

St. Paul's CE Primary School

Quality First Teaching and Learning Strategy Statement



Approved by the Teaching & Learning Committee: Spring 2024

Review Date: Spring 2026



Jesus offers life in all its fullness, and so we inspire our children to flourish and grow in school, the community and the wider world.

Our school is a safe and caring environment, with Christian values at its heart. Our school respects, and welcomes, all faiths, cultures and communities.

We ensure every child is valued, encouraging them to discover their gifts and potential.

Unique and precious in God's eyes, be the best that you can be.

Jesus said, 'I have come in order that you may have life - life in all its fullness.' John 10:10

AIMS OF THE STRATEGY

This has been created by and agreed upon by the staff and Governing Body of St. Paul's CE Primary School.

We are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers, support staff and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency, and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This should be read in conjunction with our curriculum statement, subject specific policies, whole school overviews and year group objectives.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At St. Paul's CE Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

This document sets out the steps we use to ensure consistent quality first teaching, enabling pupils to close gaps in existing knowledge and build new understanding leading to secure long term knowledge.

Context for Learning - creating the right context for learning before it begins.

- **Classroom Environment:** All our classrooms will be organised and clutter free, and will be exciting and engaging places to be. Working walls will support learning, and other displays will show off high quality children's work. The environment will change regularly to reflect what is being taught. The Stockport Entitlement Framework is used to ensure the environment is fully inclusive.
- **Behaviour:** All classrooms have the vision and values displayed and expectations are set to promote a positive learning environment. All staff have high expectations of behaviour and positively reinforce our school rules and values. All staff are trained in Team Teach.
- **Mindset:** We know that all children have potential and can improve with practice - no child's ability is fixed or limited. Pupils need to understand this too so that they don't limit themselves. We talk about having a good growth mindset, building their self-belief, resilience to mistake making and the ability to sustain effort.

- **Expectations:** All staff have high expectations of their pupils and believe in their capacity to be successful. We ensure that our language and behaviours do not limit pupils, particularly through fixed concepts of ability, socio-economic disadvantage or any forms of bias.

THE LEARNING CYCLE

1. **Prior Learning** – new learning builds on what we already know.

- **Prior Knowledge:** Teachers plan opportunities to help pupils remember and connect with what they already know about a subject before teaching anything new. Gaps in prior knowledge will be identified and filled before pupils begin to access and embed new knowledge.
- **Assess and Extend Prior Knowledge:** We engage in ongoing assessment of learning and use this to inform our planning and teaching. Different strategies are used to support pupils in bringing their existing knowledge to mind, including recap and revisit sessions, mini quizzes, questioning and memory boxes.

2. **Teaching Presentation** – how we present new material so that it engages pupils and they can access it effectively.

- **Link to prior knowledge:** we always connect new learning to what pupils already know and their previous experience.
- **Working memory (cognitive overload):** we present new material in short chunks and break it down into small steps for pupils. This ensures that pupils aren't overloaded with new material that they then struggle to access and retain.
- **Giving the big picture:** when we start a new unit of work, we always share the end goals, what we want them to know. We regularly refer back to this and ensure that pupils understand how the smaller, specific learning objectives link into the wider learning journey.
- **Multisensory approaches:** We ensure that we teach using visuals, and we demonstrate as well as explain. We use a variety of multisensory approaches including DEAL, singing, and practical and enquiry based learning.
- **Linking abstract to concrete:** we support pupils to engage with abstract ideas through the use of concrete and pictorial resources. We also use examples, narratives and analogies to support them to relate new concepts to things that they can more easily imagine.

3. **Challenge** – this is about the tasks we set and the extent to which they stretch and deepen understanding.

- **Purpose:** the purpose of challenge is to exercise the pathways that connect new material to prior knowledge, so that it goes into long-term memory (that is the sticky knowledge)

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- **Planning for challenge:** we use our assessments to set challenging tasks well. We ensure that we do not set limits on pupils by limiting our expectations. We plan for challenges and support and adapt tasks carefully. We use feedback to ensure children have opportunities to correct errors, practice learning, and move on when they have mastered new learning.
- **Adaptive teaching:** we use our planning flexibly by continually assessing pupils' responses to learning and adapting lessons as we go along. Any adaptations made are annotated within planning.
- **Learning methods:** we provide different opportunities for pupils to work both independently and collaboratively. They will work in pairs and small groups, they will use talk partners, and work in groups of similar and differing abilities. This enables them to continuously present, explain, justify and adapt their ideas and thinking. It also requires them to talk to other pupils to check their thinking against that of others, and provides support and challenge, enabling pupils to learn from each other.
- **Modelling:** we show pupils what they are aiming for by modelling 'what a good example looks like'. This means that examples are built as a class so that the process of effective working and outcome is modelled. Exemplary models then remain available to pupils on working walls and throughout the lesson whilst they are working.
- **Questioning:** this is an integral part of our teaching and learning process. During all lessons, lots of questions will be asked, using a wide range of questioning strategies to enable pupils to deepen their understanding. They also help teachers to know what may need explaining, clarifying or extending.

4. Feedback - enabling pupils to review, adjust and improve their learning.

- **Purpose:** in any learning process when pupils are engaged in new learning, they will make mistakes and develop misconceptions. We use feedback to stop gaps opening and to correct misconceptions.
- **Effective feedback:** we know that instant feedback has the most impact on learning, and aim to use this as often as we can. We also know that pupils need time to act on feedback so that they can make improvements or address misconceptions. We use a variety of feedback methods throughout school, both formative and summative, which may differ depending on the subject and the age of the pupils. (see separate Marking and Feedback policy)

5. Recap, revisit and consolidate - new learning has to be repeated and reinforced for it to be truly remembered and understood.

- **Purpose:** memories form as links between nerve cells in the brain, which form when the pathway is used several times. Pupils will rapidly forget new learning unless they revisit it multiple times.
- **Types of repetition:** there are many ways to repeat learning and teachers use approaches most suitable to the subject. For some learning to become automatic, regular practice is needed. We provide time on a regular basis for pupils to practice their learning, building confidence and allowing for new learning to be remembered. The act of

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recall, or remembering something, can be a key feature of repetition practice, ensuring that pupils re-engage recently formed memories. We use a variety of retrieval practice methods such as questioning, quizzes, flashback cards, memory boxes and tell me/show me.

Inclusion

We are fully inclusive and ensure that whole class teaching is accessible to all learners, making adaptations when needed for this to happen. All evidence shows that the biggest contributory factor to improved outcomes for learners with SEND, is quality first teaching. The learning cycle presented in this strategy enables us to build in strategies to maximise learning for all children. Staff view learners as individuals, they know them all well, and have an open view of every child's potential to learn and make progress. These approaches enable all our children to feel valued, make good progress and be successful.

We use the Stockport Entitlement Framework and Adaptive Teaching to support the learning of our SEND cohort.

Pupil Voice

We use the voice of our pupils to support our approaches to teaching and learning. We do this through our School Council, our Eco Advocates, Circle Time, pupil questionnaires, one page profiles and question and answer sessions with pupils and subject leaders.

Reference Documents

Education Endowment Foundation	<i>Making Best Use of Teaching Assistants</i>
Education Endowment Foundation	<i>Special Educational Needs in Mainstream Schools</i>
Teacher Development Trust	<i>Developing Great Teaching</i>
Matt Bromley Pedagogy	<i>A Questioning Classroom: The purpose and timing of your Questions</i>
NASEN	<i>Teacher Handbook for Supporting SEND</i>
Stockport Entitlement Framework	
Stockport Adaptive Teaching Materials	
School Policies	<i>Quality First Teaching and Learning Policy</i> <i>Curriculum Statement</i> <i>Individual Subject Plans/Statements</i> <i>Assessment, Marking and Feedback Policy</i> <i>Special Needs and Inclusion</i> <i>Behaviour and Discipline Policy</i>