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St Winefride's Catholic Primary School

Teaching and Learning policy



Last Reviewed: November 2023

Signed by:

Mrs J Davies

Headteacher

Date: 24th November 2025

Dr M Branch

Chair of governors

Date: 24th November 2025

Last Updated – November 2025



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St Winefride's Catholic Primary School

At St Winefride's Catholic Primary school, we recognise in everyone, the dignity and beauty of the person, made in the image and likeness of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

**"We learn:
10% of what we READ
20% of what we HEAR
30% of what we SEE
50% of what we SEE and HEAR
70% of what is DISCUSSED with OTHERS
80% of what is EXPERIENCED PERSONALLY
95% of what we TEACH TO SOMEONE ELSE"**
William Glasser

Aims and Purpose

We recognise that any attempts to further raise standards at St Winefride's Catholic Primary School 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 on a daily basis. Across our school, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement and progress for all pupils. The aim of this policy is to help the teachers in the school 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.
- ✓ create effective learning environments to support and facilitate pupils learning
- ✓ give children the skills they require to become effective lifelong learners
- ✓ 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 our core learning behaviours: enquiry, motivation and resilience



Teaching and Learning strategies

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.



<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>

Integrating Rosenshine’s Principles of Instruction and Our Core Values

At St Winefride’s, we believe that high-quality teaching and learning are at the heart of enabling every child to reach their full potential. Our approach is grounded in Rosenshine’s Principles of Instruction, which are evidence-based strategies proven to enhance learning outcomes. These principles are embedded within our core values of **Excellence, Happiness, Respect, Resilience, Compassion,** and **Faith**, ensuring that every child experiences a nurturing, inclusive, and aspirational learning environment.



1. High Expectations and Excellence

- Teachers set high, yet achievable, expectations for all children, promoting a culture of aspiration and continuous improvement.
- Lessons are carefully planned to include clear objectives, modelling, guided practice, and independent tasks, reflecting Rosenshine's emphasis on explicit instruction and scaffolding.
- Children are encouraged to take pride in their work and strive for excellence in all areas of learning.

2. Happiness and Positive Learning Environment

- We create a joyful and stimulating classroom atmosphere where children feel safe, valued, and motivated to learn.
- Mistakes are viewed as learning opportunities, fostering a growth mindset and resilience.
- Teachers use praise and positive reinforcement to celebrate effort and progress, supporting children's self-esteem and happiness.

3. Respect and Mutual Trust

- Respectful relationships between staff and children underpin all interactions, promoting a culture of mutual trust and collaboration.
- Classroom routines and behaviour expectations are clear, consistent, and modelled by adults, in line with Rosenshine's principle of maintaining high behavioural standards.
- Children are taught to respect diverse perspectives, including those with protected characteristics, fostering an inclusive community.

4. Resilience through Challenge and Support

- Learning tasks are designed to challenge children appropriately, encouraging perseverance and problem-solving skills.
- Teachers provide timely feedback and additional support where needed, ensuring children build confidence and resilience.
- The principle of spaced and cumulative practice is used to reinforce learning and embed knowledge over time.

5. Compassion and Collaborative Learning

- Collaborative learning opportunities promote empathy, communication, and teamwork.
- Children are encouraged to support one another's learning and wellbeing, reflecting our value of compassion.
- Teachers model compassionate behaviour and provide support for children facing challenges, both academic and personal.



6. Faith and Moral Development

- Our teaching and learning foster spiritual and moral growth, integrating Gospel values into the curriculum.
- Children are encouraged to reflect on their learning and actions in the light of faith, developing self-knowledge and a sense of purpose.
- The curriculum includes opportunities for prayer, reflection, and discussion about faith, supporting holistic development.

Implementation of Rosenshine's Principles of Instruction

Teachers will consistently apply the following strategies in their planning and delivery:

1. Begin lessons with a clear review of prior learning to build connections.
2. Present new material in small, manageable steps with clear explanations and modelling.
3. Provide guided practice with immediate feedback to consolidate understanding.
4. Check for pupil understanding frequently and adjust teaching accordingly.
5. Use questioning techniques to promote deeper thinking and engagement.
6. Engage pupils in independent practice to develop fluency and confidence.
7. Incorporate regular review and cumulative practice to reinforce learning.

Monitoring and Evaluation

- Senior leaders will monitor teaching and learning through observations, work scrutiny, and pupil voice to ensure fidelity to this policy.
- Professional development will focus on deepening understanding and application of Rosenshine's Principles and our core values.
- Progress and attainment data will be reviewed regularly to identify areas for improvement and celebrate success.

Our Core Principles of teaching and Learning

At St Winefride's Catholic Primary School, we have spent time researching the Rosenshine principles and reflected on how these supports our planning so that all learners are supported and reach their potential. We have adapted our planning proforma to ensure these elements are reflected in our planning documents. Teachers are clear that their role is to teach using these principles which makes it possible for all children to engage successfully with tasks at the expected level of challenge. At St Winefride's Catholic Primary School, we strive to have the following elements in all of our lessons:

1. A daily review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.



3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.
11. High expectations of oracy. Children are expected to answer in full sentences.

These classroom practices are captured through our 'Core 10' principles (Rosenshine's Principles of Instruction) of practice which can be found in the appendix. They underpin all elements of our classroom practice to ensure consistency in teaching and learning approaches across the school.

A detailed guide to our lesson structure at St Winefride's Catholic Primary School

All lessons, at St Winefride's, 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 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 very 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 scroll through the 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.

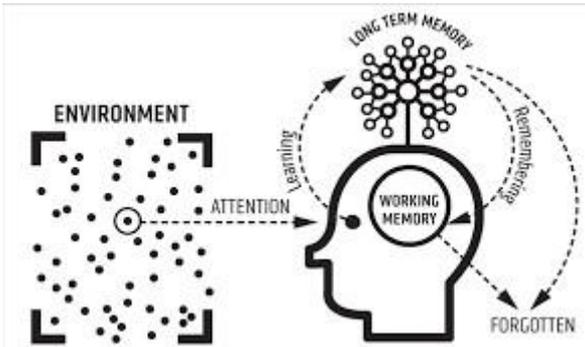


Phase One – Review and retrieve prior learning

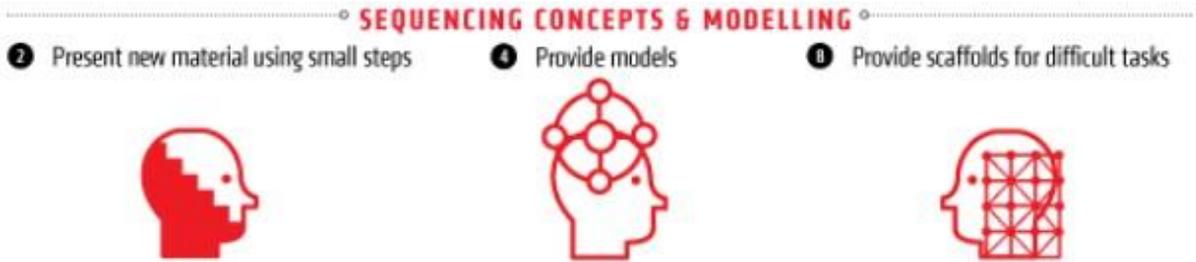


Rosenshine’s evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the child’s mind, enabling new information to be understood, 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 St Winefride’s Catholic Primary School, we ensure that plan for lots of retrieval practice. A variety of strategies are used, across the school, and in certain age groups, to provide opportunities for children to retrieve.



Phase Two – Explaining and introducing new content and providing opportunities to rehearse



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. 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 (Sequencing). At St Winefride's, we use a range of techniques to try to ensure that the input is of high quality on a daily basis.

High-leverage teaching techniques:

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.

We provide opportunities, through teaching, for children to practise saying the words, in different contexts, **before** we expose them to the vocabulary in wider reading. Through fast-paced questioning, we check that all pupils are really secure in these words so that they will recognise the word quickly and interpret the sentences within texts more easily.

Pupils need to hear you say the words.

We recognise that it's important to pronounce new words clearly and carefully, ensuring all pupils are listening. We ensure that through teaching, we say them in different contexts – not just with definitions but in varied sentences which model their flexible and interesting use.

If a tricky word has many syllables, we sound each syllable out in their choral response, until they get faster with saying it accurately and until they enjoy saying it accurately.

Pupils need to hear themselves say the words (choral response).

When pre-teaching some selected vocabulary, before pupils encounter it in text, we understand the importance of providing opportunities for all pupils to say it together, several times, in differing contexts. This is fun, powerfully inclusive, and keeps the lesson pacy.

We aim to get **all** pupils to say it together, **several times**, in differing contexts.

Periods of input are short (Sequencing)

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 rather than extended periods of time



Questioning (including checking for understanding)



Effective Questioning and Classroom Talk is essential to develop learning & higher order thinking, promoting imagination, speculation, creative thinking & 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 hence the importance of high-quality questioning. Although we encourage questions to be planned, we also encourage questioning to be responsive to what is happening in the lesson.

At St Winefride's Catholic Primary School, we ensure talk time is given to children to allow them to talk to other children and adults. We use talk partners/ trios/ groups 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, and continue to do so, to support effective questioning in the classroom as well as a graduated approach to high quality questioning and we encourage higher order questions to encourage deeper investigation of concepts.

Some effective questioning techniques that are used daily at St Winefride's can be seen in Appendix 3.

Monitoring levels of understanding (Keeping on task)

We recognise the importance of ensuring that levels of understanding, of taught concepts, are secure before learning is moved on in lessons. To achieve this, teachers ask carefully crafted questions, using a range of techniques as seen in appendix 3, and carefully monitor pupils' responses to questions and tasks. Teachers give careful consideration towards the deployment of adults in the room and how this supports the ongoing teaching and learning and scaffolding required so that children can achieve.

Once misconceptions, and gaps in learning have been identified within or after lessons, we aim to address these straight away using some of the strategies bellow:

- Teachers and support staff identify misconceptions straight away, in lessons and address these misconceptions.
- Teachers support pupils within the lesson who may have misconceptions – this may be individuals/ small groups or whole class.
- Support staff deliver pre-teaching and corrective teaching tasks with pivotal pupils as directed by class teachers.
- TAs are deployed to work with specific pupils during lessons, both within and outside the classroom to consolidate and extend children's learning.
- Teachers address misconceptions in review and do sessions which are at the beginning of each lesson.



- Support staff may provide 1:1/ group support within or outside of the lesson. This is carefully planned for.

Provide Models and Scaffolds (Explicit modelling)

Rosenshine found that spending longer guiding children’s practice through explanations and modelling is most effective. 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.

At St Winefride’s, 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, stem sentences word mats, writing frames or physical resources. We have high expectations, and with these scaffolds, expect all children to take part in the learning.

The input phase is punctuated through clear modelling of whatever it is that we want the children to be able to do. Opportunities for modelling key learning points are carefully considered in every lesson and clearly outlined within session planning. Through ensuring periods of input are followed by rehearsal activities, teachers ensure that children are given opportunities to apply and deepen their understanding before they move on to the next step. 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.

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 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 St Winefride’s, we ensure learners spend additional time rephrasing, elaborating and summarising new material in order to store material in the long term memory. All children need to practise, 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 St Winefride's, 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.

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 St Winefride's, 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.
- Using effective questioning techniques.
- 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 will not be as strong.

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 St Winefride's Catholic Primary School, we recognise that good teaching requires teachers to constantly refer back to the Step(s)/ Can I of the sessions throughout the session and reinforce prior learning. This is a very important aspect of the session and the learning process in general as large amounts of information can be forgotten quickly by children. We recognise that when teachers summarise what has been learned, the effect on children's memories can be restricted. However, when the children are involved in identifying what they have learned in the session, their memories will be significantly boosted. In History and Geography, we have introduced knowledge organisers/schemas that are used throughout units of work to retrieve previous learning on a regular basis.

All sessions at St Winefride's Catholic Primary school should 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*



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- ✓ Planned units of work centre around identified learning outcomes which are recovered regularly through retrieval practice.
- ✓ Intended learning outcomes create the right level of challenge and are built upon prior learning
- ✓ Learning is broken into small achievable chunks – steps.
- ✓ All learning outcomes are written up and shared orally in child friendly language through our 'can I' statements.

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

- ✓ Toolkits are displayed (in literacy lessons) for the children to follow, or drawn up with the children, during the lesson where appropriate.
- ✓ Teachers ensure that the success criteria outlined within toolkits are 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.
- ✓ In English, children's learning will link to mastery keys and feature keys.

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 through the use of 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 are able to access the same learning. It is the responsibility of the class teacher to scaffold tasks through the use of questioning, resources and levels of support. This is the responsibility of the class teacher to scaffold learning to enable learning through questioning, levels of support and resources etc.

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

- ✓ Through the use of Talk Partners/Nesting, 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 in order 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 either on the same day or the next day.

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 positive behaviour policy. These approaches are underpinned by our core values which are displayed in all classrooms and include expectations that the class teacher has set with their class. They are age appropriate and are used as a reminder of our high expectations.

All pupils are *actively engaged in their learning* (Keeping on task)

- ✓ 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.
- ✓ A variety of methods, including using 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

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 St Winefride’s 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 values – **EXCELLENCE, HAPPINESS, RESPECT, RESILIENCE, COMPASSION and FAITH** displayed in all learning environments and the children and class teacher have created how these core values and how they will be lived out in the classroom and in school.
- ✓ A RE display dressed in the correct colour for the liturgical year.
- ✓ A writing working wall including learning around the gateway, mastery and feature keys.
- ✓ In Reception and KS1, reference to phonics teaching and learning.
- ✓ A maths learning 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.



Effective teaching, support and Scaffolding

We base our teaching on our knowledge of the children's level of attainment. The headteacher meets with all teaching staff termly and all pupils are discussed (pupil progress meetings). The SLT deploy staff effectively to ensure that support needed is timetabled. St Winefride's implements interventions to ensure that children 'keep up' and do not have gaps where a catch up is needed (unless very low attendance rate or other factors contributing to this). Staff deployment/ intervention is for all children to reach their full potential. Our prime focus is to develop further the knowledge and skills of all children and to provide the correct scaffolds that the children require to achieve the outcomes expected. We strive to ensure that all tasks set are appropriate to the child's age and expectation of the curriculum. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Termly Learning Goals (TLGs). **We have high expectations of all children, and we aim for the children's work to be of the highest possible standard.**

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy about discipline and classroom management. We set and agree with children the expectations of behaviour for learning through our commitment to our core values. We expect all children to live out our core values daily that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We always insist on good order and behaviour. When children misbehave, we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission (unless within the local area where permission is requested upon starting school).

We conduct all our teaching in an atmosphere of trust and respect for all.

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.



The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We aim to inform parents about what and how their children are learning by:

- Holding parents' evenings/ meet the teacher sessions to explain our school strategies for teaching. This is also communicated via the Headteacher's newsletter and communications on platforms.
- Sending information to parents at the start of each term in which we outline the teaching and learning for the term ahead. This is called a curriculum overview and can be found on the school website and is also shared at 'Meet the Teacher' meetings.
- Sending annual reports to parents, which have been reviewed by the headteacher, in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Awarding the children such as through the 'DoJo' system which is an electronic reward system.
- Awarding certificates in our SHINE assemblies.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Read regularly with their child and support them with their homework.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.



Appendix 1 – Teaching and Learning Principles at St Winefride’s Catholic Primary School

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.



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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. Modelling, 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 modelling, 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

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

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.



Appendix 2 – Retrieval strategies at St Winefride’s Catholic Primary School

<p>All lessons start with ‘review and do’ and this can be in the form of questions/ quizzes/ vocabulary maps.</p> <p>Spaced practice is built in so that children know and remember more.</p>	<p>Retrieval Practice Placement Key questions such as: What keywords did you use last session? State 3 facts from last session. Explain a key concept from last sessions/ steps. Ask your partner 3 questions based on...</p>	<p>Retrieval tennis: Pairs take turns to recall facts/information that is relevant to the learning/ topic. They cannot repeat themselves or say something that their partner has already said.</p>
<p>Retrieval relay race 4 box grid.</p> <p>Box 1 – Write as much as you can remember about our topic. Box 2 – A peer writes what they can recall. Repeat for boxes 3 and 4 but no one is allowed to repeat what has already been written.</p>	<p>Retrieval rockets Countdown 5 to 1 to launch the rocket. This can be on the ITW. At each of the 5 steps, pupils must recall a fact.</p>	<p>Retrieval baskets throughout the session, write questions based on the content of the session and store in a basket. These questions then get asked in future sessions via cold calling techniques.</p>
<p>Cops and Robbers Cops – Children write as much as they can from memory about a certain topic.</p> <p>Robbers – Children get out of their seats, sharing and stealing ideas from their peers.</p>		

Appendix 3 - Questioning techniques at St Winefride’s Catholic Primary School

<p>Questioning techniques</p>	
<p>Cold call</p>	<p>No hands up or calling out. Asking everyone – select who answers.</p>
<p>No opt out</p>	<p>If students get an answer wrong or don’t know, go back to them to check that they now know the answer.</p>



Check for understanding	Ask selection of students to relay back what they have understood about the question under discussion.
Probing questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Choral response	Use techniques like mini whiteboards to provide simultaneous responses from a whole class.

Some cold calling techniques	
Pre-call	This is when you tell one or more students that you will ask them to respond after you've given an explanation, read a passage or watched a video. <i>Ok, John and Sabrina, after the video, I'd like you to summarise the key points for us.</i> This gives them that extra bit of notice to prepare. Other students know they too could be cold called afterwards but John and Sabrina get some prep time.
Batched cold call	When you tee up a number of students to answer in one go. <i>Right, now I've explained my examples, I'd love to hear your versions. I'll start with Michael, then Daisy, then Samuel.</i> You then ask them one by one. It gives Michael and especially Daisy and Samuel a heads up. They can get ready. Any sense of 'gotcha' is removed entirely.
Rehearse and affirm	This is where, first, you have given all students an opportunity to share their answers nonverbally through a means you can see such as whiteboards (Show me!); You select answers that are correct or interesting and then cold call the students to ask them to expand. <i>Robyn, what a great answer. Could you explain how you came to that conclusion? Jason, well done, B is the correct answer. How did you know that?</i> This technique has the effect of giving Robyn and Jason confidence in their understanding before they give their answer publicly. They already know they are right. It's a technique that is great for the less confident students; you build them up by asking them to explain their good ideas or correct answers you've already seen – rather than them feeling it's a risk offering answers at the point when they are still unsure.
Don't ask one, ask five	This is an important element of our retrieval practice. When checking particular pupils have understood and remembered a particular concept, such as 'irrigate' or 'irrigation', we don't just choose one pupil to check to understanding. Adults will choose five in quick succession so that all pupils are doing the work of retrieval in their heads because they know they might be asked. We aim to take a sentence and keep rephrasing the question in different ways so pupils have to use the words in different combinations in a full sentence.



Appendix 4 – Schemas (Knowledge Organisers) used at St Winefride’s

- Can you remember one of the key words and can you explain what it means?
- Can you tell me the different types of settlements?
- Can you tell me about the difference between rural and urban areas?
- What are the positive and negative impacts of settlement growth?
- What key fact or facts can you remember from memory for your knowledge organiser?
- Can you include a picture or image on your knowledge organiser and describe why it is important?

Vocabulary

Settlements - Settlements are places where groups of people live and work.

Urban: Relating to a city or town, usually with a larger population.

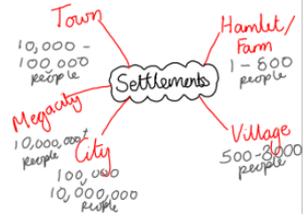
Rural: Relating to the countryside, typically with fewer people and more nature.

Features: Characteristics or elements of a settlement (e.g., houses, schools, parks).

Services - A service is a system that supplies a public need, for example waste collection.

Facilities - A facility is a building, piece of equipment or place that is used for an activity or purpose.

Population - The population is the total number of people living in a particular area.



Rural
Rural areas are found in the countryside, surrounded by open land. Most of the land in the UK is rural.

Urban
Urban settlements are towns and cities with a high population.

Geography – Enquiry Question

Settlements- Where do people live and why?

Negative impacts

CHALLENGES OF A GROWING TOWN

- **Crowded Homes:** Less space to play and relax.
- **Busy Roads:** More cars can make it noisy and harder to cross safely.
- **Less Nature:** Fewer trees and animals to see.
- **Pollution:** More rubbish and dirty air can make us sick.



What Has Changed?

From farming to mining to modern living.

New buildings and roads.

More people, more services.

Activity Prompt: Can you name something that's changed in Neston?



WHY GROWING TOWNS CAN BE GREAT!

- **More Schools:** More places to learn and make friends.
- **Better Parks:** More fun places to play and explore.
- **More Jobs:** Parents can find work nearby.
- **Better Roads:** Easier to get around safely.
- **More Helpers:** More doctors, teachers, and helpers to support us.



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