



# Teaching and Learning Policy

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## KCSP Statement of Curriculum Intent

*I have come so that they have life and have it to the full.*

John 10:10

Inspired by Jesus' Christ's example and the Gospel Values of love, joy and compassion, we nurture and develop the whole child so that each unique individual grows constantly in confidence, and has the knowledge, skills and self-esteem to achieve their true potential.

All children will access a rich, ambitious, challenging curriculum; one that is broad balanced and relevant, fostering curiosity, creativity and a life-long love of learning. It will prepare them well for each stage of education, employment or training and enable them, as educated citizens, to contribute to creating a better world.

### St. Joseph's Mission Statement

At St. Joseph's ...

**We love God** by putting Jesus at the centre of all that we do.

We live out the teachings of the Gospels through our thoughts, liturgy, worship and prayer.

Our Catholic social teaching mission guides us on how to live out our faith in the world.

**We love learning** by using our God given gifts and talents.

We are confident, resilient, collaborative and independent life-long learners. As enthusiastic successful learners, we are ready for all the opportunities ahead.

**We love life** by enjoying and sharing a safe school.

We are a nurturing family and a united and caring community that enables all to flourish.

We know that each one of us is accepted as unique and special; created in God's image.

This is all done in partnership with our Parish Community.

(Written by the pupils and staff at St. Joseph's, September 2023)

### **Aims**

At St Joseph's Catholic Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our Curriculum Policy.

## **Ethos**

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce their best learning;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing and sharing personal and professional development in order to ensure a high level of professional expertise.
- provide an environment in which Jesus is at the centre of all we do, say and think.

## **Principles of Teaching and Learning**

Learning is the purpose of the whole school and is a shared commitment. At St Joseph's Catholic Primary School, we recognise that education involves children, parents, staff, governors, the parish Church, the community and the local authority. For optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

## **St Joseph's teaching philosophy - I do, we do, you do**

I do, we do, you do is a model of teaching which is also known as the 'gradual release of responsibility model.' It involves teachers gradually taking less responsibility for learning and children gradually assuming increased responsibility. It is through this process that children

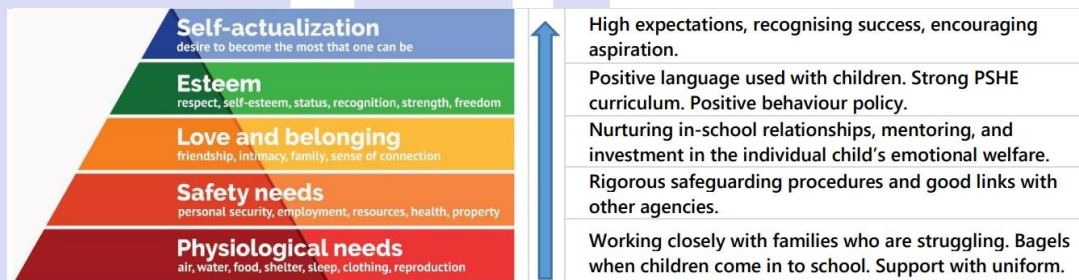
become competent and independent learners. It allows teachers to explicitly model a skill and then gives the children a chance to explore and experiment the concept with support, before embarking on it independently.

[The I Do WE Do YOU Do Model Explained - Evidence-Based Teaching \(evidencebasedteaching.org.au\)](http://evidencebasedteaching.org.au)

## Behaviour, Self-regulation and Nurturing Relationships

The EEF report *Improving Behaviour in Schools* describes the ramifications of poor behaviour in schools. At St Joseph's, we understand that high-quality teaching incorporates excellent behaviour management. We use evidence-informed approaches to ensure that good behaviour is discretely taught so that good habits and routines become second-nature for the children. We create learning environments which are calm, orderly and enable children to concentrate.

Just like adults, children perform best when they feel safe and secure. Maslow (1943) suggested that in order for humans to be highly motivated, certain needs must be met. An understanding of Maslow's model underpins teaching at St Joseph's:



If children are to be successful learners, they need to be taught how to self-regulate. Our behaviour policy explores this in greater depth, but at St Joseph's School we work hard to develop pupils' emotional literacy so that they can articulate their concerns/anxieties before these feelings escalate into dysregulated behaviour. The EEF Teaching and Learning Toolkit suggests that Metacognition and Self-Regulation approaches can have a +7 month impact on pupil outcomes.

## Types of knowledge

There are two types of knowledge that underpin our curriculum. Disciplinary and substantive knowledge. Disciplinary knowledge is subject specific procedural knowledge. Substantive knowledge is the knowledge produced by the academic subject. The teachers need to use their professional judgements to ensure that the children at St Joseph's are not simply the receiver of knowledge, but they understand the nature of knowledge and develop themselves as life long learners.

## Working Memory

Memory is integral to learning. When we say children have learned something, all we are effectively saying is that they have committed it to memory, ready to recall at a later date in order to solve a problem. The simplest model of the mind offered by cognitive psychologists effectively divides up the mind into two parts: working memory and long-term memory. Working memory is where conscious thought takes place, where children actively think about things; long-term memory is where knowledge (facts, skills and procedures) is stored. Children's working memory is crucial

because it's where they balance the information recalled from long-term memory with the specific demands of the problem they need to answer. It also matters because in order to learn pupils have to transfer information from working memory to long-term memory. Tom Sherrington suggests that children should 'think for themselves' and 'explore their memory to check what they know and understand'. Children should be expected to recall prior learning without prompts.

Owen Carter [Developing working memory: what teachers need to know | Optimus Education \(optimus-education.com\)](https://www.optimus-education.com)

Tom Sherrington [Rehearsal first; retrieval practice later – an important distinction. – teacherhead](https://www.teacherhead.co.uk)

## **Retrieval Practice**

*Progress= knowing more, remembering more and being able to do more*

Retrieval Practice is the process of bringing our long-term learning to mind without using books or materials - just our memory. It is one of many learning strategies used to activate pupils to think hard and bring information to mind. Pupils will acquire knowledge from day-to-day teaching, but they have not actually learned this until they can recall it and apply it. Learning is a change in long-term memory – if we don't regularly revisit the knowledge, there is a risk of losing it.

Retrieval Practice is a learning technique, not an assessment technique.

The way in which we do retrieval practice at St Joseph's is low stakes and takes place in all areas of the curriculum. It is not a test or assessing what the children can't do, and we don't ask the pupils to share their results or to mark each other's (where the retrieval is a recorded quiz) as this may heighten anxiety for some children. By going over the answers, it will help all children to strengthen their memory.

When we transfer knowledge from our short-term to our working memory, the connection is strengthened in our brain and boosts learning so that it is less likely to be forgotten in the future. Retrieval Practice has consistently been found to be an effective way of making sure learning sticks – sticky knowledge is the key and what we are striving for!

For retrieval practice to work, there has to be an element of struggle; it has to be at the very least, a bit hard to remember. There is no point in doing retrieval practice on a lesson that we have just taught - it's the struggle that strengthens the memory. Retrieval practice works best when memories are close to being forgotten.

Examples of retrieval practice:

Sticky knowledge quizzes

Brain dumps

Think – pair – share

Hot seating

See appendix 2 for further information.

[EEF blog: Why bother with retrieval? | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk)



[EEF blog: Not another quiz! Refining retrieval practice | EEF \(educationendowmentfoundation.org.uk\)](http://educationendowmentfoundation.org.uk)

## **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.
- promoting the Catholic ethos of the school and the Catholic social teaching principals.

*Teachers will endeavour to:*

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community and parish to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

*Parents are encouraged to support their child's learning by:*

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's home learning policy and give due importance to any home learning;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;

- actively supporting the Home-School Agreement.

*Pupils are encouraged to support the school's aims by:*

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

*The community is invited to support the school by:*

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.
- parish providing opportunities for school and parish link e.g. Mini Vinnies.

## **Planning**

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff, and approved by governors.

At St Joseph's Catholic Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place at the local swimming pool,

Termly plans are submitted to subject leader for RE. Weekly plans are completed on Curriculum Maestro so that SLT and subject leaders are able to continually monitor. Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. On each class webpage on the school website long term planning is shared and termly project plans. At St Joseph's Catholic Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

### **Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning.

*Opportunities will be made for:*

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

*The classroom will be organised to facilitate learning and the development of independence. For example:*

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have learning displayed during the school year. Sustained effort, including drafting and rewriting, is



encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited learning (performance or display) should represent their highest standards of personal achievement.

Awards are given weekly to celebrate individual academic or behavioural achievement. These are based on our school motto 'Love God, Love Learning, Love Life.' Children can also be awarded in class using our house token system or personal class systems. For a child's best achievement, they can receive a Headteacher's award.

### **Adaptive Practice**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will adapt the curriculum according to individual needs by:

- pace;
- content;
- questioning;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Adapted tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, 1:1 Tuition or our SENCO where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

### **Home Learning**

Home Learning is considered to be a valuable element of the learning process. At St Joseph's, we use Learning Logs to encourage parents to learn with their children at home. The Learning Logs are a more individual way to do home learning and provide the children with an opportunity to reflect on their learning and to develop their independent thinking skills. Children are expected to take pride in their learning and keep their Learning Logs neat, but they can be as creative as they like and present their work in a style which they prefer. Activities are presented in the style of a learning menu. They cover a range of curriculum areas and each week the children have the choice to select the one. A copy of the home learning menus can also be found under the class webpages on our school website. Additional, more formal activities may be set by the teacher depending on the needs of the children.

*We believe that home learning should be set:*

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of home learning;
- to view learning as a life long process and not just restricted to school hours.

*The school's agreed practice for home learning is that:*

- home learning is set via our home learning menu, which can also be found on each class webpage;
- home learning will generally follow on from learning which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- home learning may sometimes consist of preparation for learning yet to be done;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- home learning should sometimes involve the participation of the parents;
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

### **Assessment, Recording and Reporting**

Regular assessments are made of pupils' learning in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

*Suitable tasks for assessment include:*

- low stake quizzes;
- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.
- RE materials

*Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:*

- helps children understand how to improve and comments aim to be positive and constructive;
  - is often done while a task is being carried out through discussion between child and teacher;
  - of written learning is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.
- All results from assessments are analysed and used to inform future planning.

*Cross phase continuity is ensured by:*

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

*Records of progress kept for each child are:*

- updated as a minimum annually by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is shared three times a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, KCSP, LA and national government.

### **Monitoring and Evaluation**

Pupils' learning will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Academic Principal, SLT and subject leaders will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

### **Further information on Teaching Strategies**

See Appendix 1 for further detailed information on Rosenshine's principles in action. (2012, Professor Barak Rosenshine)

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- think aloud;
- my turn, our turn, your turn;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At St Joseph's Catholic Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.
- Developing spiritual and moral understanding

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;

- evaluation.

At St Joseph's Catholic Primary School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning.

This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

### **Learning Processes**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.
- reflection

At St Joseph's Catholic Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible.



Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers at St Joseph's feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve eg appropriate time scale

Effective learning is ensured through the process of monitoring successful teaching (see monitoring policy) and pupil's learning outcome i.e. Baseline Assessment, reading ages, RE Levels and SAT results.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is adaptation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes

## **Resources**

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- classroom environment displays are well kept, display all children's learning, provided working wall key facts, reminders and support for the current topical learning. Specific RE displays must always be relevant. Key words should also be shared for subjects such as RE and English.
- children learn together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.
- RE focal areas are used on a daily basis, children to have complete autonomy.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At St Joseph's Catholic Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Academic Principal and Site Manager.

## **Appendix 1:**

At St Joseph's, we follow 7 key stages of learning throughout each lesson to ensure pupils 'know more, do more, remember more'.

Our teaching and learning training and development sessions hinge on Rosenshine's 10 Principles of Instruction, helping teachers develop effective lessons for all pupils.

In 2012, Professor Barak Rosenshine from the University of Illinois wrote a very influential article. Based on cognitive sciences and school research, he created 10 principles of instruction to help teachers develop effective lessons. Here is a summary of these principles.

### **1. Begin a lesson with a short review of previous learning**

Reviewing previously learned material strengthens the connections between pieces of knowledge. That is, it enhances understanding. Rosenshine suggests a five to eight-minute review of the previously covered material, including peer marking, asking questions, checking for misconceptions, correcting homework, and others.

### **2. Present new material in small steps followed by student practice**

There is only so much novel information we can process at one time. If you ask pupils to do too much at the same time, they will probably fail.

### **3. Ask questions and check answers**

To learn something, pupils need to practice it. Every time pupils answer a question or solve a problem, they retrieve that information, memory for that information becomes stronger and more long-lasting. The more variety of question types, the better.

### **4. Use models**

Concrete examples and models are a good strategy to introduce a new concept. Explicit and detailed explanations and instructions are also recommended.

### **5. Guide practice**

Rosenshine recommends that teachers stimulate pupils to rephrase, elaborate and summarise new material. According to him, successful teachers spend more time asking questions, checking for understanding, correcting errors and guiding students when working out problems.

### **6. Check for understanding**

Constant checking is important to catch misconceptions before they harm learning. It also helps teachers notice if parts of the content need reteaching. Rosenshine suggests that teachers ask direct questions, instead of asking pupils if they have questions and assuming that silence means a full understanding of the topic.

### **7. Obtain a high success rate**

This principle relates to making sure all pupils have mastered the current set of lessons before moving on to the next one. It involves checking for misconceptions and asking questions.

## **8. Provide scaffolds in difficult tasks**

When pupils are completing a hard task, it is important that teachers provide temporary instructional support. These scaffolds can be gradually removed as pupils advance in their understanding and fluency on a particular topic. Rosenshine suggests using cue cards, checklists, worked examples and models as scaffolding. Teachers can also anticipate pupils' errors and warn them about them beforehand.





## **9. Stimulate and monitor independent practice**

Independent practice should be used after guided practice. That is, when pupils are already very competent in a topic, they can practice independently in order to become fluent and retrieve information automatically. Rosenshine calls this process "overlearning". Independent practice should cover the same topic covered in guided practice as pupils need to be fully prepared for it.




## **10. Conduct weekly and monthly reviews**

Similar to Principle 1, Rosenshine advocates for a frequent review of previously learned material in order to help students reconsolidate information and create stronger connections.



Learning stage	Symbol	Information
<b>Retrieval</b>		<p>Assess previous knowledge of the subject area</p> <p>Daily, weekly and monthly review</p>
<b>Connect the learning</b>		<p>Knowledge and skills objectives are discussed – be explicit</p> <p>Vocabulary and spoken language</p> <p>Connect to previous learning in the subject area</p>
<b>Model the learning</b>		<p>Worked examples that directly link to the objectives</p> <p>Small steps and scaffolds for difficult tasks – differentiation</p> <p>Targeted questioning</p>
<b>Guided practice</b>		<p>Attempt the learning, guided by the teacher</p> <p>Obtain a high success rate</p> <p>Live marking</p> <p>Targeted questioning</p>
<b>Apply the learning</b>		<p>Independent practice of the learning</p> <p>Live marking</p>



		Targeted questioning Check for understanding
<b>Challenge</b>		Challenge for those who need it Live marking Targeted questioning
<b>Reflection</b>		Refer back to the knowledge and skills Questioning to assess the learning Retrieval practice of the learning

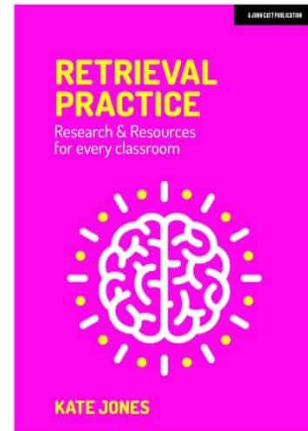
## Appendix 2:

# Retrieval Practice

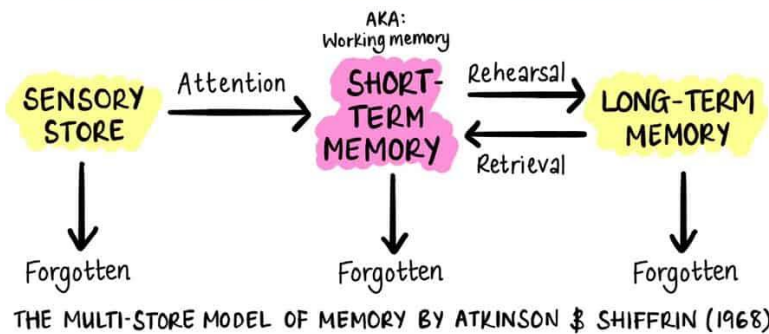
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The act of **recalling** learned information from **memory** (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



'Using your memory shapes your memory'



**Peterson & Peterson (1959)**

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

**RETRIEVAL STORAGE**

→ how well information is embedded in long-term memory

**RETRIEVAL STRENGTH**

→ how easily a piece of information can be brought to mind when required

Learning = a change in long-term memory  
'if nothing has changed nothing has been learned'

Meaningful learning is about producing organised, coherent and integrated mental models that allow people to make inferences and apply their knowledge. (Karpicke, J. 2012)

### THE BENEFITS:

- ① Retrieval practice aids later retention  
'every time you retrieve a memory it becomes deeper, stronger and easier to access in the future'
- ② Testing identifies gaps in knowledge
- ③ Testing causes students to learn more from the next learning episode
- ④ Testing produces better organisation of knowledge



- ⑤ Testing improves transfer of knowledge to new contexts



- ⑥ Facilitates retrieval of material that wasn't tested



- ⑦ Improves metacognition



- ⑧ Prevents interference from previous material when learning new content



- ⑨ Provides valuable feedback to teachers



- ⑩ Regular testing encourages students to study more

