

St Nicholas Priory C.E. V.A. Primary School



Teaching and
Learning Policy
December 2024

Curriculum Aims and Objectives

In order to deliver the highest quality of education for the children of St Nicholas Priory, we believe that it is essential to harmonise the clarity of vision which exists in the intent, implementation and impact of the curriculum with our underpinning pedagogical philosophy of teaching.

At St Nicholas Priory we have considered carefully our vision for teaching and learning in order to develop an approach which is essentially 'Centrist'. A balance of both teacher led and enquiry based actions. We believe that this clearly identifies a broad knowledge base and skills progression and a wealth of opportunities to generate confidence, resilience, enthusiasm, creativity and excitement in our children. This impacts on how learning is delivered in our school and we feel this approach is the most effective means of enabling children to achieve ambitious outcomes in the broadest sense.

We are ambitious for Priory children to receive the highest quality of learning opportunities in order to become knowledgeable, caring, creative, reflective and responsible citizens of the world. At Priory we challenge our children to be the best they can be. To support the development of critical and evaluative thinking skills, we are developing a Priory model for Greater Depths which is included within the teaching offer. This model aims to develop core skills to enable children to evaluate, plan, explore, connect and theorise in any given context.

We have evaluated and reflected on practice that is currently enabling children to learn most effectively and aim to develop consistent pedagogical principles across the school which have a shared vision, organisation, delivery, language and approach. In order to support this, 'Curriculum With Unity Schools Partnership' (CUSP) schemes are used to provide high quality, inclusive and topical lessons in Science, Geography, History, Art, DT, Reading and Writing in KS1 and KS2. The teaching sequence offered within these schemes follows a Connect, Explain, Example, Attempt, Apply, Challenge pedagogy which links very closely with the Seven Strategies for SEND including the I do, We do, You do model of teaching developed to support children with SEND needs. This model of Quality First Teaching means we are constantly developing expertise in ensuring that the needs of all children including EAL, SEND and Pupil Premium are catered for in our fully inclusive offer and that we provide the highest quality education to all children. In order to assess the impact of our provision, a number of monitoring procedures are utilised including Pupil

Progress meetings, subject advocate meetings, analysis of children's outcomes, governor monitoring mornings and subject advocate reflection days.

This policy references 'What makes great teaching?' Robert Coe (October 2014) with its framework for professional learning and in particular the six components of great teaching. Our CPD offer will centre around these key areas as will performance management targets.

1. Pedagogical - content knowledge

It is essential that teachers have a deep knowledge of the subjects they teach and are able to anticipate possible misconceptions and methodology as well as identifying prior knowledge and identify opportunities to develop and enhance vocabulary in order to proactively know how to address, assess and support children.

2. Quality of Instruction

This includes elements such as effective questioning and use of real time assessment which is effective and impactful on driving learning forward. Specific practices such as reviewing prior learning, providing model and comparative responses for children, allowing adequate time for practice and recall to embed skills securely, introducing, practicing and explaining subject specific (tier 3) vocabulary and progressively introducing new learning are also elements of high quality instruction. Following the I do, We do, You do model of teaching to ensure accessibility for all children.

3. Classroom climate

There is an expectation that all staff will follow Pivotal principles and engage in high quality interactions between themselves, colleagues and children: they need to create a classroom that is challenging, but still recognising children's self-worth. This will also involve attributing children's success to effort rather than ability and valuing resilience to failure. All teaching adults build strong, positive relationships within their groups enabling children to feel part of their Priory family and enabling them to be successful thus improving attendance figures for all children but particularly those in vulnerable groups who will feel a sense of belonging as part of the Priory family.

4. Classroom management

This is the ability to use time efficiently, to co-ordinate classroom resources and create a space to manage children's behaviour with clear boundaries and a positive climate. All of these are relevant to maximising the learning that can take place.

5. Staff belief and understanding

It is essential that all staff understand why particular practices have been chosen, the purposes they aim to achieve, their theories about what learning is and how it happens. Their conceptual models of the nature and role of teaching in the learning process being key. All teaching adults, which includes teachers, support staff and SEND specific staff, undergo regular weekly training as part of our CPD programme. In addition to this we have a strong induction and mentor programme across the school.

6. Professional behaviours

Behaviours exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, liaising and communicating with parents are key.

How are we evaluating and assessing the impact of teaching?

Assessment of teaching is essentially formative and ongoing. Where impact is highest, teachers engage well with professional development and ongoing peer to peer learning. Therefore, a supportive professional environment when staff are encouraged to engage with research material and professional learning is inextricably linked to high quality reflection and improved outcomes for the children. It is also essential to have a holistic view of the academic, personal and pastoral development of children and the impact the teacher has had in all of these areas rather than merely a set of data outcomes.

Sustained professional learning is most likely to result when:

1. The focus is kept clearly on improving children's outcomes
2. The feedback is related to clear, specific and challenging goals for the recipient
3. Attention is on the learning rather than to the person or to comparisons with others
4. Teachers are encouraged to be continually independent learners including an understanding of cognitive science (cognitive load theory, growth mind sets, metacognition)
5. Feedback is mediated by a mentor in an environment of trust and support
6. An environment of professional learning and support is promoted by the school's leadership

‘Teachers need to be enabled to be trusted to critically question and develop innovative approaches from the consistent underlying expectations of senior leaders.’

Rosenshine’s Principles of Instruction

At Priory the structure for high quality teaching and learning should consider the following ten principles

1. Beginning a lesson with a short review of previous learning
2. Presenting new material in small steps, with children being able to practice after each step. Ensuring activities represent ‘high challenge low risk’.
3. Asking a large number of questions and checking the responses
4. Providing models for problem solving and worked examples
5. Guide practice for the children
6. Checking understanding during the lesson
7. Obtain a high success rate with an expectation that the vast majority of children will achieve the objective during the lesson or same day
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage children in weekly and monthly review to support retention

Further clarification of these principles has been provided by Creemer and Kyriakides (modified for our school setting)

Review	At the beginning of a lesson review previous learning from either earlier in the year or previous year in a very active and deliberate way e.g. looking at previous success criteria, reviewing photographs of previous learning in books/Evidence Me, examining previous learning objectives, mind maps of previous learning, questions targeting prior knowledge, quick quizzes.
Structuring	Share overview of new learning with children Split new learning into small steps of high challenge, low risk Deliver each aspect of new learning through ‘I do, We do, You do’
I do	Short and pacy precise teaching of core knowledge including teacher modelling, demonstration of new knowledge or concepts which may include the use of concrete, pictorial, abstract resources (as appropriate), videos, artefacts or real world equipment, WAGOLs for direct comparison drawing out the differences and highlighting the success criteria then comparing to WABOLs

We do	The main part of the lesson: children have the opportunity to apply their new learning in a high challenge low risk environment co-constructing and demonstrating their new learning in a collaborative situation with the teacher or peer. This can include individual practice on whiteboards followed by partner work, group work, co-work with the teacher and articulating new learning. At this stage of the lesson, it is important the teacher identifies any misconceptions the children may have or demonstrate and address them 'in the moment' before moving forward.
You do	Children then have the opportunity to show their new learning through more individualised activities. These should demonstrate the new learning has been achieved. This part of the lesson is comparatively short as once the children have gained their confidence only a few examples are needed to demonstrate their independence in this new area of learning
The classroom as a learning environment	Establishing on task behaviour. Creating an excitement around learning. Encouraging children be partners with teachers in adapting the classroom environment to suit a variety of learners and to have a voice in this process. Resource management and procurement to be child led.
Management of time	Lessons to be delivered at pace to maximise engagement rates
Assessment	Using appropriate techniques to collect information on knowledge and skills, including core subject skills, foundation subject skills and soft skills. Conscious use of the feedback policy with a focus on in the moment formative assessment to ensure maximum impact on the learner by making teaching adaptable.

This policy was approved by governors on

Name *Date:*

Signature

(On behalf of the Governing Body)

Headteacher..... **Date**

Policy written by: LD, CA, MG

Dated: December 2024

Date for review: December 2026

Appendix 1 Supplementary guidance on the Priory approach to teaching and learning

Creative teaching and learning is a continuous journey of discovery throughout our school. Beginning in Reception, as well as short focused direct teaching, children also start to develop skills and a sense of identity as a learner through suitably planned, independently accessed activities linked to their learning.

In KS1 children develop this identity further through the continuation of independently accessed activities and the addition of the completion of 'Must Do' tasks, often adult supported, linked to curriculum areas. These are completed alongside independent activities.

As the children move into KS2 the number of 'Must Dos' activities increases along with the increase in curriculum demand. This continues to develop as the children progress through KS2 culminating in children becoming self-sufficient, confident learners who are able to complete enquiries and investigations into chosen areas by the end of KS2.

To enable this journey in EYFS and KS1, teachers plan carefully chosen activities to enhance and support learning. Children are provided with the opportunity to demonstrate all the characteristics and skills of effective learning identified throughout the curriculum. Creative learning demonstrates exploring and learning through play and enjoyment, giving the children a sense of flow whilst they work. It also enables children to return to their explorations and consolidate their learning over the course of an afternoon or a more extended period. When children do this, they can explore what happens to things as they change over time and make changes to explore new ideas. Creative learning also allows children to make choices and initiate learning with or without interaction with an adult.

In EYFS the practitioner's role is particularly crucial. It's important that they not only provide a high-quality environment but also support the children's ability to interact with the resources. When children engage with continuous provision, the practitioner can take the opportunity to ask carefully crafted questions and make observations. This is especially important, as observations should then

determine how the environment is enhanced at a later stage. Creating an engaging environment also means that practitioners need to establish rules, boundaries and behavioural expectations. Once children are clear about the expectations, they will then be able to carry out their explorations with an increased sense of confidence.

To ensure quality outcomes throughout the school, teachers provide carefully structured, often in the moment, questioning as well as verbal and sometimes written feedback to children during lessons. Feedback can be in the form of questioning, advice or improvement steps. As part of point in time assessment, children can be asked to revisit work to make improvements and revisions however, this must all be given in a timely manner to ensure maximum impact on the learning. It is the responsibility of every adult to provide feedback and enable children to make continual progress.

To ensure high quality provision for all students, seven strategies for supporting SEND are incorporated into the pedagogical approach. These are I do, We do, You do instruction, chunking, visual/concrete prompts (timetables, labels, working walls etc), movement breaks, dual coding, talk partners and pre-taught prompts to enable requests for help. Greater Depth children are provided with challenge which enables them to compare and contrast a range of materials and from this develop and explain their own opinions. They are provided with opportunities to make connections across subjects and areas of learning and apply this to their own learning to help develop their ability to explain, research and create informed judgements and opinions.

Appendix 2 - Summary of advice from Timperley (2008)

Moving forward including aspects of advice from Timperley (2008)

Leadership judgements on the effectiveness of the quality of education and teaching and learning will always have an expectation of external challenge.

1. Focus on valuing outcomes whether in terms of achievement or deeper child understanding.
2. Develop professional knowledge and skills which have a positive impact on children's outcomes and are consistent with evidence based principles of teaching effectiveness and national associations' recommendations
3. In order to establish a firm foundation for improved child outcomes, teachers must integrate their knowledge about the curriculum and how to teach it effectively and how to assess whether children have learned it.
4. To make significant changes to their practice, teachers need multiple opportunities to learn new information and understand its implications for practice
5. If teachers are to change the need to participate in a professional learning community that is focused on becoming responsive to children is vital
6. External expertise is essential to challenge existing assumptions and develop the kinds of new knowledge and skills associated with positive outcomes
7. Sustained improvement in children's outcomes requires that teachers have sound theoretical knowledge, evidence informed inquiry skills and supportive organizational conditions