




**Greenfields Primary School**  
**Teaching & Learning Policy 2026**

## Approval

Signed by Head teacher / Chair	
Date of approval	April 2026
Date of review	September 2029



## **Greenfields Primary School** **Inclusive Teaching and Learning Policy**

High quality teaching benefits all pupils, and is particularly effective for those pupils with SEND. At Greenfields, our lessons build around the 5-a-day principle (EEF) outlined below:



***Our policy is also written in collaboration with the views of the pupils at Greenfields, collated in a whole school assembly on learning. (Appendix I)***

### **Explicit Instruction**

- Clear explanations with opportunities for frequent checks of understanding;
- Pace – we are mindful of the knowledge that children can on really attend to instruction for 2-3 minutes x their year of age. We aim to get our most crucial teaching points within this window of time.
- Guided practice is important – we often use the “I do.....we do.....you do approach”
- Independent practice – some children may be ready to begin before others – flexible grouping is important here.

### **Cognitive and metacognitive strategies**

- We are mindful of the cognitive load we place on all students, particularly those with working memory difficulties.
- We support children to plan, monitor and evaluate their own learning through the 6 B's (Brain, Board, Book, Box, Buddy, Boss).
- Working Walls are used to reduce cognitive load.
- Knowledge organisers support children to see how their learning will progress.
- Misconceptions are identified and addressed as quickly as possible.
- Vocabulary lists and phrase prompts are available.

### **Scaffolding**

- Writing frames, examples of completed/partially completed examples provide those who require it with the supports they need to succeed.
- Worked examples in maths, visuals and vocabulary banks are also used.
- More targeted adaptations may be used to support those with the greatest need, for example, cut up sentences.
- Learning tasks focus on the objective and subject specific knowledge. Tasks remove other potential barriers such as writing, for example, learning being shown through oral contributions to class discussions, drawings etc.
- **Flexible Grouping**
- Children do not work in set groups – teachers ensure equitable teacher time is given to all pupils, ensuring those with SEND are supported by the Class Teacher as much as others.
- Groupings are dependent upon what a child has shown us they know or have misconceptions with.

### **Assistive Technology**

We support children to use assistive technology to reduce the cognitive load of learning eg Talk Tins to support effective sentence construction, speech to text, widget-go and a handwriting repeater for modelling of correct letter/number formation.

Physical resources within the classroom are adapted and reflective of a pupils age and stage of development eg scissors.

### **High Quality Talk**

We focus on high quality talk for all with our focus on oracy. We use No Hands Up where possible and support all pupils with questions they can all have a go at answering:

1. What do you notice?
2. What do you wonder?

Children are encouraged to agree, build on and challenge comments children make to support listening and oracy.



Agree



Build on



Challenge

### **Additional Intervention/Support**

Some children may require additional intervention, including:

- Language groups,
- Focused reading support,
- Focused phonics teaching,
- Handwriting,
- Spelling
- Maths
- SEMH
- Physical interventions to support fine and gross motor

These interventions may take place within the classroom or out, depending on the time of day, the needs of the child and the intervention being run.

### **Feedback**

We use live marking where possible as instant feedback allows children to make the most progress. We give feedback when things are correct as well as incorrect and deliver this in a positive way. Feedback can be both verbal and recorded.

