



St Mary's fundamental principles for teaching and learning

Positive Relationships	Effective Modelling	Oracy & Language
In order for all children to thrive and achieve, it is essential that positive relationships are established. High expectations are set and children know the routines and systems. • High expectations established for all learners • Clear systems provide clarity for learners • Consistency of our 'Always Child' system • Learning time maximised through routines • Parental involvement with clear messaging	A central feature of an effective instructional teaching process is for a teacher to show their children how to do something so that they can then do it themselves. • Lessons are broken down into small achievable steps – 'Steps to Success' • 'I do, we do, you do' • Worked examples • Use of visualisers to set expectations • Scaffolding gradually removed • Misconceptions addressed	Oracy is a vital tool for learning, so we teach children to speak eloquently, articulate ideas and thoughts, listen to others and have the confidence to express their views. • Sentence frames support language development • Collaborative learning structured with specific goals • Independent writing is published with purpose • Correct spoken language is modelled
Checking for Understanding	Meaningful Feedback	Retrieval & Fluency
By checking children have understood new learning, teachers are able to tackle misconceptions, offer scaffolds, challenge learners and secure deeper understanding. • Cold calling requires active participation • Whiteboards allow sample responses • Think, pair, share promotes structured discussion • Say it again better supports high quality responses • Evidence based lesson design support teachers to use the most effective pedagogical choices.	Feedback is responsive and where possible happens in the moment to move learning forward. Children knowing how to make rapid improvement follow effective feedback. • Verbal feedback is meaningful and specific • Actionable comments move learning on • Self-marking allows learners to spot errors • Whole-class feedback addresses common misconceptions	Forgetting is easy, so we ensure children have many opportunities to recall prior learning, make connections and develop their schema to improve their confidence and fluency. • Regular quizzing checks for gaps • Teachers make links with prior learning • Key tier two vocabulary is placed in new contexts • Fluency is secured through repeated practice • Task design is varied and engaging



St Mary's RC Primary School

Called to love as God Loves