The Blessed Sacrament Catholic Primary School

Part of the Mater Ecclesiae Catholic Multi Academy Trust

Teaching and Learning Policy

"Train up a child in the way he should go; even when he is old he will not depart from it."

Proverbs 22:6

Document Control

This document has been approved for operation within:	The Blessed Sacrament Catholic Primary School		
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Owner:	Stuart Aris – Deputy Headteacher		
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Introduction

This policy outlines our approach to high-quality teaching and learning, rooted in the evidence-based framework of Rosenshine's Principles of Instruction. As a school we use the instructional coaching book, 'Teaching WalkThrus' by Tom Sherrington and Oliver Caviglioni as a framework to develop our pedagogical practice. It aims to ensure consistency, clarity, and excellence in classroom practice across all year groups and subjects.

Objectives

Our Teaching and Learning policy aims to:

1. Provide a coherent, research-informed approach to teaching and learning.
2. Ensure all pupils, regardless of background or ability, make sustained progress.
3. Support teachers in delivering effective, engaging, and inclusive lessons.
4. Foster a culture of continuous improvement and reflective practice.

Teaching and Learning Framework

Rosenshine's 10 Principles of Instruction and Our Core Teaching Techniques

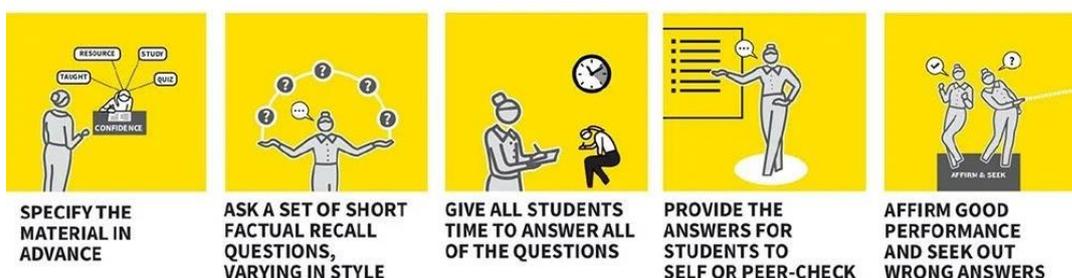Each principle is embedded in our daily classroom practice:

1. Daily Review – Core Teaching Techniques: Quizzing and Whole Class Feedback
Purpose: Strengthen memory, consolidate learning, and identify misconceptions.
Reviewing learning can help strengthen the connections among the material that we have learned. Rosenshine found that the most effective teachers understood the importance of practice, and began their lessons with a short review of previous learning.

We aim to start lessons with a review of recent learning – this is our **Knowledge Check 1 (KC1)**. KC1 is age and stage appropriate and maybe be completed individually in books or orally in small groups or whole classes.

We use frequent, low stakes quizzes to increase the extent to which pupil need to recall previous learning. At the end of each lesson is our **Knowledge Check 2 (KC2)** which checks the understanding of knowledge taught in the lesson.

SPECIFY THE MATERIAL IN ADVANCE | ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE | GIVE ALL STUDENTS TIME TO ANSWER ALL OF THE QUESTIONS | PROVIDE THE ANSWERS FOR STUDENTS TO SELF OR PEER-CHECK | AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS

As part of a diet of feedback of various kinds, this technique is a way of giving pupils timely, detailed formative feedback whilst replacing written individual comments in books. Feedback is given to the class as a whole to inform a short, effective feedback cycle.

2. New Small

ESTABLISH TALK PARTNERS FOR EVERY STUDENT | SET THE QUESTION WITH A GOAL AND A TIMEFRAME | BUILD IN THINKING TIME | CIRCULATE TO LISTEN AS PAIRS ARE TALKING | USE COLD CALL TO SAMPLE PAIRS' RESPONSES

Present Material in Steps

Purpose: Prevent cognitive overload and ensure clarity.

3. Ask Questions – Core Teaching Techniques: Cold Calling and Think, Pair, Share

Purpose: Check understanding, promote thinking, and engage all learners.

Rosenshine found that more effective teachers found ways to check the responses of a greater number of pupils. Getting the most out of questions involves a higher participation ratio – having a culture where all pupils have an opportunity, and are expected to, answer questions frequently. Cold calling makes all pupils think and allows the teacher to choose who answers rather than just volunteers with hands up. It provides more accurate feedback to the teacher about how the lesson is going.

ASK THE CLASS THE QUESTION | GIVE THINKING TIME | SELECT SOMEONE TO RESPOND | RESPOND TO THE ANSWERS | SELECT ANOTHER STUDENT AND RESPOND AGAIN

Pairs are one of the most powerful ways to involve all pupils in rehearsing and sharing ideas. Think, Pair, Share allows children the opportunity tom talk about their learning in a productive manner.

ESTABLISH TALK PARTNERS FOR EVERY STUDENT | SET THE QUESTION WITH A GOAL AND A TIMEFRAME | BUILD IN THINKING TIME | CIRCULATE TO LISTEN AS PAIRS ARE TALKING | USE COLD CALL TO SAMPLE PAIRS' RESPONSES

4. Provide Models
Purpose: Demonstrate excellence and clarify expectations.

5. Guide Student Practice

Purpose: Support pupils in applying new learning with scaffolding.

6. Check for Understanding - Core Teaching Technique: Say It Again Better

Purpose: Identify depth of understanding, misconceptions and inform next steps.

This technique sets the standard for the depth of verbal responses a teacher expects from a pupil in order to demonstrate understanding. Say It Again Better allows teachers to accept initial response but develop them each time.

ASK A STUDENT A QUESTION | ACKNOWLEDGE THE FIRST RESPONSE | GIVE SUPPORTIVE FORMATIVE FEEDBACK | INVITE STUDENT TO "SAY IT AGAIN BETTER" | RESPOND TO THE IMPROVED RESPONSE

7. Obtain a High Success Rate

Purpose: Build confidence and ensure mastery.

8. Provide Scaffolds for Difficult Tasks

Purpose: Support all learners, especially those with additional needs.

9. Independent Practice

Purpose: Embed learning and develop fluency.

10. Weekly and Monthly Review – Core Teaching Technique: Spaced Retrieval Practice

Purpose: Strengthen long-term retention and deepen understanding.

Children naturally forget what they have learned. It is essential to revisit material taught regularly. The more we rehearse and retrieve information, the stronger our long-term memory of knowledge becomes. Having better-connected patterns of knowledge in long-term memory frees up space in our working memory. **Knowledge Checks 3 and 4 (KC3 & KC4)** allow us to practise and retrieve information when spaced out with delays in between. KC3 takes place at the end of a unit of work and KC4 takes place the following half-term at a minimum.

GENERATE STUDY RESOURCES | PLAN FOR SPACED PRACTICE | SET A RETRIEVAL PRACTICE ACTIVITY | EXPLORE GAPS AND ERRORS | MAKE CONNECTIONS

Curriculum and Planning

The curriculum is sequenced to build knowledge and skills over time with a focus on securing tier 2 vocabulary whilst being exposed to tier 3 vocabulary. Key subject knowledge is identified within the curriculum and teachers use this to plan lessons with clear objectives, modelling, practice and review. Curriculum leaders ensure coherence and progression within their areas.

Inclusion

Differentiated instruction, targeted interventions and inclusive resources are used to support pupils with SEND and EAL.

Learning Environment

We aim for classrooms to be calm, respectful, and focused on learning. Routines and expectations are consistent across the school to support behaviour and engagement. The classroom environment should celebrate learning and support retrieval through working walls and vocabulary boards.

Professional Development

CPD has an ongoing focus on Rosenshine's principles, subject knowledge and Teaching Walkthrus pedagogy. Opportunities for regular coaching, peer observation and lesson study are provided.

Accountability

Teachers: Implement principles, reflect on practice and engage in CPD.

SLT: Provide support, monitor implementation and lead improvement.

Governors: Oversee the impact of teaching and learning on pupil outcomes.

Review and Updates

This policy will be reviewed annually by the Senior Leadership Team in consultation with staff and governors to ensure it remains aligned with current research and school priorities.