St Francis Xavier Catholic Primary

Teaching and Learning Policy

APPROVED BY: GOVERNING BODY

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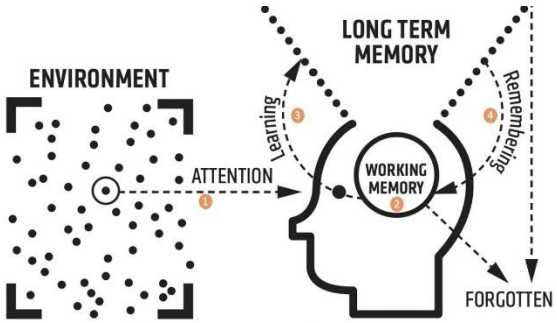
Achieving the highest possible standards of progress and attainment for every pupil is a core aim of our school. We are committed to providing a high-quality, evidence-informed approach to teaching and learning that enables all pupils to fulfil their potential and achieve excellence.

Teachers make informed pedagogical decisions dependent upon the content being taught, the needs of the pupils they are teaching and the point in sequence at which the learning takes place. There are core principles of effective pedagogy that guide teaching and learning across the school. These principles are applied consistently by all staff to ensure that pupils receive high-quality teaching.

Our curriculum is taught through explicit instruction.

Principles of Pedagogy

1) Learning that Lasts
2) Step by Step
3) Model & Explain
4) Practice Makes Permanent
5) Check for Understanding & Feedback
6) Prioritise Participation



1) Learning that Lasts

Learning is a change in long term memory – Kirschner, Sweller & Clark

The aim of our teaching is to enable pupils to encode and retain knowledge in long-term memory through a balance of explicit instruction, independent, guided and retrieval practice. We design instruction to account for the limitations of working memory and support the development of long-term memory.

2) Step by Step

Complex knowledge, concepts and skills are broken down into manageable steps and carefully sequenced so that new learning builds on what pupils have learned previously. Pupils are given sufficient opportunities to practise and secure each step before progressing to more complex learning.

3) Model and Explain

New knowledge, concepts and skills are introduced through clear explanations, effective modelling, and carefully selected examples and non-examples. Teachers use precise, economic and unambiguous language to ensure that new learning is accessible and understood by all pupils.

4) Practice Makes Permanent

To support the encoding of knowledge in long-term memory pupils are provided with regular opportunities to practise and apply new learning in a range of contexts.

Practice takes place in three forms:

1) Guided Practice: Guided practice is the stage of instruction in which pupils practise newly taught knowledge or skills with active support and guidance from the teacher before they are expected to work independently. During guided practice the teacher may provide carefully chosen questions, break tasks into smaller steps, provide worked examples, provide scaffolds such as a checklist, permit children to work with a peer and check for understanding and provide feedback.

2) Independent Practice: Independent practice is the stage of learning in which pupils apply and practise previously taught knowledge and skills without immediate teacher guidance or support. It provides pupils with opportunities to encode knowledge into long term memory. During Independent practice the teacher will check for understanding and provide feedback.

3) Retrieval Practice: Retrieval practice is the deliberate process of recalling previously learned knowledge from long-term memory without support. Regular retrieval strengthens pupils' ability to recall knowledge and supports long-term retention.

5) Check for Understanding and Feedback

Throughout each lesson, teachers check pupils' understanding through questioning, observation, listening and live marking. They use the information gathered to identify misconceptions, address gaps in understanding and provide timely, targeted feedback that moves learning forward.

Feedback is tailored to the age, needs and prior knowledge of pupils. It is positive and supportive. Feedback is precise and linked directly to the learning goal rather than to general learning behaviours. It provides pupils with concrete, actionable steps for improvement and is paired with opportunities for pupils to respond immediately.

6) Prioritise Participation

Memory is the residue of thought. — Daniel T. Willingham

Learners will remember what they think about. Teachers must ensure that as much time as possible is spent by pupils in lessons in thinking about the core learning of the lesson. Teachers therefore ensure that pupils spend as much of the lesson as possible thinking about and engaging with the core learning. This is achieved through regular opportunities for retrieval, guided practice and independent practice. Teachers carefully plan how pupils will participate and use a range of strategies to ensure that all pupils are actively thinking and responding throughout both explanation and practice.