



Teaching & Learning Policy 2024-2025

Aims and Purpose

We believe that the foundation for raising standards is built upon enhancing the quality of teaching and learning in every classroom. Continuous improvement can only be achieved through a dedicated commitment to providing high-quality learning experiences that ensure consistent achievement for all students. Guided by our mission, in learning through faith and love for the Lord, we are committed to supporting our teachers in becoming the most effective educators they can be. This policy is designed to offer educators evidence-based strategies, informed by best practice research, cognitive science, and practical experience, to guarantee that every child receives an education grounded in faith, love, and excellence.

By adopting a whole school approach to teaching and learning across our school, we aim to:

- ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- create effective learning environments to support and facilitate pupils learning
- give children the skills they require to become effective lifelong learners
- achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- deliver academic excellence and secure knowledge into long-term memory through developing secure schemas with connected networks of ideas
- enable children to become confident and interested learners, actively engaged in their own learning
- develop children's self-respect and respect for the cultures and values of others
- develop our core learning behaviours: enquiry, motivation and resilience

Teaching & Learning Strategies

We have developed staff CPD sessions that focus on Rosenshine's Principles of Instruction:

We have reflected on how these support our planning so that all learners are supported and reach their potential. The CPD sessions use the **WALKTHRU** techniques. A professional development programme built using **WALKTHRU's** is supported by:

- Evidence from cognitive science which provides a clear model for learning
- Evidence from the study of effective professional development. The materials used draw on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. Their ideas are summarised in section WALKTHRU's. The simplified model of learning informs all of our key teaching techniques.

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.



01 DAILY REVIEW

MO 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 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

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

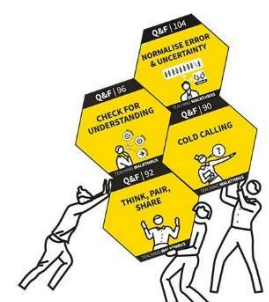
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

PRACTICE & RETRIEVAL

RE-TEACH OR EXTEND

QUESTIONING & FEEDBACK

CHECK



Teachers are clear that their role is to teach in a way which makes it possible for all children to engage successfully with tasks at the expected level of challenge. We strive to have the following in all of our lessons:

1. A **review** of previous learning using retrieval practice strategies.
2. **New material** presented in small steps, with teachers ensuring that each step is mastered before moving on (via teacher **explanation**).
3. Where possible new material is introduced via high quality **reading materials** and techniques.
4. Teachers asking a variety of questions, and using a range of **questioning techniques**, to establish children's understanding.
5. Teachers **model** clearly, using equipment, visual and/or other aids to show children how to solve problems and gain knowledge of new concepts and skills.
6. Time for children to do guided practice. (following **teacher modelling techniques**)
7. Teachers **check all children's understanding** in a variety of ways.
8. Children have a high rate of success, with enough mistakes to show that they are being challenged.
9. **Scaffolds** are provided for all. This is through adaptive teaching.
10. Children are given opportunities to **practice independently**.
11. There are regular **reviews of learning**.

Lesson Structure and Expectations

All lessons should include the following key elements to ensure the effective delivery of our Teaching & Learning model

All lessons are... *built upon planning which has clear learning outcomes:*

- Planned units of work centre around identified learning outcomes which are recovered regularly throughout the year
- Intended learning outcomes create the right level of challenge and are built upon prior learning
- All learning outcomes are written up and shared orally in child friendly language
- Teachers ensure that tier 2 and tier 3 subject specific vocabulary are referred to
- Clearly designed to meet the needs of different groups of learners

We are committed to ensuring that all groups of learners are appropriately challenged in every lesson, including those with special educational needs and disabilities (SEND). We understand that each child learns in unique ways and at varying paces, so we provide adapted support that meets the diverse needs of our students.

This is achieved through the use of **scaffolded questioning**, where teachers carefully structure questions to guide students at different levels of understanding. In addition, lessons are designed with **tasks that vary in complexity**, allowing all students to access and engage with the content at an appropriate depth. These tasks encourage **critical thinking, problem-solving**, and the **development of higher-order skills**, while ensuring that every student is working towards **achieving the same intended learning outcomes**.

We believe that the learning outcomes should remain consistent for all pupils, as this allows every child the opportunity to experience the same curriculum, regardless of their starting point. However, the approach to reaching those outcomes is flexible and individualised. To support this, **it is the responsibility of the class teacher to adapt learning through a combination of carefully chosen resources, targeted questioning, and varied levels of support**. Teachers are encouraged to make use of visual aids, manipulatives, adaptive technology, and peer collaboration to ensure that each student can access and engage with the lesson effectively.

By providing a range of support mechanisms and carefully planned activities, we aim to ensure that all students, including those with SEND, can achieve their full potential. This approach not only supports academic growth but also fosters a sense of belonging and inclusion, where every student is valued and empowered to succeed.

Learning is enhanced through the use of... *consistent behaviour and classroom management approaches*

Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff must consistently apply the same approaches which are clearly outlined in the behaviour policy.

All pupils are... *actively engaged in their learning*

- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods
- Pupils are provided with regular opportunities to think and share ideas together to develop their learning
- Mini whiteboards are used for short bursts of activity, to develop and check for understanding and to ensure children are active and engaged during the lesson

Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important.

We believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment.