



St Anne's and Guardian Angels

Curriculum, Teaching and Learning Policy

[Updated September 2023]

Date	September 2023
Last reviewed on:	August 2023
Next review due by:	September 2024

Contents

Section A: Our School	Page 3
1. Our Vision for St Anne’s and Guardian Angels School.....	Page 3
Section B: Our Curriculum	Page 4
1. The Aims of Our Curriculum.....	Page 4
2. Curriculum Offer.....	Page 5
4. Minimum Enrichment Entitlement.....	Page 7
5. Equality and Inclusion.....	Page 8
6. Organisation and Planning.....	Page 9
7. Role of Subject Leader.....	Page 10
8. Curriculum Monitoring and Review.....	Page 10
Section C: Teaching and Learning	Page 12
1. What Makes Great Teaching.....	Page 12
2. A Model for Learning: Memory and Rosenshine’s Principles Of Instruction.....	Page 13
3. Classroom Expectations.....	Page 17

Our School

[Section A]

'Excellence together, with Christ at the Centre'

St. Anne's and Guardian Angels Primary school is a Catholic school which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of the school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. Catholic Religious Education is the "core of the core curriculum" (Pope St John Paul II) and the foundation of the entire educational process. We also provide a wide range of extra-curricular activities and a strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.

Our Vision for St Anne's and Guardian Angels Primary School

1. To build the foundation of pupils' spiritual development and to place Christ, and the teaching of the Catholic Church, at the centre of pupils' lives
2. For all pupils to receive a curriculum that is engaging and relevant to their lives, preparing them for the next stage of their education and for life in the modern world, and developing their curiosity and creativity
3. That, in addition to a broad and enriching curriculum, pupils are given opportunities to develop their social and cultural capital – that is that all pupils are given opportunities to experience places and events which they may not ordinarily have access to
4. For teachers and support staff to be supported and developed to be the very best educators for our pupils: delivering ambitious, high quality teaching and learning which follows a consistent approach within the school; using sound educational research to underpin developments in teaching and learning practice in order to offer the best and most current thinking
5. For all pupils and families to feel included and represented within our school and for our school to be an equitable place to study and work
6. That relationships between pupils, staff and the wider school community are outstanding and based upon mutual respect
7. That the behaviour of pupils in the school is exemplary and pupils are prepared and ready to learn each day: happy to come to school, attending every day with the correct uniform and resources for the day
8. For pupils and parents to have the highest aspirations and for us to work together to achieve the very best standards and outcomes for our children, whatever the starting point

Our Curriculum

[Section B]

The Aims of Our Curriculum

1. Fulfil the requirements of The Early Years Foundation Stage, The National Curriculum (2014) and RECD (RE Curriculum Directory)
2. Provide pupils with the essential knowledge and skills that they need to become educated citizens and provide opportunities to develop their creativity and critical thinking skills
3. Promote a positive attitude to learning: inspire and enthuse children and develop strong foundations for lifelong learning
4. Enable children to achieve to the very best of their ability (including both attainment and progress)
5. Teach children about the world in which they live: how their environment and society has changed over time and Britain's cultural heritage
6. Enable children to be positive citizens in society: help them to distinguish right from wrong, respect the law and the basis on which it is made and to encourage pupils to become involved in decision making and promote pupil voice
7. Encourage pupils' self-esteem and self-confidence, enabling children to have respect for themselves and each other and realise their uniqueness and self-worth
8. Uphold British values of democracy, the rule of law, individual liberty and mutual respect, and respect and acceptance of those with different faiths and beliefs
9. Promote respect for individual differences (including differences of faith, ethnicity, disability, gender and difference of family situations) so that they are able to live and work cooperatively with others and grow up committed to equal opportunities for all
10. Enable children to develop their computing skills in an increasingly digital age. To ensure that they are responsible users of ICT by teaching children how to stay safe online, how to protect themselves from harm and how to take responsibility for their own and other's online safety
11. Empower pupils to make well informed choices and decisions to lead a healthy and happy life, including decisions about: diet, fitness, personal health, relationships, personal safety and finance

Curriculum Offer

The Early Years Foundation Stage

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment
- It acknowledges the importance of a full working partnership with parents and carers

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development that must shape educational provision in early years settings. We believe that all areas of learning and development are important and interconnected; none of the areas of learning can be delivered in isolation. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring:** children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems
- **Active learning:** children will have time and space to concentrate, to keep on trying if they encounter difficulties and to enjoy their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions, providing children with a sense of satisfaction as they take ownership of their learning.
- **Creating and thinking critically:** we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things

Early Learning Goals is the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and reading lessons. However, we do plan different topics which have been identified as a vehicle of interest to deliver the children's next steps in learning. In this way we are directly responding to the needs and interests of the children. Our medium-term planning identifies the intended themes/topics that the children will be learning about through their play.

The National Curriculum

St. Anne's and Guardian Angels Primary School is committed to meeting the requirements of the The National Curriculum in England for Key Stages 1 & 2 (2014). Our curriculum reflects the content and

challenge of the 2014 curriculum whilst having been tailored to reflect the diverse backgrounds and experiences of our school community. The curriculum is taught with the consideration of the needs of all learners and, through a culture of high trust and bespoke support where needed, teachers are given liberty to adapt curriculum plans in order to meet these needs. Our curriculum is exciting, engaging and inspires children to nurture a passion for learning.

Religious Education

Our RE curriculum is planned to meet the requirements of the Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales. We use planning documents from *The Way, The Truth and The Life* to support our curriculum planning but the planning of Religious Education is not limited to this. Religious Education lessons at St Anne's and Guardian Angels School constitutes 10% of curriculum time, therefore meeting Diocesan requirements.

Through their RE curriculum, pupils will formally learn about three other faiths across each academic year. Each year group will learn about Judaism, Islam and Hinduism each year.

Relationship and Health Education

St Anne's and Guardian Angels Primary School follows the 'Life to the Full' RHE scheme of work which is published by Ten:Ten and approved for use by the Diocese of Westminster. Life to the Full is a Relationships and Health Education curriculum programme underpinned by a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. We ensure that all RHE teaching supports the Catholic ethos of the school and is in line with the teachings of the Church.

Minimum Enrichment Entitlement

Here at St Anne’s and Guardian Angels School, all pupils receive a curriculum that is engaging, relevant to their lives and meets the requirements of the EYFS and National Curriculum. Our curriculum prepares learners for the next stage of their education and for life in the modern world, whilst developing their curiosity and creativity at the same time. In addition to a broad and enriching curriculum, pupils are given opportunities to develop their social and cultural capital – that is that all pupils are given opportunities to experience places and events that they may not ordinarily have access to.

This enrichment offer is woven into our long term planned curriculum and includes, but is not limited to those experiences specified here which are offered when resources and opportunities allow. These experiences allow for:

- Local area experiences
- Experiencing the natural environment
- Performance, sport and cultural experiences
- Purposeful enterprise activities
- An appreciation of diversity and celebration of difference
- Finding out about future education and different careers
- Learning basic life skills

St Anthony’s Class [Specialist Provision]

- Take a ride on the DLR
- Visit the Transport Museum
- Take a boat trip up the River Thames
- Pet an animal
- Go to the top of a tall building and see London from a height
- Buy an ice cream from an ice cream van
- Visit an aquarium
- Visit the Christmas lights in the West End
- Go swimming
- Go shopping and pay for something at the checkout
- Make a sandwich and eat it

<p style="text-align: center;"><u>Nursery</u></p> <ul style="list-style-type: none"> • Feed the ducks at the park • Ride a double decker bus • Drink hot chocolate around a fire pit • Play in a paddling pool • Use a sparkler • Meet a firefighter and see a fire engine up close 	<p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> • Fly a kite in the park • Ride a bike • Visit a forest and build a den • Make a sandwich in the kitchen and then go on a picnic to eat it • Build a snowman and throw a snowball • Meet a police officer 	<p style="text-align: center;"><u>Year 1</u></p> <ul style="list-style-type: none"> • Visit the Transport Museum • Try food from other cultures • Get muddy! • Go to the top of a tall building and see London from a height • Pet an animal • Visit a working farm 	<p style="text-align: center;"><u>Year 2</u></p> <ul style="list-style-type: none"> • Grow and cook our own food • Visit the Science Museum • Visit the local library • Go shopping and pay for something at the checkout • Take a ride on the DLR • Visit the seaside
<p style="text-align: center;"><u>Year 3</u></p> <ul style="list-style-type: none"> • Learn to swim • Learn to play an instrument • Write a poem and perform it in public • Watch a play at the theatre • Take a boat trip up the River Thames • Visit the Natural History Museum 	<p style="text-align: center;"><u>Year 4</u></p> <ul style="list-style-type: none"> • Have a sleepover at school • Attend a concert to hear live music • Visit an art gallery • Write and post a letter (have a pen pal) • Visit the Tower of London and see the Crown Jewels • Learn to sew • Take part in a sports tournament or competition 	<p style="text-align: center;"><u>Year 5</u></p> <ul style="list-style-type: none"> • Volunteer my time for the benefit of others • Ride a bike on the road • Ride a cable car • Visit a Mosque • Experience a range of professions through visits and visitors. Visit places of work • Learn basic First Aid 	<p style="text-align: center;"><u>Year 6</u></p> <ul style="list-style-type: none"> • Order a meal at a restaurant and pay for it at the end • Watch a film at the cinema • Visit a Synagogue • Sleep away from home (go on a residential trip) • Save up money for an event that we plan and resource (e.g. end of year party, special school trip). Visit a bank • Take part in an election (standing or voting) • Speak to / write to a politician about a cause I feel passionately about • Visit a secondary school / college / university

Equality and Inclusion

St Anne's and Guardian Angels School is committed to being an inclusive and equitable place to learn. We have worked closely with Equaliteach as members of their 'Equally Safe' programme to ensure that our policies, practices and curriculum foster a culture of acceptance and understanding, ensuring the whole school community can enjoy an environment where they are valued and can achieve their full potential.

Including Children with Special Educational Needs and Pupil Premium

Our curriculum has been written with close regard to the St. Anne's Special Educational Needs Policy: Promoting Inclusion and the SEND Code of Practice.

At St. Anne's and Guardian Angels School we work hard to ensure that all children achieve well in school and our curriculum is designed to provide access and opportunity for all who attend the school. We are committed to:

- Ensuring that all reach high levels of achievement
- Being an inclusive school and providing curriculum access for all
- Ensuring that the identification of all SEND provision happens at the earliest possible stage of a pupil's school career
- Meeting the individual needs of pupils by making all reasonable adjustments possible to the curriculum and classroom
- Working towards inclusion in partnership with other agencies and schools
- Achieving a level of staff expertise to meet pupil need

We aim to raise attainment through the creation of inclusive cultures, practices and policies. These include: equal opportunities, anti-racism, race equality, anti-bullying as well as the curriculum and subject policies.

In order to meet the learning needs of all pupils, teachers adapt and differentiate work. They strive to meet individual learning needs in their planning, lesson delivery and feedback. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways where the provision is related specifically to their needs. The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with class teacher, TA or Learning Mentor (LM)
- Individual class support / class withdrawal
- Further differentiation of resources
- Home learning support club
- Targeted interventions
- Provision of alternative learning materials / special equipment
- Group support
- Staff development / training to cultivate more effective teaching strategies
- Support from specialist professionals or external agencies

As with every child in our care, a child who is deemed to be socially disadvantaged is valued, respected and entitled to develop to his/her true potential, irrespective of need. All members of staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs in a caring environment. This is an integral part of

the spiritual development of the whole school community. We have designed a curriculum that meets the school's key priorities regarding pupils in receipt of Pupil Premium funding. These priorities (in relation to curriculum design) are:

1. That the progress and attainment of pupils in receipt of Pupil Premium funding is at least as good as their peers both in school and nationally
2. That pupils eligible for Pupil Premium funding are provided with opportunities to broaden their horizons and aspirations (extra-curricular clubs, outings etc.)

For further information, please see: *St. Anne's and Guardian Angels Primary School Special Educational Needs Policy: Promoting Inclusion* and *St Anne's and Guardian Angels Primary School Pupil Premium Policy and Guidelines*.

Racial Justice, Equality and Diversity

At St Anne's and Guardian Angels, the notion of racial justice, equality and diversity is not a standalone concept but built into the culture and ethos of the school. We frequently work with staff, pupils and their families to enhance the good practise that we already have in place to ensure that our school is an inclusive and equitable place to learn and work. As such, the RJED work that we are undertaking is one element in our broader work around the nine protected characteristics of the Equality Act.

Curriculum topics are diverse and we include topics such as the Windrush, The Brixton Uprisings, Immigration to East London throughout history (including the Huguenots, Jewish settlers, the Bangladeshi community) Fairtrade, the Commonwealth, Benin Civilisation as well as the geographical study of countries such as Ghana and Bangladesh. Topic knowledge organisers also include RJED links, which guides teachers on how to teach about other racial groups living in eras such as the Stone Age, Tudor period and in WW1/2. Whilst we have designed a curriculum that celebrates diversity, reflects our school community and addresses themes around equality all year round, we acknowledge the importance of celebrating Black History Month and Refugee week in their own right. These are planned for and are stipulated on the school curriculum overview to ensure that the knowledge the pupils gain is robust and that we show progression across all year groups in the content and themes covered.

Organisation and Planning

Our curriculum is planned in year groups based on the requirements of The National Curriculum 2014 and RECD (RE Curriculum Directory). We plan the curriculum carefully so that there is full coverage of The National Curriculum and there is planned progression in all curriculum areas. Our curriculum not only includes the formal requirements of The National Curriculum but also includes a range of extra-curricular activities designed to enrich the experiences of all learners.

Curriculum Overview: Our curriculum is based upon The National Curriculum 2014 and has been designed to equip children with the essential skills and knowledge that they need for each stage of their development. The views of children and staff were taken into account during this planning process so that we could develop a curriculum that was both challenging and interesting for pupils. Each year staff and pupils are asked to feedback on the curriculum and subject leaders then make necessary adaptations (for example, updated core texts) so that the curriculum remains relevant and

engaging. The Curriculum Overview has been reviewed by the Senior Leadership Team to ensure adequate coverage across the curriculum. As the curriculum overview has been written to include sufficient detail in relation to the skills and knowledge to be taught each half term, there is no requirement for teachers to write medium term plans.

Short Term Planning: Short term plans are written on a weekly basis for the core subjects and topic related lesson (English, Maths, RE, Science and History/Geography) and saved onto the school's shared online platform (Microsoft Teams). These plans are used to set out the learning objectives for each session, the teacher's input, the activities to be completed and key vocabulary/language structures to be taught within the session(s). Lessons should take an 'adaptive teaching' approach meaning that most students are exposed to the same content and tasks with teachers adapting and scaffolding learning within the lesson as required so that all children can achieve the lesson objective. However, where pupils have a specific need or are working on a different programme of study, short-term planning should indicate how the lesson/task/objective has been differentiated for these pupils. As a school we acknowledge that a teaching staff can be varied in terms of experience and expertise. Therefore, the extent to which teachers are required to write detailed lesson plans may vary. However, for those teachers who are less experienced (for example ECTs) or those for whom pupil outcomes are falling short of expectations, more detailed planning may be required in the interim. Where needed, bespoke support will be given to teachers to ensure that their planning and teaching is having a positive impact on pupil outcomes. This support may be from their Phase Leader, mentor, a subject lead or other experienced colleague.

Role of the Subject Leader

The role of the subject leader is to:

1. Provide a strategic lead and direction for the subject
2. Support and offer advice to colleagues on issues related to the subject
3. Monitor pupil outcomes in that subject area
4. Provide efficient resource management for the subject

The school gives subject leaders non-contact time when required so that they can carry out the necessary duties involved with their role. It is the role of the subject leader to keep up to date with developments in their subjects, at both national and local level. Their role is to review the way the subject is taught in the school and to plan for improvement/development, with their subject development plans linking to whole school objectives. The curriculum leader works with subject leaders to review the curriculum plans for their subject, ensure that there is full coverage of the National Curriculum and that progression is planned for.

Curriculum Monitoring and Review

- Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors visit the school and meet with subject leaders to gain an insight into the impact of the teaching and learning and deployment of resources in different curriculum areas. These monitoring visits will usually be related to priorities on the school development plan and therefore may not happen for each subject.
- The Headteacher is responsible for the day-to-day organisation of the curriculum.

- Phase leaders monitor the short-term planning for their phase each week and feedback to teachers where amendments should be made, referring on to subject leads if subject-specific issues are arising.
- Subject leaders monitor the way that their subject is taught throughout the school. They monitor by observing lessons, looking at books, moderating, talking to pupils and looking at planning and ensuring that appropriate teaching and assessment strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Teaching and Learning

[Section C]

What makes 'Great Teaching'?

St Anne's and Guardian Angels' approach to delivering the best teaching and learning for our pupils has been informed by the 2014 review *What Makes Great Teaching* by Robert Coe et al. In line with this research, our view is that the best teaching is 'that which leads to improved student achievement using outcomes that matter to their future success [...] student progress is the yardstick by which teacher quality should be assessed'.

As such there are four key areas which underpin quality teaching. They are:

1. **Pedagogical and Content Knowledge:** Understanding the content
2. **Classroom Climate:** Creating a supportive environment for learning
3. **Maximising Opportunities to Learn:** Managing the classroom effectively
4. **Activating Hard Thinking:** The quality of instruction, content, activities and interactions

These elements are expanded upon below.

Pedagogical and Content Knowledge

Great teachers and teaching assistants understand the content they are teaching and how it is learnt

1. Having deep and fluent knowledge and flexible understanding of the content you are teaching
2. Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
3. Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas you are teaching
4. Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

Classroom Climate

Great teachers and teaching assistants create a supportive environment for learning

1. Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
2. Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
3. Promoting learner motivation through feelings of competence, autonomy and relatedness
4. Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

Maximising Opportunities to Learn

Great teachers and teaching assistants manage the classroom to maximise opportunity to learn

1. Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
2. Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
3. Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

Activating Hard Thinking

Great teachers and teaching assistants present content, activities and interactions that activate their students' thinking

1. **Structuring:** giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
2. **Explaining:** presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
3. **Questioning:** using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
4. **Interacting:** responding appropriately to feedback from students about their thinking/ knowledge/understanding; giving students actionable feedback to guide their learning
5. **Embedding:** giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
6. **Activating:** helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

A Model for Learning: Memory and Rosenshine's Principles of Instruction

How Memory Works

The process of learning is inextricably linked to memory and remembering. Therefore, for teachers to be most effective, an understanding of working and long-term memory is necessary (*Rosenshine's Principles in Action*, T. Sherrington, 2019).

- Conceptual information initially enters from the environment into our working memory.
- Working memory is finite and rather small so we can only absorb a limited amount of information at once

- We process information so that it is stored in our long-term memory. This is effectively unlimited, and we retrieve information back into our working memory as needed.
- We organise information into schemata. Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information.
- The more complex and interconnected our schemata are, the easier it is to make sense of new related information and the better we are able to organise it so that it makes sense.
- If a schema contains incorrect information – a misconception or an incomplete model of how a process works – we can't simply overwrite it. We must unpick and fully re-learn a correct schema.

Cognitive Load Theory

Cognitive load theory makes clear that we forget information that we do not initially store successfully in a meaningful scheme or that we do not retrieve frequently enough. However, our capacity to retrieve information improves if we practise doing this more often and do so in more depth. The more fluent we are with retrieval of stored information, the more capacity we have in our working memory to attend to new information and problem solving. If we are efficient in bringing up information from memory, we have more working memory space to attend to applying the information. The opposite is also true.

Each child is different. Each processes information differently depending on their prior knowledge of the topic and the world, the attention that they give to the new knowledge, their ability to self-regulate and to organise information successfully. Therefore, teaching must be highly interactive. We need to gain as much feedback as possible from pupils in order to gauge how well pupils are learning and plan the next steps of our teaching. It also has implications for our learning objectives – the more precise we are in our learning objectives and outcomes, the more rigorous we can be in ensuring that they have met them.

Rosenshine's Principles of Instruction

Rosenshine's Principles of Instruction (IAE, *Educational Practices*, 2010) offers a clear framework for teachers to address memory and cognitive load theory. These principles should inform the planning process so that pupils have the best chance of not only remembering more but being able to apply this successfully.

The 10 key principles are:

<p>1. Daily review <i>Daily review can strengthen previous learning and can lead to fluent recall</i></p>	<p>Review can help to strengthen the connections of the material we have learned. It can help pupils to recall words, concepts and procedures effortlessly and automatically when it is needed to solve problems or understand new material. Teachers should begin lessons with a 5-8 minute review of previously covered material: vocabulary, formulae, events, facts and skills. This should also include knowledge and concepts that are relevant for that day's lesson.</p>
<p>2. Present new material using small steps <i>Only present small amounts of new material at any time, and then assist students as they practice this material</i></p>	<p>Do not overwhelm students, only present small amounts of new material at any time and assist pupils as they practise this. Only when pupils have mastered the first step should you move on to the next. Check pupil understanding at each step and re-teach where necessary. Teachers should provide additional explanations, give many examples, check for understanding and provide sufficient instruction so that pupils can learn to work independently.</p>
<p>3. Ask questions <i>Questions help students practise new information and connect new material to their prior learning</i></p>	<p>Teacher questions and student discussion are an integral way of providing necessary practice. They also allow teachers to determine how well new material has been learned and whether additional instruction is needed. Teachers should also ask students to explain the process they used to answer a question, to explain how the answer was found. All pupils should be involved in answering questions and active participation of students will allow the teacher to see how many children are correct and confident.</p>
<p>4. Provide models <i>Providing students with models and worked examples can help students to solve problems faster.</i></p>	<p>Pupils need cognitive support to help them to learn to solve problems – modelling, teacher think-alouds and worked examples are examples of such support. Teachers should use prompts and model the use of such prompts, guiding students as they develop independence. Worked examples are effective because they allow students to focus on the specific steps that can solve problems or complete a task thus reducing the cognitive load on their working memory.</p>
<p>5. Guide student practice <i>Successful teachers spend more time guiding the students' practice of new material</i></p>	<p>It is not enough simply to present students with new materials, because the material will be forgotten unless there is sufficient rehearsal. Students need to spend additional time rephrasing, elaborating and summarising the new material in order to store it in their long-term memory. Teachers can support this by asking good questions and supervising pupils as they practise a new skill. The most effective teachers spend more time in guided practice, more time asking questions, more time checking for understanding, more time correcting errors and more time having students work out problems/complete tasks with teacher guidance.</p>

<p>6. Check for understanding <i>Checking for student understanding at each point can help students learn the material with fewer errors</i></p>	<p>Checking pupil understanding provides some of the processing that is needed in order to move learning into the long-term memory – pupils elaborate on what they have learned and make connections to other learning. It also lets teachers know if students are developing misconceptions. In addition to questioning, this may also include asking pupils to think aloud as they work on a task or to explain or defend their position to others.</p>
<p>7. Obtain a high success rate <i>It is important for students to achieve a high success rate during classroom instruction</i></p>	<p>A high success rate during guided practice also leads to a higher success rate when students are working on problems/tasks on their own. Studies have shown that the optimum success rate is around 80-85%. If the practice does not have a high success level, pupils may be practising and learning errors, which are very difficult to overcome. Errors often occur where pupil background knowledge is weak.</p>
<p>8. Provide scaffolds for difficult tasks <i>Provide students with temporary supports and scaffolds to assist them when they learn difficult tasks</i></p>	<p>Scaffolds are temporary supports used to assist learners. They should be withdrawn gradually as learners become more competent but they may continue to rely on them when they encounter particularly difficult problems. Scaffolds can include modelling of the steps by the teacher; thinking aloud by the teacher as they solve the problem; tools such as cue cards; checklists; partially completed tasks etc. Successful teachers will also anticipate students’ errors and warn them about possible errors that some of them are likely to make.</p>
<p>9. Independent practice <i>Provide for successful independent practice</i></p>	<p>A good deal of practice is needed in order to become fluent and automatic in a skill. When students become automatic in an area, the more attention they can devote to comprehension and application. Therefore, guided practice should be followed by independent practice – by students working alone and practising new material. Importantly, independent practice should involve the same material as in the guided practice. Students should be adequately prepared for independent practice and teachers should then monitor and supervise this independent work as they circle the classroom.</p>
<p>10. Weekly and monthly review <i>Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge</i></p>	<p>Pupils need extensive practice in order to develop well-connected networks of ideas (schemas) in their long-term memory. The more one rehearses and reviews information, the stronger these interconnections become. If material is not adequately practised and reviewed is it easily forgotten. Teachers must assist pupils by providing extensive reading of a variety of materials, frequent review, discussion and application activities.</p>

Adapted from ‘Rosenshine’s Principles in Action’ by T. Sherrington, 2019

Classroom Expectations

Every teacher must be a good teacher, no child deserves less. Here we set out a broad structure for lessons based on best practice and research based on how best we learn.

All lessons have a clear Learning Intention linked to the pupils' skills, knowledge and understanding

- Learning intentions are displayed, referred to throughout the lesson and shared orally in child friendly language.
- Learning Intentions are the same for most children. We want our children to access the same learning and it is the use of materials/apparatus, differentiated Success Criteria and extra support that may differ from child to child. Some pupils with specific/significant additional needs or those working outside of the programme of study may have a different learning intention, (i.e. high-need SEND pupils).
- Children write the learning intention in their book if necessary. If writing this will detract from the main learning focus of the lesson (due to the time/effort taken to write it) an adult may scribe for the child or it may be stuck into books.
- When giving feedback, which should be verbal and given in the body of the lesson as much as possible, the main focus is on to what extent pupils have met the Learning Intention and how children can improve in relation to this.
- All pupils receive regular and clear feedback, in line with the Feedback Policy, which enhances learning (see Feedback Policy).

All lessons have well planned Success Criteria

- All pupils are clear about how they will achieve the learning.
- Success criteria can vary depending on the task/Learning Intention. These must be clearly displayed/accessible to pupils throughout the lesson and teachers may choose to stick these in pupil books, if appropriate. It could be:
 - step by step, procedural instructions
 - teacher modelling on the working wall
 - a 'worked example'
 - pupil generated success criteria
 - a prompt sheet
- Children may use the Success Criteria to self-assess their own or their partner's work.
- Children are reminded of the Success Criteria during the lesson - children's work should be used to illustrate the Success Criteria in action.

Teachers use a range of teaching and learning strategies throughout the lesson

We use a range of strategies in our teaching including teacher modelling, leading to independent application. Teachers review and assess understanding throughout the lesson through use of questioning, observation and AfL strategies. These feed into effective next step planning for differentiation and scaffolding of learning.

All lessons, where appropriate, are clearly differentiated to enable all pupils to access learning

- All learners are challenged appropriately.
- Planning shows clear differentiation and identifies where extra support is needed.

- Formative Assessment is used to inform future planning and activities. Teachers adapt their subsequent lessons as needed as a result of their formative assessment.
- Children should be taught how to peer and self-assess before being given opportunities to undertake these assessments in lessons.
- Time is given for peer and self-review. Pupil proof-reading and editing in response to self-review, peer review or feedback from adults is completed in purple pen and this should be evident in all books

All pupils are actively engaged in learning

- Opportunities to Think/Pair/Share (TPS) and discussions with a Talk Partner (Talk to Your Partner - TTYP) are regular features in all lessons.
- In lessons, the balance of teacher/pupil talk is weighted towards pupils.
- Visuals, artefacts, auditory and ICT input are all used creatively as a way to enhance learning.

Clear behaviour management signals are designed to minimise the time spent on behaviour management and maximise the time spent on learning.

All our staff must consistently follow the same signals:

1 2 3: When moving from one location to another (for example, the carpet to tables), teachers use finger signals: 1(still and quiet), 2 (get ready) and 3 (move).

Zero noise: To stop the class and get everyone's attention, the zero noise signal is used. This is non-verbal. Adults raise their hand and the expectation is for pupils, once they see the signal, to raise their hand, remain quiet and look at the speaker.

Active listening: 'Active Listening' is encouraged to ensure high-quality listening which has a positive impact upon pupil learning. This is particularly important on the carpet or at tables (perhaps after a discussion or activity). Active listening involves:

- Emptying hands to minimise distractions
- Turning towards the speaker and making eye contact
- Listening silently
- Asking questions in response to the speaker to clarify or deepen understanding

Teachers must teach and reinforce this in their classrooms, using non-verbal cues wherever possible to address pupils who are failing to show good 'active listening' and get them back on task (see Behaviour Policy).

Learning is enhanced through the effective use of additional adults

- Additional adults are clearly directed to support learning. Planning is shared with Teaching Assistants in advance of lessons.
- Teaching Assistants are fully engaged with pupils on the carpet and at tables during lesson times.
- They are clear about who they are supporting and why. Additional adults are expected to work with all groups of learners within the classroom including the more able. They are not to support the lowest attainers only.
- Additional adults should support pupils in the classroom as much as possible. Pupils should only be removed from the classroom and main teaching in specific circumstances or where

the task/learning requires this. Teachers remain responsible for the teaching and progress of their pupils at all times and must plan for and be sure of the quality of learning and assessment that is taking place outside of their classroom in these instances.

Creating an appropriate working atmosphere

Pupils will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning including:

- Creating a classroom environment that is stimulating, reassuring and organised
- Teaching in mixed ability groupings so that pupils can learn from each other and to foster high levels of self-esteem within the classroom
- Changing pupil groupings in Y1-Y6 weekly using a random generator/lollipop sticks
- Being fully prepared for lessons and sharing the daily timetable with pupils
- Ensuring resources are prepared and on tables in advance of lessons
- Other adults to engage sensitively with a pupil who is not 'ready to learn'
- Greeting pupils with a smile!

Quality of interactions

The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open ended questions
- Providing wait time - pupils need time to think through their answers before replying
- Using lollipop sticks to choose children to answer questions ensuring fairness and the expectation that all pupils could be called up to answer
- Providing thinking time by giving an advance warning, such as 'in two minutes I am going to ask you...'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it
- Extending and deepening understanding by asking follow-up questions such as, 'what made you think that?'

Classroom Environment

The surroundings in which children learn can greatly influence their academic performance and well-being. The better the classes in our school look the more it inspires the people inside it - a well cared for classroom and school can make pupils feel that what they achieve and how they themselves are perceived is important.

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of. It is the collective responsibility of all staff to ensure that these areas are tidy, well organised and well presented.

Resources: Pencil/stationery pots should be placed on tables each morning and replenished as needed throughout the day. Pupils should have easy access to all of the resources that they will need to be successful in a lesson. Trays and boxes should be clearly labelled and easily accessible to encourage independence - pupils should be encouraged to self-select resources in lessons.

Displays in the Classroom and Shared Areas

Each classroom should have the following working boards / display boards or areas in the classroom:

- English working wall
- Maths working wall
- RE working wall
- Science working wall
- History / Geography working wall
- Spelling working wall
- Phonics chart
- RE display to celebrate / display class saint, Guardian Angels, topic-related scripture etc.

RE Displays

Each classroom should have a prominent RE display which celebrates pupils' learning. In addition to this, each classroom should have a prayer focus (see guidance below) and a display dedicated to their class saint. Within the RE display, the name of the unit and the key vocabulary associated with it should be made clear.

The classroom prayer focus must include:

- Coloured cloth (aligned to the liturgical calendar)
- A Bible
- The class candle
- The class prayer book
- An element of the natural world (flowers, pebbles etc.)
- The morning, lunchtime and evening prayers
- A picture of the Pope

Displays to Aid Teaching and Learning

These displays are functional and are designed to support learning in the classroom. Because of this the content may be changed and updated regularly therefore there is no requirement for the content to be typed, laminated, backed or written in display pens. However, care should still be taken over these displays and the content should be presented in a thoughtful way.

Working Walls: Each classroom from Y1-Y6 should have a working wall for Maths and English. These displays are interactive and support the learning:

- They are present to support pupil learning in the subject
- May be hand written – no need to be mounted or laminated
- Learning focus / outcome for the unit/week/sequence of lessons to be displayed
- Links to previous learning / skills / knowledge to be recorded
- Key words & language structures to be included
- Models, examples and guided work to be shown
- Pupil contributions to be included *if* they support the learning and are of a high quality

Working walls must be updated regularly and reflect the current learning that is happening in the subject. They will evolve and develop over a unit of work and children should use them in class to support their learning. They are 'working' displays therefore, whilst they should be well presented and clear to read, items do not need to be typed or mounted.

Headings may include...

- Learning focus for the week:
- Learning / writing outcome:

- Skills that will help me:
- How this links to what I already know:
- Words and phrases that will help me:
- Key skills that I will need to do this:
- Key knowledge that I will need to achieve this:
- Models / examples of this:
- What to do if I get stuck:

Science and Topic (Humanities) Displays: Each classroom should have an area dedicated to the science and another to the humanities topic for the half term. These displays should include a clear title, key vocabulary associated with the topic and any diagrams/models which may aid pupil's learning (timelines, scientific diagrams etc.) These displays may be added to and amended as the topic progresses. If teachers would like to celebrate pupil's learning by adding pieces to these display areas they can – this learning does not have to be written in display pen.

Displays to Celebrate Learning

Additional display boards in the classroom and corridors should celebrate pupils' learning. They must be updated each half term as a minimum. All displays to celebrate learning must be created to the highest standard and, should they show signs of wear and tear over the course of the half term, the class teacher responsible must repair them. All displays to celebrate learning must meet the following expectations:

- A typed text box to explain the learning (including the year group/class if in a shared area)
- All written learning to be completed in black handwriting pen (Y1-Y6)
- No spelling mistakes or crossing out
- Learning must be mounted on coloured/black paper. Learning must have a border of approximately 1cm and this must be straight and evenly trimmed
- Each piece of learning must be clearly labelled with the pupil's name

-End-