



St Peter's
Collegiate Academy

Teaching & Learning Policy

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| Owner: | Senior Assistant Principal |
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Numquam Frustra

Contents:

| | |
|------------------------------------|----|
| 1. Rationale and Ethos..... | 3 |
| 2. Framework..... | 4 |
| 3. Roles and Responsibilities..... | 8 |
| 4. Reference/Appendix..... | 10 |

1. Rationale and ethos

Teaching and Learning at St Peter's Collegiate Academy is rooted in the Academy's values of **aspiration, service** and **respect**. Teaching and Learning at the Academy aims therefore *to* create self-aware and **aspirational** learners, who are on a journey from shallow knowledge to deep understanding. We aim to form skilled critical thinkers, prepared for the challenges of twenty-first century life, who show **respect** for the intellectual context in which they study but who are not afraid to be courageous advocates and find their own voice as future citizens.

The Teaching and Learning policy is therefore framed by the Academy's Core Aim and its Curriculum vision:

- *Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and **serve** the community.*
- *Curriculum vision: Regardless of prior attainment or circumstances, all students at St Peter's have equal access to a broad curriculum that is knowledge-rich, inclusive and ambitious. Our curriculum will give students the knowledge, skills and experiences to gain qualifications and the social and cultural capital necessary to flourish both individually and in society. Our curriculum should be a joyful experience for students stimulating a life-long love of learning.*

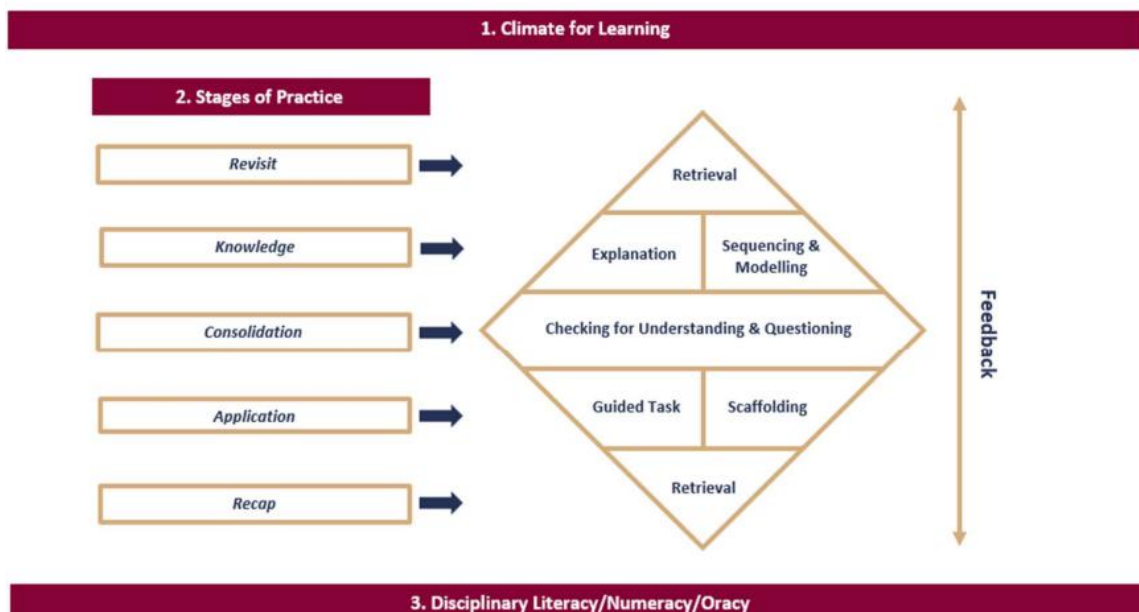
The Teaching and Learning framework underpins classroom practice at the Academy.



St Peter's Collegiate Academy
Part of the Three Spires Trust



Teaching & Learning Framework



2. The Three Strands of the Teaching and Learning Framework

Strand 1 – Climate for Learning

Climate for learning consists of the relationships between staff and students; the environment in which learning takes place; and the way in which the learning is managed by both staff and students. (Hildrew 2020).

Establishing a positive climate for learning, including supporting student health, wellbeing and student engagement **serves** students and sets the foundation for **aspirational** student learning and academic performance. A positive learning climate is characterised by shared values, **trust**, high student motivation, a professional teaching culture and strong partnerships.

Ensuring a classroom climate is embedded with structures and routines, neatly organised and has a safe and professional environment is the first step to creating an **aspirational** culture within teaching and learning. Students are more likely to then **respect** the classroom, engage more within the lesson and not get distracted which ultimately results in higher quality learning.

Strand 2– Stages of Practice

This takes three of Rosenshine’s principles, looking at developing students’ independence in their learning. This starts with principle five - guide student practice - which focuses on learners having time to rehearse, elaborate and rephrase the new material so that it can be processed in their long-term memory storage. Students are able to **persevere** in their rehearsal of new material as the curriculum has been carefully designed to enable this.

Principle eight is to obtain a high success rate, meaning that teachers should monitor the accuracy of the new learning - 80% is an optimal degree. When the teacher is confident that the student is secure in the new learning, principle 9 of independent practice comes in, where overlearning the material leads to automatic retrieval. This is desirable because it frees up working memory – if information is automatically recalled, then we can be sure that it is stored in long-term memory and not taking up working memory capacity.

This strand/component has been contextualised to our students at St Peter’s which developed our five stages of learning – ‘Revisit, Knowledge, Consolidation, Application, and Review’.

Stage 1 - Revisit

Sherrington paired the first and last of Rosenshine’s principles – daily review and weekly/monthly review. These principles focus on the review of material already learned by the student and on retrieving this information from the long-term memory. This is done via pre-planned ‘do now’ activities in every lesson dual coded by a red arrow in all subjects.

The act of reviewing material provides opportunities for re-engagement with already learned material. This re-engagement enables the information to be more effectively stored in the LTM. Essentially, the more a learner draws on stored content, the more

effective they become at recalling it and using it to develop their understanding of new material. This in turn enables learners to become more **resilient** as they build on retrieval of knowledge from prior learning. At St Peter's all lessons will include 'Big Questions' and 'Small Questions'. A big question is the ultimate question for a certain topic. The small question is the knowledge students need to know broken down into each lesson.

Stage 2 - Knowledge

Sherrington combines three of Rosenshine's principles for this focus which concern the sequencing of knowledge – learn new material in small steps, provide models and scaffold for difficult tasks. Here we need to harness our understanding of memory storage to remember that working memory capacity is finite - when learning new information, learners need to process small amounts at a time to then store it in their long-term memory. Trying to work with large amounts of new information means that some will not be processed.

Presenting learning in small steps allows learners to master new information in small chunks before providing more of the new information. Furthermore, new information often needs some kind of cognitive support for its processing to be successful, such as providing models and scaffolded support which is slowly removed. This allows students to apply their new learning to solving problems.

The DfE says that, taught well, a knowledge-rich curriculum:

- Focuses on the essential building blocks of knowledge required on the path from novice to expert (rather than how to 'think like an expert')
- Teaches pupils about the struggles and achievements of people from all races through learning the arc of history
- Is diverse and inclusive
- Provides pupils with knowledge and facts so they can challenge opinions and form their own

Ofsted describes a knowledge-led approach as pupils mastering subject-specific knowledge and becoming 'fluent' in that knowledge. They then develop skills as an outcome of the curriculum.

Stage 3 - Consolidation

Sherrington combines Rosenshine's principles three and six – ask questions and check student understanding. Questions require learners to adapt their knowledge store, to critique it and (where necessary) to adapt it.

Furthermore, effective questioning enables teachers to understand where misconceptions may lie and where taught input might be required to help the learner modify knowledge they have memorised. To do this effectively, Rosenshine surmised that teachers need to ask process questions, which aim to find out how a learner has worked things out, and not be satisfied with just giving a correct answer.

Effective questioning can also highlight times when teachers may need to adapt their methods of teaching. For example, when learning about electricity as a flow of electrons, the abstract nature of this invisible behaviour might lead to some misconceptions in learners' understanding. Effective questioning about their understanding of this phenomena might lead a teacher to re-approach their description of this using an analogy of a flowing river to help learners make links between new information and concrete examples they are already familiar with.

Teachers need to know exactly where students are in their learning at all times (as far as that is possible) to best support mastery of a skill or concept. There are two stages to this process: 1. Gathering information by constantly checking for understanding and sampling student responses 2. Responding to this information with swift intervention to remedy misconceptions or mistakes, or to advance to the next level of challenge. A key element of checking for understanding effectively is, as Doug Lemov calls it, 'rejecting self-report'. Even if a student says that they have understood, teachers cannot know for sure until they check.

Stage 4 - Application

Provide students with enough time to ask questions, practise retrieval, or get the help they need. It's not enough for a student to learn information once, they have to keep rehearsing it through summarising, evaluating, or applying this knowledge. A positive climate for learning enables students to **persevere** with their application of knowledge.

Present small amounts of material at a time, then work the first problems on the whiteboard and explain the reason for each step which serves as a model. Calling students up to do it on the board and explain their process acts as additional models for students so they are ready for independent practice.

Spend more time in guided practice, more time asking questions, checking for understanding, correcting errors and more time having students work out problems with teacher guidance all lead to a higher success rate and develop **resilience** in learners, who become confident and **responsible** moving to the next step in their learning journey.

Stage 5 – Recap

Recapping all learning that has taken place in that lesson enables the teacher to check new knowledge has been embedded and also support planning for future lessons. The 'Small Question Answer' is a powerful way to ensure students have learnt what they needed on their learning journey. Retrieval, recap and repetition enable students to retain knowledge.

Strand 3 – Disciplinary Literacy/Numeracy and Oracy

Literacy

The EEF notes that Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, **emphasising** the value of supporting teachers of every subject to teach students how to read, write and communicate effectively. As students' progress therefore through an increasingly specialised secondary school curriculum, there is a growing need to ensure that students are trained to access the academic language and conventions of different

subjects. Strategies grounded in disciplinary literacy aim to meet this need, building on the premise that each subject has its own unique language, ways of knowing, doing and communicating.

Literacy then is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects. The academic challenges faced by students moving from primary to secondary education are often underestimated. For example, students in Year 7 must adjust to being taught by a range of teachers using a range of new types of texts, which are often dense and more technical than those encountered in primary school. Such challenges can create a 'literacy gap', meaning that many students making the transition from primary may struggle to access the secondary school curriculum. It is vital to address such 'literacy gaps' with timely interventions and in class support strategies.

Effective reading strategies, guided by the Education Endowment Foundation (EEF), are essential to ensure that students can engage with academic texts across all subject areas. Incorporating explicit vocabulary instruction, such as the use of Frayer models, is also crucial for supporting student progress. Careful attention should be given to the teaching of vocabulary when developing curriculum planning documents to ensure effective learning.

Oracy

The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation. As a part of high-quality oracy education, students should learn both to talk and through talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively.

While the implementation of oracy in a variety of contexts is essential, differences in teaching methods and desired student outcomes can be observed from subject to subject. As such, oracy teaching must be adjusted depending on the context. There is, however, evidence to suggest that oracy can be used across many different subjects to increase student attainment and outcomes. Having a range of talk tactics to draw on develops a student's capacity to show **respect and empathy** for others in their spoken interactions.

Numeracy

The Essentials of Numeracy are the skills and attitudes that everyone needs to use numbers and data to make good at work and at home.

Poor numeracy is a major, long-standing problem in education, business and indeed society. Many commentators as well as those affected have argued that it has been neglected as a national issue and for far too long. According to a 2011 Skills for Life survey (see Further Reading section in Appendix 1) almost 17 million adults in the UK have numeracy skills below those needed for the lowest grade at GCSE. The results from this survey are based on a sample of 7,000 adults aged between 16 and 65

normally resident in England. The low levels of numeracy were just as evident in the 16 - 25 year old cohort as in any other subgroup – and these are the learners who have gone through secondary school during the last ten years. Strengthening numeracy across the curriculum, including providing opportunities during tutor time, will benefit students. They will develop confidence and proficiency in numerical skills as well as the wider use and application of mathematics. It will strengthen the school's attainment at GCSE in maths, science and other subjects.

3. Roles and responsibilities

Role of the student

Students will arrive to lessons promptly with the correct equipment; follow the schools expected standards; be intellectually curious, **resilient** and reflective; are well prepared and ready to learn; listen in a cognitively active, open and **respectful** manner to their teachers and peers being **empathic** and **compassionate**; continue their learning outside the classroom; are independent thinkers and lifelong learners.

Role of the teacher

Teachers follow guidance for establishing an effective climate for learning, as outlined in the *Teaching and Learning Framework- Teacher Guide*. Climate for learning refers to both the physical environment (ie. the organisation of the classroom itself) and also the appropriate behaviour for the classroom to enable all learners to pay attention effectively to the curriculum/skills content of the lesson itself. Teachers will greet students at the door to establish relationships and expectations; a 'do now' task will link to prior learning, enabling students to retrieve information from long term memory; behaviour systems will be applied clearly and consistently. Teachers therefore create an **aspirational** and **respectful** environment for pupils where everyone feels welcome and safe and learning from mistakes is part of the daily routine.

Teachers follow guidance for the respective stages of practice outlined in the *Teaching and Learning Framework - Teacher Guide*: revisit requires students to retrieve information from memory so that pupils can revisit ideas after a gap, strengthening recall; knowledge requires pupils to be explicitly taught the knowledge and skills they need within the subject concerned, with a stepped approach and using examples to help; consolidation is where teachers check that the knowledge imparted has been understood by all students before moving on ; guided tasks take students through each step of a new process to support their learning; recap strengthens recall and enables the teacher to address misconceptions at the end of the lesson. See Appendix One.

Teachers implement evidence-based strategies to consolidate and extend students' knowledge and skills. Every teacher can improve pupils' literacy, by explicitly teaching reading, writing and oral language skills specific to individual disciplines. High-quality classroom discussion can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. Developing numeracy skills enables the student to think more systematically and logically, evaluate how information is presented and use error checking across the curriculum.

The relevant strategies for this strand of the Teaching and Learning framework are outlined in the *Teaching and Learning framework - Teacher Guide*. See Appendix One.

Role of support staff

- In order to support identified pupils, as well as effective teaching and learning for all, support staff in the classroom need to:
Communicate effectively with teaching staff so both are clear on the lesson objectives and their role in the lesson or sequence of lessons;
- Be **aspirational** for the learners they support;
- Share specific strategies and techniques as appropriate to the pupils taught;
- Use knowledge of SEND pupils in the class to support the personalisation of learning;
- Offer feedback to teaching staff regarding the independence of specific pupils, their learning and progress, any gaps in knowledge or other concerns;
- Reinforce expectations of pupils as set out in school policies and by the classroom teacher;
- Use time effectively to support and challenge all learners through questioning;
- Be a reflective practitioner, maintaining up to date knowledge of pedagogy and the curriculum.

Role of Middle Leaders

To facilitate consistently high standards of Teaching and Learning, Middle Leaders need to:

- Ensure that high quality planning and classroom practice represents typicality within the department;
- Inspire their team members by leading by example;
- Make Teaching and Learning a feature of all department meetings;
- Quality assure all Teaching and Learning activities within their faculty to inform next steps;
- Support all members of their department with their Teaching and Learning development and liaise with members of the Teaching and Learning team where appropriate;
- Foster a culture of openness and **aspiration** which ensures sharing of good practice and resources, enabling teaching staff to **flourish** in their work.

Role of the Teaching & Learning Team

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| Senior Assistant Principal | <i>All aspects of T&L</i> |
| Associate Assistant Principal | <i>Classroom Framework & Feedback</i> |
| Associate Assistant Principal | <i>Classroom Framework & Literacy</i> |
| Senior Teaching & Learning Coach | <i>Instructional Coaching & Oracy</i> |
| Teaching & Learning Coach | <i>Key Stage 5 T&L / VESPA</i> |
| Teaching & Learning Coach | <i>Ed-Tech and Homework</i> |
| Teaching & Learning Coach | <i>Special Educational Needs</i> |
| Teaching & Learning Coach | <i>Numeracy</i> |

Role of Senior Leaders

- To lead and have a strategic overview for the development of Teaching and Learning across the school the team need to:
- Model outstanding teaching and learning;
- Support and embed the Teaching and Learning framework at St. Peter's;
- Create high quality whole-school resources and materials which contribute to improvement in all subject areas;
- Design a targeted CPD calendar that focuses on whole school Teaching and Learning priorities and deliver this CPD, in conjunction with other members of the Teaching and Learning Team;
- Implement a comprehensive performance management process;
- Facilitate HoD and HoY meetings;
- Facilitate Teaching and Learning drop-in sessions for all staff members each half term;
- Deliver Trust-wide NPQ programmes;
- Monitor consistent use of agreed routines;
- Be present around school to support behaviour for learning;
- Be visible and proactive in relation to teaching and learning;
- Contribute to whole-school quality assurance and monitoring of the quality of teaching and learning through, for example, learning walks and lesson observations;
- To report to and update stakeholders and external bodies as required.

- **Roles of Parents/Guardians**

We believe that the parents/guardians of our students are their first educators. To support their child and the school in the learning process, parents/guardians should:

- Ensure that their child attends school regularly and punctually;
- Promote a positive attitude towards school and learning;
- Ensure their child is fully equipped for school and ready to learn;
- Support their child by attending Parents' Evenings and other information events, and accessing related information on the school website;
- Support the school's policies, which can be accessed on the website;
- Take an active interest in extracurricular opportunities;
- Inform the school of any issues which could affect their child's learning.

4. References/Appendix

Appendix 1: Teaching and Learning Framework

Barak Rosenshine – Principles of Instruction (2012)

Tom Sherrington – Rosenshine's Principles in Action (2019)

Doug Lemov – Teach Like a Champion 3.0 (2021)

Disciplinary Literacy and explicit vocabulary teaching Mortimore, K (2020)

Improving Literacy in Secondary Schools EEF, 2019 EEF Improving Literacy in Secondary Schools (2019)

This policy was reviewed by the Senior Assistant Principal in September 2025 and will be reviewed annually.