

**ST MARY'S RC PRIMARY SCHOOL HASLINGDEN**  
**TEACHING AND LEARNING POLICY**

**'Our School, Our Family, Modelled on Christ'**



At St Mary's RC Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners and enable each person to call forth their unique God given gifts in the love and service of both God and others.

In St. Mary's School, **LEARNING** is defined as: The process of acquiring the essential knowledge, skills, understanding and behaviours required for deep understanding.

**PROVISION** is designed to advance understanding, gradually throughout a key stage.

**LESSONS** are not an event in themselves. They are a part of the process of learning and therefore we do not expect children to complete learning within a lesson. Many lessons will carry on over several days or even weeks until a child is showing the required degree of understanding. A series of lessons will involve multiple learning objectives, some of which may be encountered for the first time whilst others are being revised in a new context.

**PROGRESS** is defined as 'knowing more and remembering more of the curriculum'. Progress is about the widening and deepening of essential knowledge, skills, understanding and behaviour.

Our school mission statement provides the basis for all teaching and learning at St. Mary's. We believe that it is the mission of our teachers to plan and deliver a curriculum which teaches the gospel values of the Roman Catholic Church, engages with the 'Big Questions' respecting and encouraging the pupils' curiosity, their journey of faith, their imagination and the love of learning.

We are committed to achieving high standards for **all** our children and we see improving basic skills as the responsibility of all staff. Our Single Equality Opportunities Policy sets out our principles in relation to inclusion and equality for all. The purpose of this policy is to provide guidance for teachers to promote high standards of teaching and learning for all. Through this framework we aim to strive for excellence at all levels so that our children are provided with the quality of education they deserve.

At St Mary's we have a distinctive and personalised curriculum that will prepare our children for the ever-changing world that they will grow into. It is a curriculum designed by the team at St Mary's with our pupils in mind, to meet their needs and build on their interests. It meets the statutory requirements of the National Curriculum. (2014) If you want to know more about the National Curriculum we follow you can use the following link. <https://www.gov.uk/national-curriculum>

**Our school is driven by our desire to ensure that every child will REACH their full potential:**

**Resilient-** pupils will be challenged across the curriculum and be encouraged to develop skills of problem solving and perseverance. We want our pupils to be committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. We aim to prepare pupils for their adult lives, teaching them to understand how to engage with society and provide them with plentiful opportunities to do so.

**Enterprising-** pupils' natural curiosity and creativity will be stimulated to develop time and self- management through problem solving, enquiry and investigations. There is high academic ambition for all pupils and opportunities for creative thinking and thinking critically.

**Aspiring-** pupils will be exposed to the wider world and all the opportunities it can offer them. They will be encouraged to have high self- esteem and set their sights high for future life. In this way, they will be fully equipped to take advantage of opportunities, responsibilities and experiences of later life. Pupils are taught how to make good choices and understand what they need to do to reach and succeed in the curriculum and in accomplishments to which they aspire.

**Citizens of the world-** pupils will learn how to be responsible citizens and how they can make a positive contribution to the world in which we live. It is our intent to equip pupils with the knowledge and cultural capital they need to succeed in life. Pupils need to be educated citizens, so in turn we will introduce them to the best that has been thought and said helping them to engender an appreciation of human creativity and achievement.

**Healthy for life-** pupils will know the importance of an active and healthy life style and they will be taught about the different factors which can affect both their physical and mental well-being. Additionally, we want our pupils to have a good understanding of healthy relationships.

At our school, each pupil is at the heart of our school and at the heart of our curriculum and St Mary's is dedicated to ensuring that every pupil REACH their true potential.

**Our Learning Culture**

- Feel safe – respect, value and support each other as people made in the image and likeness of God.
- Take risks
- Recognise mistakes and errors as a learning opportunity

- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

### **Effective Learning- Cognitive Load Theory**

What we know about learning is based on educational research and evidence. We craft our teaching and learning opportunities based on the knowledge that everything we learn is based on our prior memories and learning is connecting new experiences to existing ones. Learning is a persistent and cumulative change in what we know and can do and explicit vocabulary instruction has the power to unlock complex ideas.

Our approach to Teaching and Learning is based on understanding of 'Cognitive Load Theory. We know that the working memory operates as a 'sketch' pad for the mind and is limited in the information it can retain. Therefore, our curriculum is designed on the basis that teachers will relieve cognitive load via high quality instruction, modelling, scaffolding and the use of knowledge organisers and knowledge notes.

We base all of our teaching and learning on the following recommendations:

1. Make the most of prior learning- give new learning a place to settle with existing knowledge.
2. Use worked examples to teach new content or skill- a 'my turn, our turn, your turn' approach.
3. Gradually increase independence so pupils move from teacher led- guided- independent.
4. Remove unnecessary information- consider the redundancy effect to improve clarity.
5. Present and keep essential information together- we consider the 'split attention' effect.
6. Simplify complex information- sequence learning into cumulative steps.
7. Retrieve learnt concept to strengthen cognitive connections.

### **Effective Learning- Principles of instruction**

Our understanding of Cognitive Load Theory supports our implementation of Principles of Instruction within our teaching and learning. Principles of Instruction ease the 'bottleneck of transfer' between working and long-term memory. When pupils can retrieve information stored in the long-term memory, it will ease the load on the working memory and allow for greater learning. Teaching and Learning at St. Mary's is founded on 'Rosenshine's 10 principles of instruction'.

1	 <p><b>RETURN</b> review content daily   improves automatic recall, freeing up working memory</p>	<p><b>CHECK IN WITH PUPILS</b> regularly and systematically   avoid assumptions by questioning and quizzing all pupils to check they understanding the content</p> 	6
2	 <p><b>SEQUENCE NEW MATERIAL</b> present new content in small steps   be precise - the working memory can only handle and process a few pieces of new information at once</p>	<p><b>GENERATE SUCCESS</b> small steps with lots of practice   this eases the load on the working memory and supports transfer to the long-term memory</p> 	7
3	 <p><b>ASK RELEVANT QUESTIONS</b> that engage all pupils, not just a few   use techniques that allow everyone to participate, such as show what you know or think-pair-share</p>	<p><b>SCAFFOLD DIFFICULT TASKS</b> temporary support to help with new or complex tasks   structured templates, modelling, teacher explanation, checklists</p> 	8
4	 <p><b>GIVE WORKED EXAMPLES</b> model teacher thinking and expectations   think aloud and explain how to present or solve problems My turn; Our turn; Your turn</p>	<p><b>OPPORTUNITIES FOR INDEPENDENT PRACTICE</b> practice what you know   teacher led guided independent</p> 	9
5	 <p><b>GUIDE PUPIL PRACTICE</b> plan time for pupils to rehearse, rephrase and elaborate learning   acquiring meaning through deliberate practice with varying instructional input from the teacher</p>	<p><b>REVISIT WEEKLY AND MONTHLY</b> spaced learning activates retrieval practice   revisiting recently learned content strengthens the cognitive connections within the long-term memory</p> 	10

## **Differentiation**

Our aim is that all children are given the opportunity to master age appropriate learning regardless of ability. Instead of accelerating, we believe in developing a depth of understanding for children of all abilities, which requires teaching fewer topics but in much greater detail. This allows teachers to differentiate tasks with greater ease and success. Rather than accelerating high attaining children through topics, they are challenged to delve deeper and solve problems with very little structure. To support middle or lower attaining children, tasks can be scaffolded in different ways—sometimes using success criteria as a guide. Children are helped in various ways so that they can access the learning. This enables all children to access the same curriculum, working on the same concepts and skills at the same time. At St Mary's, we believe the key to differentiating through depth of understanding is to plan carefully considered tasks and lessons. The tasks we set enable all children to access the content and to engage with it. The tasks are accessible to all children and open to a variety of problem-solving approaches. The tasks encourage children to think deeply and to make connections to different areas of their learning; they should inspire children to want to know more and to engage fully with the concepts being studied.

## **Effective teaching- Sequencing Learning**

Effective teaching is based on our drive for high quality instruction in the classroom. This instruction is content driven through knowledge, interactive, rich in vocabulary, responsive, engaging and inspiring and memorable experiences.

We class effective teaching and lessons as having the following components:  
CONNECT- EXPLAIN- EXAMPLE- ATTEMPT- APPLY- CHALLENGE.

We CONNECT to prior learning to prime the memory and build secure schema.

We EXPLAIN the intended knowledge often using 'worked examples' and with plenty of opportunity for rehearsal. We ensure our explanations are dynamic to ensure learning is generative and responsive.

We provide EXAMPLES to model intended knowledge. We ensure these examples are concrete to ensure learning is unmissable and successful.

We provide opportunities for children to ATTEMPT to enable practice and provide the opportunity to make sense of the learning.

We provide opportunities for children to APPLY their learning to be able to make meaning of the content. This ensures learning is consolidated, connected and embedded and refines what the pupils can know and do.

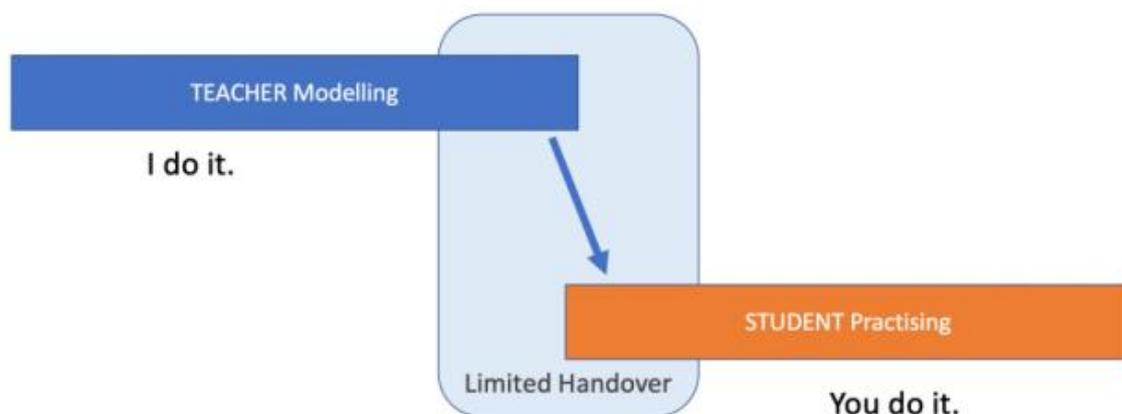
We CHALLENGE all pupils via elaborating, sophisticating and integrating to provide deeper thinking.

### **Effective teaching- Modelling**

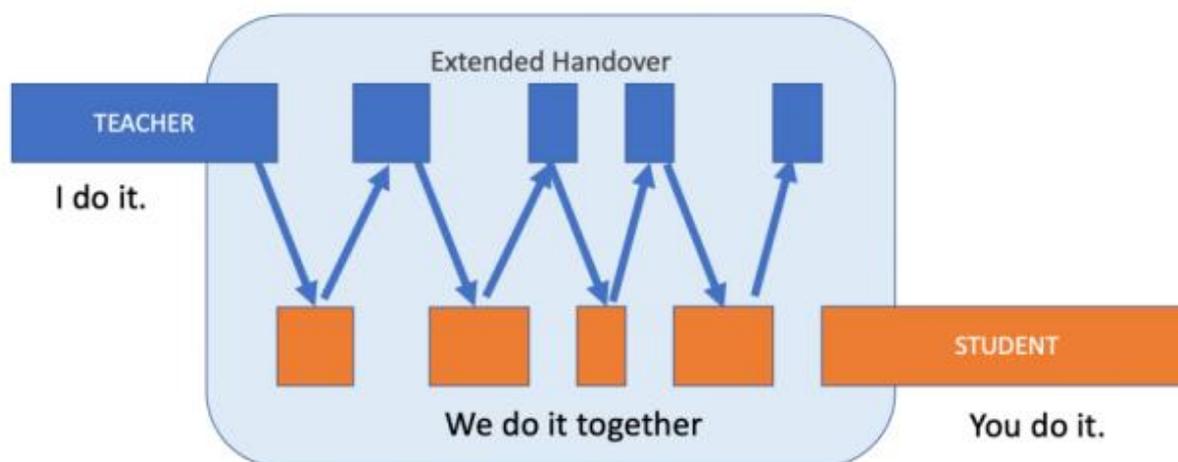
Adapted from 'The art of modelling... it's all in the handover', Tom Sherrington, 2020

'Cognitive Load Theory In Action', Ollie Lovell, 2020

At St. Mary's, learning happens in an extended handover with the teacher carefully managing the cognitive load and reducing scaffolding slowly, step by step. One way to think of this is in terms of a handover, baton-style: A baton exchange is only successful if the receiver gets a firm grip. If you look from a distance, it might appear instantaneous. But learning doesn't form in that way with knowledge leaping from the teacher to the student:



Watching a teacher perform a task doesn't necessarily mean a child can do it, even if they have seen exactly what the teacher has done and heard them explain it really clearly. There's just too much to take in, to process and turn into knowledge they can deploy themselves. What is needed is a much more extended hand-over where the teacher works with the children to do the task together:



It's not instantaneous; a crucial time passes when both people are holding the baton together. In that brief moment, they are communicating through the touch: Have you got it? No, not yet. Ok, I'm still with you. Grip harder. Have you got it now. Nearly, keeping holding, I'm nearly there.. Ok. You're ready.. Off you go. Yes, I'm ready, let go. I already have.... you're away. - 8 - In a real world lesson context the 'We do it together' process is the key to modelling. Ollie Lovell refers to this as the 'alternation strategy'. This is where students get a sense of what it feels like to do the task successfully, working towards the moment of independence. Students who struggle need this to be longer, with more smaller steps, more iterations of to and fro until they are up and running. This period will be fuelled by lots of checking for understanding and guided practice on the details. At St. Mary's, we break learning down into small steps, getting children to practise each step with us, alongside us even more, before we move onto the next one. As with learning a dance, once we know the steps, we can then start to link them together, to practise several at once until, eventually we have the whole dance. Sometimes we just need to practise the beginning, the middle or the end – and the same is true for writing and maths problems. The modelling process doesn't always need to start from the beginning – so we vary the point at which modelling begins.

### **Inclusion and SEND**

We want all children to fully access their education. We aim to create an ethos and educational environment that is person centred and has the views and needs of the child at its heart. We will ensure that all sessions will be adapted by strategy or task where appropriate to meet the needs of the children in the group and will provide appropriate levels of challenge for every child so that they can all make progress at their own rate. We encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education. We aim to be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum.

### **Summary of Teaching and Learning Strategies**

1. Teachers must demonstrate high expectations by setting challenging tasks for all children.
2. Teachers must expect and demand high standards of behaviour in all lessons using praise, recognition and rewards to shape and build children' positive attitudes towards learning.
3. Teachers must base their teaching on the school curriculum guidelines.
4. Lesson planning should have clear learning objectives to deepen children' knowledge, skills, and understanding.
5. Teaching strategies rather than objectives should be differentiated to match children' abilities and provide good opportunities for them to develop the skills needed to learn for themselves.
6. Appropriate teaching strategies should be used to meet the needs of children with SEND ('5 a day' approach utilised as advocated by EEF).
7. Children making less than sufficient progress must be identified early and helped to successfully overcome their difficulties.
8. Teachers should use a wide and appropriate range of teaching and learning strategies to engage, challenge and inspire children of all ability levels.
9. Teachers are expected to teach the skills of literacy and reading and the basic skills of the core curriculum effectively.
10. All teaching should include: clear explanation; good modelling of language; use of a wide range of questions; lessons building on prior learning.
11. Opportunities should be sought in lessons to promote children' spiritual, moral, social and cultural development.
12. Teachers and teaching assistants must promote and embed self-regulated learning to help their pupils to develop into successful learners.
13. Lessons must have good pace for teaching and learning and time must be used well.
14. Resources must be well managed and classrooms should be well organised stimulating and exciting places for learning
15. Wherever possible children should benefit from first-hand experience, opportunities for investigation, opportunities for problem solving, visits out into the environment, visitors and other activities that stimulate their learning.
16. Teachers must ensure that time, support staff and other resources, especially computing skills are used effectively to provide for each child's individual needs.
17. Teachers must assess children' work thoroughly and ensure that children are given regular constructive feedback on their progress and standards and what they need to do to improve.
18. Where appropriate, teachers should use homework effectively to reinforce and extend what is learned in school.

## **Review**

This policy is reviewed at the start of each new academic year in September. Next review date: September 2023.

