visual, auditory, and kinaesthetic cues to support understanding and skill acquisition.
- Activities are scaffolded, with differentiated challenges, modified equipment, and adapted rules to ensure access for all pupils.
- Pupils are encouraged to observe, imitate, and verbalise movements before performing independently.
- Differentiated approaches provide accessible ways to participate, develop skills, and achieve outcomes while maintaining high expectations.
- Pupils are given additional processing or practice time to master complex movements or coordination tasks.

## **Appendix J – Art**

- Key art vocabulary and techniques (e.g., sketching, painting, shading) are explicitly taught, modelled visually, and revisited regularly.
- Retrieval practice is embedded through reviewing previously learned skills, techniques, and artistic processes.
- Lessons incorporate visual and tactile resources, such as examples, templates, and manipulatives, to support skill development.
- Tasks are scaffolded, with guided demonstrations, structured worksheets, and progressive skill-building activities.
- Pupils are encouraged to plan and rehearse ideas verbally or visually before creating their own work.
- Differentiated approaches provide accessible ways to explore materials, techniques, and creativity while maintaining high expectations.
- Pupils are given additional processing or practice time to develop fine motor skills and complete tasks.

## **Appendix K – D&T**

- Key vocabulary, tools, and techniques are explicitly taught, demonstrated, and displayed visually for reference.
- Retrieval practice is embedded through revisiting previously learned skills, processes, and safety routines.
- Lessons incorporate hands-on, practical activities to support understanding of design, construction, and evaluation.
- Tasks are scaffolded, with structured planning templates, guided demonstrations, and stepwise construction guides.
- Pupils are encouraged to plan, test, and verbalise ideas before producing final outcomes.

- Differentiated approaches provide accessible ways to design, create, and evaluate, while maintaining high expectations.
- Pupils are given additional time and support for complex tools, techniques, or construction tasks.

### **Appendix L – Music**

- Key musical vocabulary and concepts (e.g., rhythm, pitch, tempo, dynamics) are explicitly taught, demonstrated, and visually supported.
- Retrieval practice is embedded by revisiting previously learned skills, songs, patterns, and musical techniques.
- Lessons incorporate multi-sensory approaches such as listening, movement, singing, and playing instruments to support understanding.
- Tasks are scaffolded, with guided practice, stepwise activities, and structured opportunities to explore and perform.
- Pupils are encouraged to rehearse ideas verbally or aurally before performing or recording.
- Differentiated approaches provide accessible ways to create, perform, and respond to music, while maintaining high expectations.
- Pupils are given additional processing or practice time to master musical concepts, rhythms, or coordination.

### **Appendix M – Computing**

- Key vocabulary and digital terminology (e.g., coding terms, software functions, online safety) are explicitly taught, displayed visually, and revisited regularly.
- Retrieval practice is embedded through revisiting previously taught skills, coding patterns, and software functions.
- Lessons incorporate hands-on, practical activities using devices, software, and coding platforms to support understanding.
- Tasks are scaffolded, with guided demonstrations, visual prompts, and stepwise instructions to support task completion.
- Pupils are encouraged to plan, verbalise, and trial ideas before coding, designing, or using technology independently.
- Differentiated approaches provide accessible ways to engage with computing concepts, while maintaining high expectations.
- Pupils are given additional processing time and opportunities to practise digital skills at their own pace.

### **Appendix N – MFL (French)**

- Key vocabulary, phrases, and grammar structures are explicitly taught, modelled, and revisited regularly.
- Retrieval practice is embedded by revisiting previously learned words, phrases, and language patterns.
- Lessons incorporate multi-sensory approaches, including speaking, listening, songs, gestures, and visual prompts to support memory and understanding.

- Tasks are scaffolded, with sentence frames, word banks, and structured activities to support speaking, listening, reading, and writing.
- Pupils are encouraged to rehearse orally before writing or responding in the target language.
- Differentiated approaches provide accessible ways to engage with vocabulary, phrases, and cultural content, while maintaining high expectations.
- Pupils are given additional processing time to practise pronunciation, understand instructions, and construct responses.

## **Appendix O – PHSE**

- Key vocabulary and concepts (e.g., emotions, relationships, rights, responsibilities, wellbeing) are explicitly taught, displayed visually, and revisited regularly.
- Retrieval practice is embedded by revisiting previously learned topics, skills, and strategies to support understanding and application.
- Lessons incorporate multi-sensory approaches, including discussion, role-play, visual prompts, and real-life scenarios to aid comprehension.
- Tasks are scaffolded, with guided discussion prompts, structured activities, and reflection sheets to support engagement and participation.
- Pupils are encouraged to rehearse ideas verbally before sharing opinions, writing reflections, or completing tasks.
- Differentiated approaches provide accessible ways to explore social, emotional, and health topics while maintaining high expectations.
- Pupils are given additional processing time to understand scenarios, consider responses, and develop personal skills.