



## Priestsic Primary and Nursery School

### Teaching and Learning Policy

#### Aims and Purpose

We recognise that to further raise standards at Priestsic Primary, our attention must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place daily. Across our school, the expectation is that **all** pupils are provided with high quality learning experiences that lead to consistently high levels of achievement for all. The aim of this document is to support teachers to become the most effective practitioners they can be by using principles established from evidence based, best practice research, cognitive science and experience.

By adopting a whole school approach to teaching and learning across our school, we aim:

- To ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- To create effective learning environments to support and facilitate pupils learning
- To give children the skills they require to become effective lifelong learners
- To learn from each other, through the establishment of an enquiry-based approach to teaching and learning and a culture where opportunities for sharing good practice are in place
- Achieve deep understanding by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- Deliver academic excellence and secure knowledge into long-term memory through developing secure schemas with connected networks of ideas
- Enable children to become confident and interested learners, actively engaged in their own learning
- Develop children's self-respect and respect for the cultures and values of others
- Develop core learning behaviours: enquiry, motivation and resilience.

#### Teaching and Learning for All Learners at Priestsic

At Priestsic, our vision for **Teaching and Learning for All** is rooted in the belief that every child can succeed when given the right support, challenge and environment. To achieve this, we have developed five core approaches that shape every lesson and interaction across our school. These are:

- retrieval practice to strengthen memory and deepen understanding
- the structured I do, we do, you do model to build confidence and independence
- dual coding to support learning through words and visuals
- a relational approach to nurture trust and positive connections
- calm classrooms that create safe, focused spaces for learning.

Together, these approaches ensure that all our children can thrive academically, socially and emotionally.

### **Retrieval**

At Priestsic, retrieval looks like short, low-stakes activities that keep things stress-free but effective. That might be a quick quiz at the start of a lesson, some “last lesson/last week/last term” questions on the board, or even children discussing what they remember with a partner. Sometimes it’s as simple as asking, “Who can tell me what we learned about yesterday?” These small but regular moments make a big difference in helping knowledge stick.

### **“I do, We do, You do”**

At Priestsic, learning follows the ‘I do, we do, you do’ approach. This includes: high quality explicit modelling, scaffolding and practise time to enable pupils to master new learning, the aim being that responsibility for learning gradually releases from the adult, in the initial instruction phase, to the pupil.

### **Dual Coding**

Dual coding is about using both words and visuals together to help children learn and remember more effectively. At Priestsic, this might look like the teacher explaining an idea while also showing a diagram, picture, or model on the board. It could be using symbols or colour-coding alongside written notes, or pairing new vocabulary with simple images. By giving children two ways to take in the information — verbal and visual — we make it easier for them to understand, engage with, and recall later.

### **Relational Approach**

A relational approach is all about putting relationships at the heart of teaching. At Priestsic, this means making sure children feel safe, valued and part of the school community. Instead of relying only on rules or discipline, we focus on building strong, positive connections with pupils. That might look like greeting children warmly at the door, noticing when they need support, or taking time to listen if something’s bothering them. When things go wrong, we use restorative conversations to repair and rebuild, rather than just punish. By putting relationships first, we create the right conditions for both learning and positive behaviour.

### **Calm Classrooms**

At Priestsic, our classrooms are calm and clutter free. Pupils have access to working walls or relevant resources that meet varying needs. This may sometimes include other spaces in school.

## Teaching and Learning strategies

At Priestsic Primary, we have agreed a planning framework that encompasses the Rosenshine's Principles of Instruction.

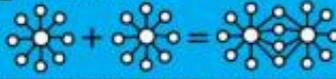
### THE PRINCIPLES OF INSTRUCTION

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.

HOW TO USE THIS POSTER: [www.howto.com](http://www.howto.com)

- 01 DAILY REVIEW**  
  
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.
- 02 NEW MATERIAL IN SMALL STEPS**  
  
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.
- 03 ASK QUESTIONS**  
  
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.
- 04 PROVIDE MODELS**  
  
Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.
- 05 GUIDE STUDENT PRACTICE**  
  
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.
- 06 CHECK STUDENT UNDERSTANDING**  
  
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.
- 07 OBTAIN HIGH SUCCESS RATE**  
  
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.
- 08 SCAFFOLDS FOR DIFFICULT TASKS**  
  
Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.
- 09 INDEPENDENT PRACTICE**  
  
Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.
- 10 WEEKLY & MONTHLY REVIEW**  
  
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.

At Priestsic Primary, we have spent time researching the Rosenshine principles and reflected on how these principles support our planning so that all learners are supported and reach their potential. Teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks at the expected level of challenge.

At Priestsic, we strive to have the following elements in all of our lessons: Our Lesson Ingredients (see appendix)

### A detailed guide to our lesson structure at Priestsic Primary School

All lessons in our school should follow a basic structure made up of four key phases:

Phase One: set the scene, place learning in a wider context, review and retrieve prior learning; review previous lesson; share intended learning outcomes.

Phase Two: explaining and introducing new learning in small chunks/steps and providing rehearsal time for pupils.

**Phase Three:** Time for pupils to complete guided or independent practice.

**Phase Four:** Review learning and plan next steps

Precise interpretation of the four-phase structure will inevitably be different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Teachers may well visit through a phase more than once during the lesson. The phases are not always sequential. Review, for example, is not confined to the end of the lessons.

### Phase 1 review and retrieve prior learning

Rosenshine's evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the child's mind, enabling new information to be understood, stick more easily and for longer. For knowledge to be used and applied in the long-term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning. At Priestsic, we ensure we plan for lots of low stakes retrieval practice. See appendix for retrieval examples used at Priestsic.



### Phase 2 Providing Pupils with new Information or Skills

This is the teaching phase. Although it is our intention for pupils to understand the information as they encounter it, the emphasis within this phase is upon providing new content in small chunks/steps. The quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning. At Priestsic Primary, we use a range of techniques to ensure that the input is of a consistently high quality.

#### Teaching techniques used:

- Pre-teach some key vocabulary. We recognise that children need to be secure in their understanding of key vocabulary in lessons before we expose them to the vocabulary in texts. Through fast-paced questioning, we check that all pupils' understanding of key vocabulary secure so that they will recognise the word quickly and interpret the words accurately.
- Periods of input are short: We recognise that children have limited concentration spans particularly those in the younger year groups. Periods of input are therefore kept short and punctuated by rehearsal activities and partner talk. Research shows that significantly more learning takes place when new information is shared in shorter bursts of 10 minutes rather than extended periods of time.
- Questioning (including checking for understanding)-Effective Questioning and Classroom Talk is essential to develop learning and higher order thinking, promoting imagination, speculation, creative thinking and to pitch a suitable

challenge level. This is where the quality of questioning is paramount. Questions can highlight misconceptions and challenge children to think deeper. The greatest value of questioning is that they force children to practise retrieval; this strengthens and deepens memory. Although we encourage questions to be planned, we also encourage questioning to be responsive. At Priestsic, we ensure talk time is given to children to allow them to talk to other children and adults. We use talk partners to promote talk in all classrooms. Wait times are given to allow children to pause and review to enable the children to process the information. We have invested time in staff training to support effective questioning in the classroom as well as a graduated approach to high quality questioning to encourage deeper investigation of concepts. **Some effective questioning techniques that are used daily at Priestsic can be seen in the Appendix.**

- Provide Models and Scaffolds - Rosenshine found that successful teachers spent longer guiding children's practice through explanations and modelling than less effective teachers. After children have been exposed to high quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where children begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide; The "I do, We do, You do" model. At Priestsic, we understand the importance of providing all children with scaffolds despite their level of ability to help guide their responses or help them recall information. This could be in the form of a help-sheet, sentence starters, word mats, writing frames or physical resources. Opportunities for modelling key learning points are carefully considered in every lesson. Through ensuring periods of input are followed by rehearsal activities, teachers ensure that children are given opportunities to apply and deepen their understanding before the lesson moves on. For example, a teacher might be modelling how to use embedded clauses within sentences. She might ask the children to work with a partner to construct a sentence together on a whiteboard before continuing with further instruction.

**modelling...**  
it's all in the handover

# TS

TOM SHERRINGTON  
@teacherhead

Learning is not an instantaneous exchange of knowledge from teacher to student. Like a baton exchange in a relay race, successful learning depends on the receiver getting a firm grip.

**The teacher carries the baton — worked examples**  
Fully model how to complete a task or problem. Model it live, naming your thinking as you write. Check students' understanding by asking questions about each step of the model answer. Provide a second fully worked example. Highlight the ways the new model is similar and different to the previous. Doing so will reinforce the main ideas of the solution/method.

**The baton handover — guided practice**  
The 'We Do' phase is key to successful modelling. Design guided practice tasks that obtain high rates of student success. Students should get a sense of how success feels while working towards independent practice. Gradually reduce the level of support to build towards independence. If students struggle, the handover will need to be longer — more guided practice.

**Students carry the baton — independent practice**  
Independent learning should only happen when there is enough knowledge in the room. Use check for understanding to ensure a high success rate — students answer approximately 80% of the questions correctly. In a mixed ability class, 80% might be more realistic over a series of lessons. During independent practice, students should recall knowledge from memory.

Phase Three - Time for pupils to complete guided or independent practice

Guided Practice - More effective teaching occurs when you give more time for guided practice. This is directly linked to children spending more time asking questions, more time checking for understanding and using more worked examples. The idea is that if learners are going to be successful

Type of modelling	Task and performance modelling	Metacognitive modelling	Modelling as a scaffolding technique	Child centred modelling
Definition	This type of modelling occurs when the teacher demonstrates a task children will be expected to do on their own. Children first observe what is expected of them, so that they feel more comfortable in engaging in a new task or activity.	This type of modelling demonstrates <b>how to think</b> in lessons. Teachers talk through their own thought process while they work out the problem in front of the children. This <b>thinking out loud</b> approach, in which the teacher plans and then explicitly articulates the underlying thinking process should be the focus of all teacher talk.	Teachers first model the task for children. The children then begin the task and work through the task at their own pace. Teachers can model the task multiple times until the children are ready to move to demonstrating their learning independently.	Teachers ask the children to model a performance, task or thought process. This type of modelling requires children to be demonstrating their learning independently (they have mastered specific concepts) to model these to their peers.

in becoming confident and independent within a certain knowledge area, the teacher needs to make sure they are forming strong schema early on. Therefore, at Priestsic, we ensure learners spend additional time rephrasing, elaborating and summarising new material in order to store the material in the long-term memory. All children need to practice; however, practice must be guided so that the chance of forming misconceptions is minimised. If children have any misconceptions, then these misconceptions are unpicked and retaught where appropriate. At Priestsic, guided practice is where learning activities involve thorough explanations, high frequency, short answer questions or simple tasks where the teacher and learners are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain. An example of this would be the 'we do' part of a Maths lesson. Within lessons and over a series of lessons within a teaching unit, children are given time to practice using new knowledge and skills.

Rosenshine (2012) recognises independent practice as a vital part of learning because it provides pupils with the much-required opportunity to complete a procedure or activity over and over. He identifies 'overlearning' as necessary for pupils to become fluent or automatic in a skill. When children become automatic in a process or skill, they free up their working memory which can be used to apply their learning to new contexts. This is when pupils can consolidate their learning.

Independent Practice

At Priestsic, we consider the following when planning effective independent practice.

- Planning the right practice activity (during independent practice, pupils should work on the same material covered during guided practice to give them an opportunity to consolidate their learning).
- Providing further guides and scaffolds
- Using collaborative practice to best effect

- Gradually removing scaffolding

The more children practise the material, the stronger the retrieval strength becomes. Without enough independent practice, children will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong. An example of this would be the 'you do' part of the Maths lesson.

#### Phase Four - Review learning and plan next steps

The emphasis in this phase is reviewing what has been learned and reflecting on how and why it has been learned. Review is key to memory, and we understand that it is important not just to confine it to the end of the lesson. At Priestsic Primary, we recognise that good teaching requires teachers to constantly refer back to the L.O. throughout the lesson and reinforce prior learning. When the children are involved in identifying what they have learned in the lesson, their memories will be significantly boosted.

#### All lessons across Priestsic Primary include the following key elements to ensure the effective delivery of the Teaching and Learning model

##### All lessons are.... built upon planning which has clear learning outcomes

- Planned units of work centre around identified learning outcomes which are revisited regularly throughout the year
- Intended learning outcomes create the right level of challenge and are built upon prior learning
- All learning outcomes are written up and shared orally in child friendly language

##### All lessons have.... well planned success criteria

- All children are clear about how they will achieve the intended learning outcome through clear modelling and discussions of strategies
- Success criteria are displayed for the children to follow, or drawn up with the children during the lesson where appropriate
- Teachers ensure that the success criteria is revisited regularly throughout the lesson
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice and successful use of success criteria

##### All lessons are .... Clearly designed to meet the needs of different groups of learners

All groups of learners are challenged appropriately in lessons, including the needs of pupils with SEND. More information can be found in the SEND policy. This is achieved using scaffolded questioning and planned tasks which support different depths of learning. Intended learning outcomes are the same for all children. This is to ensure that all our pupils can access the same learning. It is the responsibility of the class teacher to scaffold tasks using questioning, resources and levels of support.

However, we recognise that there will be some children, with a special educational need, who need personalised learning plans. These children will have their learning differentiated as they may need to access lesson content below that of their chronological age. This provision should always be discussed with the SENDCO.

All lessons are .... Underpinned by providing opportunities to develop and strengthen children's oracy.

- Using Talk Partners, pupils are provided with regular opportunities to think and share ideas together to develop their learning
- Children are expected to answer in full sentences when responding to questions.
- Children are encouraged to draw upon key vocabulary in every lesson.

All pupils receive regular and clear .... feedback which enhances their learning

- The school's policy for providing feedback and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning
- All pupils are clear about what they need to do to improve their work
- Marking is sharply focused against the intended learning outcome and identifies next step prompts
- Pupils are given regular time to respond to marking prompts and this is built into lesson planning and facilitated through adult support.
- Live marking - The use of live marking in lessons ensures that misconceptions or observations and assessments are quickly addressed.

Learning is enhanced through the use of .... consistent behaviour and classroom management approaches

Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff must consistently apply the same approaches which are clearly outlined in the behaviour policy. These approaches are underpinned by our school values.

All pupils are .... actively engaged in their learning

- Pupils are actively engaged during all parts of the lesson - teachers consider children's concentration span and ensure pupils are not sitting passively for long periods.
- Mini whiteboards are used for short bursts of activity, to develop and check for understanding and to ensure children are active and engaged during the lesson.

Classroom Environments - Calm Classrooms

The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important.

At Priestsic Primary, we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school the following points below need to be taken on board in each classroom.

- The core school values are displayed in all learning environments
- An English/Reading/GPS working wall that reflects current learning
- A Learning Journey display to celebrate current learning
- A maths working wall that reflects current learning

- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources

In summary, our teaching and learning policy is more than a document; it is our shared vision in action. It provides a clear and consistent framework for effective teaching while also inspiring a culture of lifelong learning, curiosity and resilience in our pupils. By upholding the principles outlined here, we are committed to providing every child with the rich, balanced and engaging education they deserve, ensuring they leave our school ready to face the future as confident and well-rounded individuals.