

OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL



Our Lady Immaculate
Catholic Primary School
A Multi-Academy

"With God all things are possible"
(Matthew 19:26)

At Our Lady Immaculate Catholic Primary School, we will inspire our children to achieve personal excellence for themselves and for the glory of God.

Teaching and Learning Policy

Date	Review Date	Coordinator	Nominated Governor
Autumn 2023	Autumn 2025	Headteacher	Linda McSweeney

Headteacher:	Lesley Roche
Chair of Governing Body:	Linda McSweeney

TEACHING AND LEARNING POLICY

At Our Lady Immaculate Catholic Primary School, we will inspire our children to achieve personal excellence for themselves and for the glory of God.

Introduction

At Our Lady Immaculate, we believe both in the concept of lifelong learning and the idea that both adults and children learn new things every day. We ensure that learning should be an enjoyable experience and exciting for everyone. Our curriculum includes the formal requirements of the National Curriculum and the various additional activities that the school organises to enrich children's experiences through a broad and balanced curriculum. Our school curriculum is underpinned by our Mission and Vision Statements and enacted through our Virtues by which we live. We believe that appropriate and wholesome teaching and learning experiences help children to lead happy and successful lives.

Aims and objectives

We believe that pupils learn in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to fulfil their individual potential.

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them to build positive relationships;
- develop children's self-respect; encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings;
- show respect for our diverse range of cultures and, in so doing, promote in pupils positive attitudes towards others;
- enable children to understand their local, national and global community;
- provide pupils with the skills to become articulate communicators;
- help children to grow into independent, pro-active and positive citizens;
- promote fundamental British values as part of our SMSC curriculum;
- provide pupils with skills to access and use information communication and technology effectively.

Effective Teaching

Barak Rosenshine (2010) provides a highly accessible bridge between research and classroom practice and at Our Lady Immaculate Catholic Primary School we use Rosenshine's Principles of Instruction, along with the Education Endowment Foundation's 'five-a-day' approach, to enhance our teaching practice, to ensure the best outcomes for our pupils (See Appendix 1).

Indeed, at Our Lady Immaculate we strive for excellent teaching, and believe that 'Great

Teachers’:

1. Understand the content they are teaching and how it is learnt.
2. Create a supportive environment for learning.
3. Manage the classroom to maximise all opportunities to learn.
4. Present content, activities and interactions that activate their students’ thinking.

Therefore, our teaching aims to motivate all children and build on their knowledge, skills, and conceptual understanding so that they reach the highest level of personal achievement and excellence. We use the school’s curriculum plans to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught in each year group.

Planning

As a staff we have agreed that to be effective, we must have a deep and fluent knowledge and flexible understanding of the content we are teaching. We know that teaching is more effective when lessons are well planned and when learning intentions and success criteria are shared with pupils. Good planning identifies the activities and strategies needed to bring about progress in knowledge, skills and conceptual understanding. Assessment is an integral part of the planning process and enables the teacher to monitor pupils’ progress as well as informing future planning.

As a staff, we have agreed long, medium, and short-term planning to ensure continuity, coverage, and progression. In planning we need to ensure that:

Pace	lessons proceed at a good pace in order to hold pupils’ interest and maximise teaching and learning time;
Content	the content covered is relevant, ambitious and appropriate to pupils’ needs and abilities;
Differentiation	individual needs are catered for so that all children can access the work and achieve success;
Support	appropriate support is planned and support staff are aware of the learning intentions and outcomes of any given task;
Modelling	opportunities are provided for modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge, using worked/part-worked examples.
Vocabulary	opportunities are provided for the teaching of tier 2 and 3 vocabulary across all subjects.
Questioning	questions and dialogue are planned for, to promote elaboration and connected, flexible thinking among learners (e.g. Why?, Compare? etc.)
Challenge	opportunities are provided for the more able pupils to pursue or investigate a task in greater depth and opportunities for mastery at greater depth.

Assessment	opportunities are planned to assess pupils' conceptual understanding, skills and knowledge to inform future planning;
Resources	resources used are interesting, ambitious, appropriate, and attractive and are readily available when required.
Thinking	activating children to think things through thoroughly is always prioritised over other activities and is an essential component of every lesson.

All teaching will be structured to maximise learning opportunities; lessons will be planned in accordance with the following principles:

- teaching and learning is planned to match the pupils' learning needs;
- the teaching should build on previous learning – connecting new ideas to what has previously been learnt (and reactivating/checking that knowledge);
- it should give pupils the 'big picture';
- the learning intention, success criteria and skills taught are explained, including its relevance;
- it should allow opportunities for pupils to build up their own understanding through various tasks, including using talk partners;
- it should allow for opportunities for pupils to practise until learning is fluent, automatic and secure;
- it should allow opportunities for pupils to review what has been learnt;
- it should have built-in opportunities for feedback to children, celebrating success and reviewing learning strategies;
- it should be motivating and engaging through first-hand practical experiences, in and out of the classroom, including trips;
- it should provide opportunities for pupils to have greater ownership of their learning by involving them in the direction of the topic;
- it should provide them with opportunities to plan, regulate and monitor their own learning, progressing appropriately from structured to more independent learning;
- the teaching should, through Assessment for Learning, indicate what will be the next step in the learning.

EFFECTIVE LEARNING

We ensure the best possible environment for learning by promoting interactions with all pupils that are based on mutual respect, care, empathy, and warmth, so that learners feel safe and that they belong. Learning is enhanced through creating a climate of high expectations, with high challenge and high trust, so learners feel enthused to exceed and succeed; encouraging learners to attribute their success or failure to things they can change and improve.

Learning is enhanced through the promotion of effective use of questioning:

- using open ended questioning;
- using questions to elicit pupil thinking;
- getting responses from all pupils;
- using waiting/thinking time;
- questioning with advance warning: 'In two minutes I will ask you....'.

Learning is enhanced through effectively:

- connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge)
- using plenary or mini plenaries, reviewing/reflecting what has been learnt.

Learning is enhanced through effective use of modelling

- demonstrating new skills or procedures with appropriate scaffolding and challenge

Learning is enhanced by providing opportunities for pupils to practise until learning is fluent, automatic and secure

Learning is enhanced through the promotion of a great classroom environment:

- working walls;
- examples of good practice;
- children's questions;
- key vocabulary;
- visual artefacts to stimulate thinking;
- visuals to challenge senses.

Whole class learning:

- to introduce a new theme or activity;
- to model processes
- to give points of information to all;
- as a starting point for later group/individual work;
- to bring groups together to share thoughts/work to stimulate further thinking;
- to foster class identity (social reasons);
- to create a particular atmosphere;

Guided Group learning:

- to provide specific adult input for a smaller number;
- to encourage thinking in small group settings;
- to make sure all pupils have an opportunity to respond;
- to allow for differentiated work;
- to allow for more than one theme to be addressed in the class at the same time;
- to teach to the group's curriculum target;
- to assess learning and progress;
- to create opportunities to focus on group curriculum targets;
- to facilitate pupil collaboration on a task.

Paired learning:

- to encourage close collaborative work;
- to promote communication skills – discussion of shared work-Think –Pair-Share (TPS), Talk to your partner (TTYP);
- to focus on co-operation;
- to allow quieter pupils an opportunity to voice their opinion in a 'safe' environment;

- to use resources more effectively.

Independent Learning:

Schools should provide the foundation for life-long learning and therefore at Our Lady Immaculate School we wish to provide our pupils with the skills, confidence, and opportunities to accept responsibility and motivation for their own learning. To achieve this, pupils need to be supported and taught how to acquire these skills and be given the opportunities to trial and improve their skills. It is also important to recognise that individual pupils will be at different stages along this route, and this must be taken into account when planning for these activities.

We need to structure our teaching so that by the end of Key Stage 2 many of our pupils will have developed the skills to:

- plan and organise their work;
- apply their knowledge and skills to new situations;
- solve problems and carry out investigations;
- use ICT to effectively assist their learning;
- be confident in their own ability;
- work collaboratively with others on a task;
- know when to seek assistance;
- take risks and learn from their mistakes;
- set their own targets and evaluate their own performance;
- take a pride in their work;
- take responsibility for their own learning.

CLASSROOM CLIMATE

We aim for classrooms to be stimulating, effective and attractive learning environments. Displays are reflective of the learning and provide opportunities for prompts, reflection and/or learning journeys (working wall). We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources which results in high quality work by the children.

Moreover, to produce an effective classroom climate, teachers must:

- ensure that pupils feel secure and valued;
- welcome pupils into the classroom every morning;
- praise pupils' efforts and acknowledge their achievements;
- demonstrate a willingness to be flexible in teaching methods and behaviour;
- provide opportunities for pupils to take on responsibilities;
- give clear instructions of what is expected of the pupils;
- demand high standards in work and behaviour;
- provide consistent, fair and appropriate discipline;
- provide an environment where mistakes are accepted as part of the learning process;
- provide opportunities for pupils to co-operate and collaborate with others;
- encourage an atmosphere of trust;

- display a sense of humour;
- raise self-esteem and confidence.

ASSESSMENT

There is a consistent approach to assessment across the school. Teachers make ongoing assessment of the whole class and each child's progress through observation, responsive feedback, whole class feedback and marking of children's work. They use this information when planning lessons. This enables them to consider the abilities of all their children. Our prime focus is to further develop the knowledge and skills of all our pupils, and we strive to ensure that all tasks set are appropriate to each child's level of ability.

When planning work for children, we give due regard to information and targets contained in the children's One Plans. Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities legislation covering race, gender, faith, LGBT, and disability. We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion.

Teachers meet at least termly to monitor and gauge rates of pupil progress and identify children who are not on track. The progress of specific groups is also tracked at these meetings. (More detailed information is included in the school's Marking and Feedback Policy)

EQUAL OPPORTUNITIES

Pupils will have equality of access to all curriculum provision and learning opportunities irrespective of gender, ethnic background, age, faith, LGBT, or disability. Decisions concerning teaching groups will always be made in the best interests of all pupils.

APPENDIX 1

Barak Rosenshine's (2012) pamphlet presents ten research-based principles of instruction, and suggestions for classroom practice. These principles come from three sources: (a) research on how our brain acquires and uses new information; (b) research on the classroom practices of those teachers whose students show the highest gains; and (c) findings from studies that taught learning strategies to students.

The following is a list of some of the instructional procedures that have come from these three sources:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for understanding.
- Think aloud and model steps
- Provide models of worked-out problems.
- Ask students to explain what they had learned.
- Provide systematic feedback and corrections.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.

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.



<p>01 DAILY REVIEW</p> <p>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.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p> <p>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.</p>
<p>03 ASK QUESTIONS</p> <p>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.</p>	<p>04 PROVIDE MODELS</p> <p>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.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>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.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>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.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>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.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>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.</p>

High quality daily teaching: the 'five-a-day' approach

Teaching is complex but there are certain key elements that can be integrated into daily practice to enhance its quality. The 'five-a-day' approach identifies these evidence-based 'best bets', which

research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND. The five elements of the approach are summarised below.

1	Explicit instruction	Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.	
2	Cognitive and metacognitive strategies	Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.	
3	Scaffolding	When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term.	
4	Flexible grouping	Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class.	
5	Using technology	Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice, and to record their learning. For instance, you might use a class visualiser to share pupils' work or to jointly rework an incorrect model.	