At Heald Place Primary School, effective teaching is rooted in our commitment to prioritise communication and language for all of our children. This is strengthened through our ongoing focus on metacognition, oracy, reading and vocabulary development, equipping children with the knowledge, skills and confidence needed to fulfil our high aspirations for their futures.
Our approach is underpinned by evidence-informed practice, including guidance from the Education Endowment Foundation (EEF) and is adapted to meet the needs of the learners in our school.
We have summarised our approach through five core principles that underpin teaching and learning across Heald Place Primary School.

1. Impactful Lesson Design

Teaching at Heald Place is carefully sequenced, thoughtfully planned and responsive to the needs of all learners. Lessons are designed with a clear focus on progress from children's individual starting points, while maintaining high expectations and alignment with our curriculum.
Teachers identify the key knowledge and skills children need to secure before moving on. Where children need additional support, adaptations are made by revisiting and strengthening the relevant prior learning rather than reducing the ambition of the curriculum. This allows children the build the foundations they need to access their current learning and, wherever possible, return to age-related objectives.
Ongoing assessment, both summative and formative, is used to inform planning and any gaps that need to be addressed on a whole class, group or individual basis.
The Seven Step Model (EEF) provides a consistent framework for planning and teaching. High-quality modelling and carefully sequenced support help children to understand what successful learning looks like, enabling them to become increasingly independent learners.

2. Revisit

At Heald Place, our understanding of metacognition informs the way we structure learning, ensuring children are not overwhelmed by large quantities of information or skills all at once. Teachers explicitly make connections to prior learning, helping children to organise new knowledge and strengthen their long-term memory.
Lessons routinely begin with opportunities to retrieve previously taught knowledge and skills from their current unit of study or previous points of learning in children's school journey.
Retrieval is used purposefully, in order to activate prior knowledge, identify misconceptions and prepare children for new learning.

3. Explicit Instruction

We believe that children learn effectively when teachers make the knowledge and strategies to be successful explicit; teachers use high-quality modelling to demonstrate this and narrate their thought processes, explaining the choices they make. This supports children's understanding of both what to do and why they should do this.
The 'I Do, We Do, You Do' approach is a consistent feature of teaching across all subjects. Teachers provide clear, explicit instruction and guided practice before gradually reducing scaffolding as children's confidence and competence develop.
Our aim is not simply for children to complete a task but to develop learning behaviours, strategies and independence so they can apply their learning in new contexts.

4. Inclusion: Engagement For All

At Heald Place Primary School, we are committed to supporting all children to ensuring that all children are active, valued and successful participants in their learning. We maintain high expectations for every child while recognising that children may require different levels and types of support to achieve them. Our focus is on equity: providing children with what they need to access the same ambitious curriculum and make progress from their individual starting points.

Oracy is central to this approach. We provide regular, low-stakes opportunities for children to rehearse and develop their ideas before sharing them more widely. Strategies such as nesting, pair talk, talking straws and breath reading give all children opportunities to practise language through an identified purpose for the oracy, develop confidence and have their voices heard.

We also seek to make learning purposeful, engaging and, where appropriate, enquiry-based and practical. For example:

- in Mathematics, children regularly use concrete resources to develop conceptual understanding;
- in History, children explore artefacts and sources to deepen their understanding and bring the past to life;
- in Science, children undertake practical investigations which develop curiosity and encourage them to ask and answer questions.

Engagement is not simply about children being busy; it is about thinking, talking, questioning, practising and making meaningful connections in their learning.

5. Assess and Act – Live!

Assessment is most effective when it informs what happens next. At Heald Place, teachers continually assess children's understanding and respond to what they see and hear during lessons.

Teachers use questioning, discussion, observation, retrieval and planned assessment points to check understanding and identify misconceptions. This information is used *live* to adapt teaching: teachers may revisit a concept, provide additional modelling, change the level of scaffolding or provide further opportunities for guided practice.

We believe feedback is most powerful when children can act upon it immediately. Where appropriate, teachers provide live feedback during lessons, allowing children to make improvements and respond to feedback straight away.

Where assessment identifies specific gaps in knowledge or understanding, additional support is planned through approaches such as pre-teaching, targeted intervention or small-group work. These groups are fluid and responsive to children's changing needs.

Reflection is also an important part of learning. Through use of the EEF's Seven Step Model, children are supported to consider what they have learned, which strategies they have used and how secure their understanding is.

Our assessment therefore has one clear purpose: to help teachers decide what children need next and help children understand how they can improve.