



St Michael's
C.E. Primary School

Teaching and Learning Policy

2026-2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



"Be strong and courageous... the Lord your God will be with you wherever you go." (Joshua 1:9)

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things through him who strengthens me."

HOPE



John 1:5

"The light shines in the darkness, and the darkness has not overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins, he is faithful and just and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for one another, to help one another to show love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all circumstances, for this is God's will for you"

The St Michael's Way

The St Michael's Way sets out our teaching and learning pedagogy and the framework for education at our school. This has been developed in accordance with guidance from the Department for Education, best practice research, educational literature and our Christian ethos. This is a core policy at our school as it sets out the implementation of our curriculum and explains how we set high standards for the quality of education of all pupils. It puts children's learning at the centre of all that we do.

At St Michael's, we strive to provide a high-quality education that meets the needs of all our pupils. We believe that every child has the right to learn and achieve their full potential. Our Teaching and Learning Policy is designed to ensure that our pupils receive the support and guidance they need to succeed academically, socially and emotionally.

Our vision of 'Courage to Flourish in the Love of God' and our values of courage, hope, love, forgiveness, trust, community and thankfulness are at the heart of our philosophy. We seek to provide challenging and life enriching educational opportunities that raise aspirations, enabling all to flourish as responsible and respectful individuals ready to make a positive difference in our world.

Ultimately, our Teaching and Learning Policy aims to foster a culture of excellence in education at St Michael's. By providing high-quality teaching and support for our pupils, we strive to empower them on their learning journey and prepare them for future success.

Aims

By adopting a whole school approach to teaching and learning we aim to:

- Establish a clear and consistent framework for teaching and learning practices throughout the school.
- Promote high expectations and raise standards of achievement for all pupils in our school.
- Enable teachers to teach as effectively as possible and pupils to learn as efficiently as possible.
- Design and implement a curriculum that meets the diverse needs, interests and abilities of all pupils.

- Promote effective teaching strategies and pedagogical approaches that engage students and promote deep learning.
- Support staff in continuous professional development to improve their teaching expertise.
- Provide a well organised and inspiring environment in which children can learn and which encourages independence.
- Give children the skills they require to become effective lifelong learners and achieve the very highest of standards.

Our Teaching and Learning Framework



The St Michael's Way is our comprehensive Teaching and Learning Framework. It is designed to promote a culture of excellence in our school, ensuring that all pupils receive high-quality teaching and support. Our framework is inspired by 'Making Every Primary Lesson Count' by Jo Payne and Mel Scott. It is underpinned by six core principles: challenge, explanation, modelling,

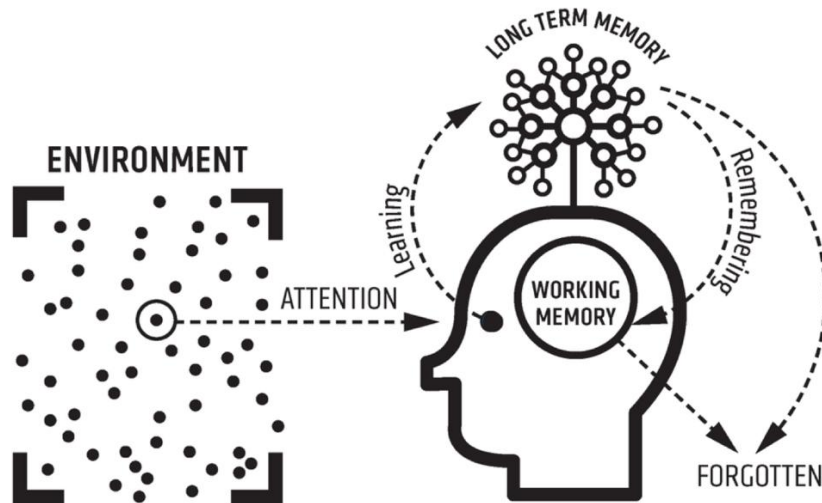
questioning, feedback and practice. Research emphasises breaking teaching down into components to provide teachers with a shared language and the opportunity to enhance their practice by purposefully engaging with each part. The six core principles are not only derived from the latest evidence on effective instruction but are also designed to be adaptable actions that can be tailored to fit the specific subject, content and pupils being taught. This approach ensures that our teachers have a solid foundation to improve their teaching craft and deliver high-quality instruction that meets the diverse needs of their pupils.

In addition to this, teaching and learning in our school is underpinned by Rosenshine's Principles of Instruction outlined in the book, 'Rosenhine's Principles in Action' by Tom Sherrington. We emphasise the importance of daily review to strengthen previous learning and promote fluent recall. Presenting new material in small, manageable steps allows for pupil practice after each step, ensuring comprehension and retention. Asking a variety of questions and checking responses engages pupils in practising new information and connecting it to prior knowledge. Providing models and worked examples accelerates problem-solving skills. Guiding student practice, checking for understanding, and maintaining a high success rate during instruction are key components of effective teaching. Additionally, scaffolding challenging tasks, monitoring independent practice, and engaging pupils in regular reviews contribute to the development of well-connected and automatic knowledge among learners. By aligning with Rosenshine's evidence-based principles, St Michael's aims to create a supportive and impactful learning environment for all pupils.

To support our staff in effectively implementing the six core principles, we utilise the strategies outlined in the 'Teaching Walkthrus' books by Tom Sherrington and Oliver Caviglioli. These resources offer evidence-based teaching strategies that are deeply rooted in a comprehensive understanding of how learning occurs. WalkThrus break down teaching techniques into clear, actionable steps, supporting teachers in gradually building their knowledge of effective teaching practices. Each WalkThru is modelled, practised, rehearsed, and feedback is then tailored to focus on the specific steps outlined. By following these steps, teachers are encouraged to sustain their practice over time, fostering the development of more effective habits that ultimately solidify learning gains for pupils.

The Learning Model

The six core principles and WalkThrus that drive our school pedagogy are all underpinned by The Learning Model outlined in ‘Rosenshine’s Principles in Action’. This model draws on ideas from Cognitive Load Theory and Willingham. This is key to all learning.



Rosenshine’s Principles in Action (2019)

“Conceptual information initially enters from the environment into our working memory.

Working memory is finite and actually rather small, so we can only absorb a limited amount of information at once.

We process information so that it is stored in our long-term memory. This is effectively unlimited, and we retrieve information back into our working memory as needed.

We organise information into schemata. Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information. The more complex and interconnected our schemata are, the easier it is to make sense of new related information and the better we are able to organise it so that it makes sense. The concept of understanding is really ‘memory in disguise’. This means that our schemata are more fully formed, and more interconnected, and can be explored and recalled more fluently.

If a schema contains incorrect information – a misconception or an incomplete model of how a process works – we can't simply overwrite it. A more primitive schema can return to dominate unless we unpick and fully re-learn a correct schema.

We forget information that we do not initially store successfully in a meaningful schema or that we do not retrieve frequently enough. This is entirely natural – we're primed to filter out information we might need and to discard the rest. Our capacity to retrieve information improves if we practise doing this more often and do so in more depth.

If we undertake enough retrieval practice, generating formulations of our memory and evaluating it for accuracy, we gain a degree of fluency and, ultimately, automaticity. This is true of anything we learn, be it reading, driving, or speaking a foreign language. A consequence of this, as explained by cognitive load theory, is that the more fluent we are with retrieval of stored information, the more capacity we have in our working memory to attend to new information and problem solving – if we are efficient in bringing up the information from memory, then there's more working memory space left to deal with applying the information.”

Rosenshine's Principles in Action (2019)

Six Pedagogical Principles: 1. Challenge

At St Michael's, challenge is at the heart of high-quality teaching and learning. We believe that all pupils should be supported to aim high, think deeply and take pride in producing work of the highest possible standard. Challenge does not simply mean making work harder; it means creating the right conditions for every child to work in the “struggle zone”, where learning is demanding, purposeful and achievable.

Teachers have high expectations for all pupils and make these expectations clear through consistent routines, ambitious learning objectives, high-quality examples, effective modelling and precise feedback. Scaffolds are used thoughtfully so that pupils can access the same learning objective, while still being expected to think hard and reach the intended standard. Staff do not accept the bare minimum; instead, they support pupils to improve, refine and take ownership of their learning.

Through a culture of resilience, growth mindset and positive relationships, pupils learn that challenge is a normal and valuable part of learning. At St Michael's, pupils are encouraged to take

pride in their work, respond positively to feedback and understand that effort, perseverance and high standards help them to flourish.

Our staff have agreed on several key elements that constitute high-quality challenge in our school. This is the expectation at St Michael's:

- Teachers have high expectations of all pupils and communicate these consistently through routines, language, modelling and feedback.
- All pupils work towards ambitious learning objectives, with scaffolds used where needed to enable access without lowering expectations.
- Pupils are supported to work in the “struggle zone”, developing resilience while avoiding unnecessary panic or confusion.
- Teachers use assessment for learning to identify starting points, respond to misconceptions and adapt teaching within lessons.
- Staff do not accept the bare minimum; pupils are encouraged to improve, refine and take pride in their work.
- High-quality examples, clear success criteria and effective modelling are used so pupils understand what success looks like and how to achieve it.
- Classroom routines and transitions are calm, purposeful and embedded so that learning time is maximised.
- Adults model the standards expected from pupils through precise language, positive interactions and consistent expectations.
- Pupils are praised for effort, resilience, correct routines and improvements, not just outcomes.
- Groupings and adult support are used flexibly so that all pupils experience independence, support and challenge over time.

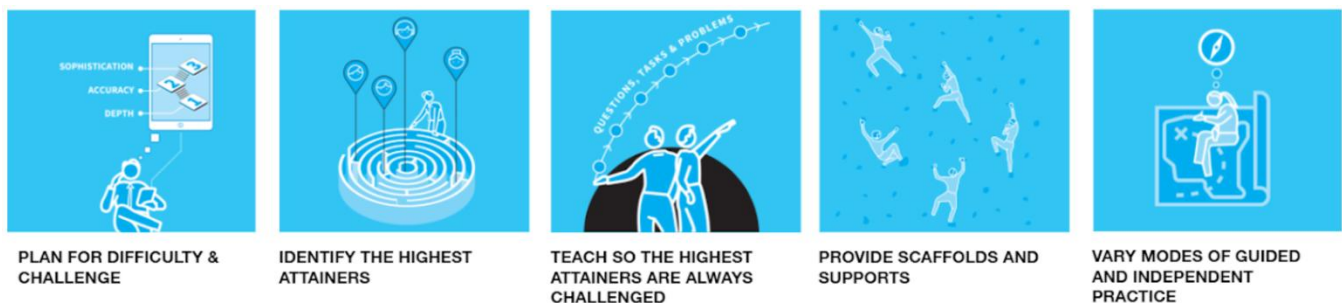
The St Michael's Way: Challenge Strategies in Our School:

High expectations means establishing a culture where all pupils are expected to try hard, think hard and achieve well. Teachers communicate the standard clearly, model excellence and insist that pupils take pride in their learning.

1. Define the standard – Be clear about what excellence looks like. Show pupils the expected standard for behaviour, effort, presentation, language and learning.
2. Model the standard – Demonstrate exactly what you expect. Use examples, teacher modelling and “what a good one looks like” so pupils can see the quality they are aiming for.

3. Practise the standard – Give pupils time to rehearse routines, responses, transitions and learning behaviours. Do not assume they know how to meet expectations without practice.
4. Insist on the standard – Do not accept the bare minimum. Calmly and consistently ask pupils to improve, repeat, refine or try again until the agreed standard is met.
5. Praise and reinforce the standard – Notice and name when pupils meet expectations. Praise effort, resilience, improvement and pride so that high standards become part of the classroom culture.

Teach to the top means planning ambitious learning for all pupils, rather than limiting tasks based on assumptions about ability. Scaffolds, prompts and adult support are used to help pupils reach the same high expectations.



Tracking the speaker is used to ensure pupils listen actively, focus on the person speaking and show respect for contributions. This supports a high standards culture where pupils are attentive, engaged and ready to learn.

1. Establish the expectation – Make it clear that good listeners track the person speaking. This means facing the speaker, keeping bodies still and showing that they are listening.
2. Model the routine – Show pupils what tracking the speaker looks like and what it does not look like. This helps pupils understand the exact behaviour you expect.
3. Use a clear cue – Use consistent language such as, “Track the speaker,” “Eyes on the speaker,” or “We are listening to Sam now.”
4. Practise with pupils – Rehearse the routine during low-stakes moments so that pupils understand what to do before it is needed in a lesson.
5. Reinforce and reset – Praise pupils who are doing it well and pause to reset the expectation when needed. For example, “Thank you, table 3 — you’re tracking the speaker,” or “We’re waiting for everyone to track the speaker before we continue.”

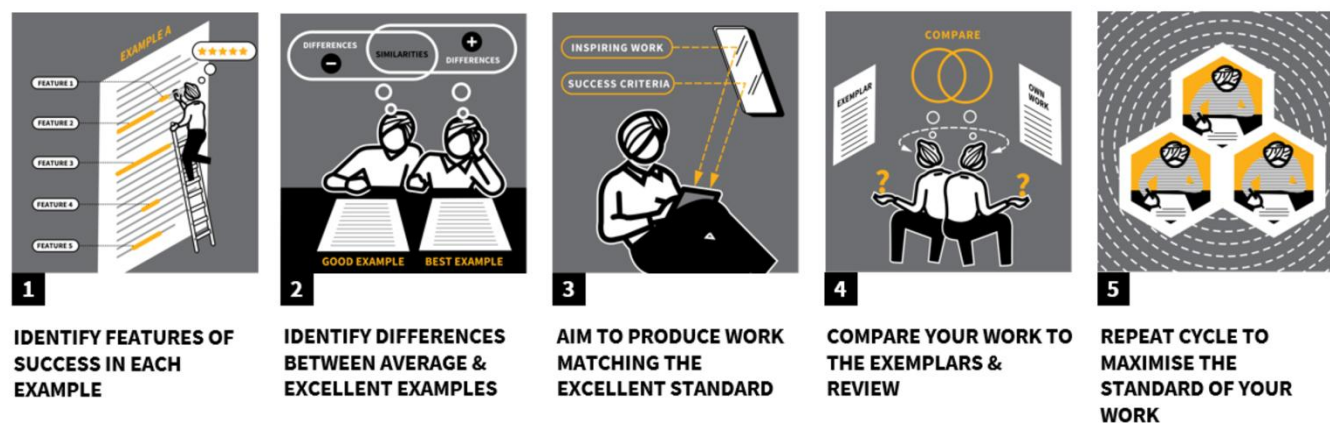
No opt out ensures that all pupils remain involved in learning. When a pupil does not know an answer, the teacher supports them through rephrasing, scaffolding, hearing another response or repeating the correct answer so that every child is expected to participate.



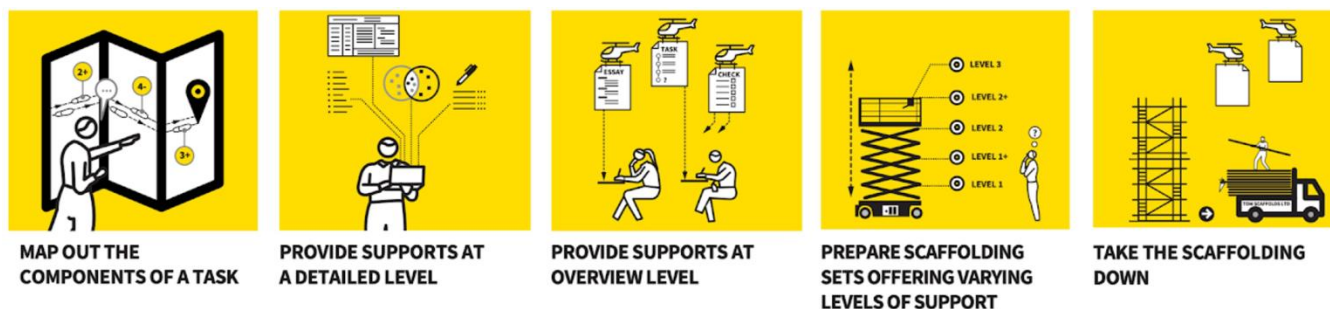
Set the standards is used to make expectations explicit. Teachers clearly establish what quality looks like in learning, presentation, routines, behaviour and effort so that pupils understand the standard they are working towards.



Exemplars are used to show pupils what a high-quality outcome looks like. Teachers use strong examples of work to make success visible, discuss why the example is effective and help pupils understand how to improve their own work.



Scaffolding supports pupils to access challenging learning without reducing ambition. Scaffolds may include prompts, sentence stems, worked examples, vocabulary support, resources or adult guidance. These are gradually removed as pupils become more confident and independent.



Six Pedagogical Principles: 2. Explanation

At St Michael's, explanation is a cornerstone of effective teaching and learning. Teachers use clear explanations to help pupils connect new learning to what they already know, making lessons meaningful, accessible and purposeful. Effective explanations bridge the gap between prior knowledge and new knowledge, helping pupils build secure understanding over time.

High-quality explanations make abstract ideas more concrete. Teachers break complex concepts into manageable parts, use carefully chosen examples and support pupils to see links between ideas. Explanations are planned with pupils' prior knowledge in mind and are adapted in response to what pupils understand during the lesson. This helps teachers address misconceptions, reduce confusion and ensure that pupils are ready for guided and independent practice.

At St Michael's, we believe that strong explanations do more than simply tell pupils information. They spark curiosity, support vocabulary development and help pupils understand why learning matters. Through clear teacher talk, concrete examples, storytelling, drama, role-play and links to real experiences, teachers make learning memorable and accessible for all pupils.

Our staff have agreed on several key elements that constitute high-quality explanations in our school. This is the expectation at St Michael's:

- Teachers connect new learning to pupils' prior knowledge and experiences.
- Complex ideas are broken down into small, manageable parts.
- Explanations are clear, accurate and focused on the key learning.
- Teachers use concrete examples, images, stories or demonstrations to make abstract ideas easier to understand.
- Key vocabulary is explained clearly and revisited throughout the lesson.
- Teachers plan for likely misconceptions and address these promptly.

- Explanations are supported by effective questioning to check pupils' understanding.
- Teachers use strategies such as talk partners, drama or role-play where these help pupils make sense of new learning.
- Teacher talk is purposeful and avoids adding unnecessary information that may overload pupils.
- Staff use curriculum progression documents to understand how new learning builds on what has come before.

The St Michael's Way: Explanation Strategies in Our School:

Sequence Concepts in Small Steps supports clear explanation by breaking new learning into manageable parts. Teachers explain one step at a time, check understanding and provide practice before moving on.



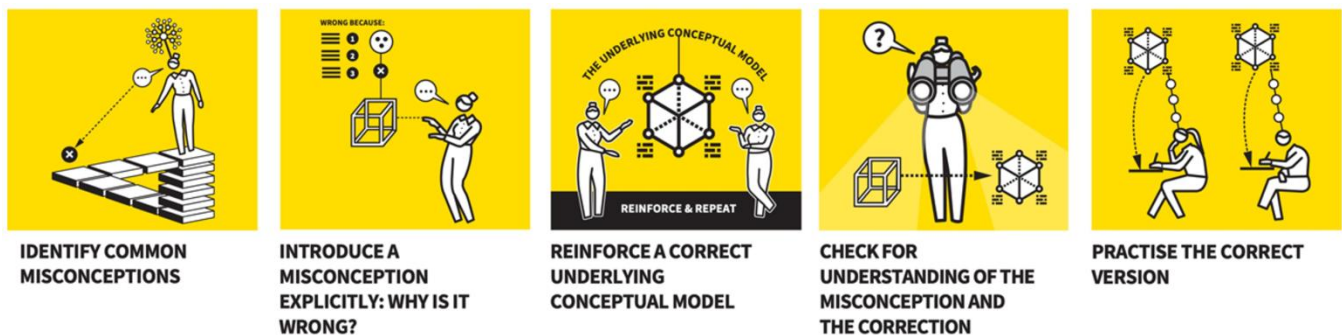
Big Picture, Small Picture helps pupils understand how the lesson fits into the wider learning journey. Teachers explain the bigger concept or purpose before narrowing the focus to the specific knowledge or skill being taught.



Deliberate Vocabulary Development ensures pupils understand and use key words accurately. Teachers explicitly teach vocabulary, model it in context and revisit it so pupils can use it confidently in speaking and writing.



Head-On Misconceptions involves planning for likely errors and addressing them directly. Teachers make misconceptions visible, explain why they are incorrect and support pupils to build a more accurate understanding.



Six Pedagogical Principles: 3. Modelling

At St Michael's, modelling is a fundamental part of effective teaching and learning. Teachers use modelling to show pupils how to approach tasks, apply knowledge and meet the expected standard. Through clear demonstrations, pupils are able to see the thinking, choices and steps needed to be successful.

High-quality modelling makes learning visible. Teachers do not simply show pupils the finished outcome; they explain the process behind it. This includes thinking aloud, demonstrating each step, addressing possible misconceptions and showing pupils how to improve. Modelling helps pupils understand what success looks like and gives them the confidence to practise before working more independently.

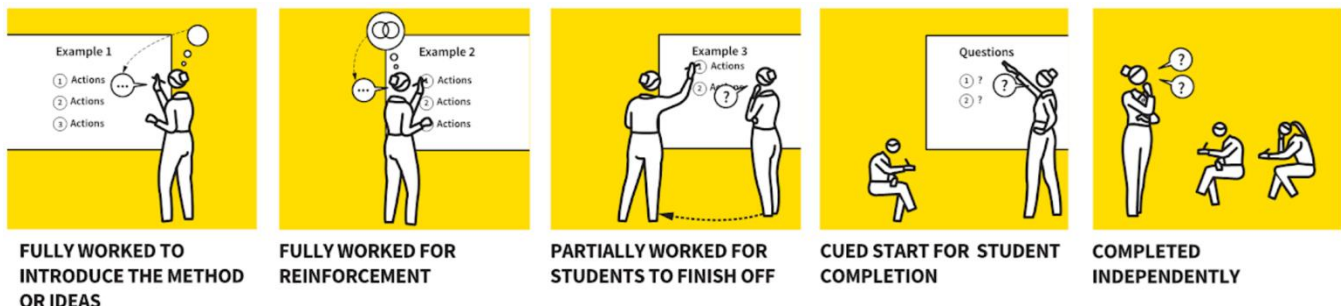
Modelling is carefully planned and responsive. Teachers decide what needs to be modelled, how much support pupils need and when responsibility should gradually shift to the pupils. At St Michael's, modelling is used to support challenge, reduce cognitive load and help all pupils access ambitious learning.

Our staff have agreed on several key elements that constitute high-quality modelling in our school. This is the expectation at St Michael's:

- Teachers use live modelling to demonstrate new learning clearly and in real time.
- Models show both the finished outcome and the process needed to achieve it.
- Teachers think aloud so pupils understand the choices, decisions and reasoning behind each step.
- Modelling is linked clearly to the learning objective and success criteria.
- Teachers use worked examples, exemplars or “here’s one I made earlier” where these support understanding.
- Misconceptions and common errors are modelled and corrected so pupils know what to avoid.
- The “I do, we do, you do” approach is used to gradually move pupils towards independence.
- The visualiser is used where appropriate to model writing, editing, use of resources or practical processes.
- Teachers model accurate vocabulary, sentence structures and standard English.
- Modelling is not overused; teachers use assessment for learning to know when pupils are ready to practise independently.

The St Michael's Way: Modelling Strategies in Our School:

Worked Examples and Backward Fading support pupils by showing a complete model before gradually removing parts of the support. This helps pupils understand the full process before taking on more responsibility.



Board = Paper ensures that key information modelled by the teacher is captured by pupils. This supports active engagement, accurate recording and the development of useful notes.

1. Set the expectation – Establish that anything written on the board is important and should be recorded by students to support learning and retention.
2. Model the note-taking process – Demonstrate how to structure notes using headings, bullet points, and diagrams, while explaining the reasoning behind each choice.
3. Highlight and think aloud – Identify key information and verbalise your thought process for organising it, helping students learn how to prioritise and structure their notes.
4. Students apply independently – Encourage students to use the modelled strategies to decide what to write and how to organise their notes, promoting autonomy and deeper understanding.
5. Review and reflect – Examine student notes together to discuss what worked well and how note-taking decisions were made, guiding ongoing improvement.

Abstract Models with Concrete Examples help pupils connect visual, practical or familiar examples with more abstract ideas. This supports pupils to understand concepts more deeply and apply them with confidence.



Live Modelling is when teachers demonstrate a process in real time, showing pupils the steps, choices and thinking needed to be successful. This helps pupils understand how to approach a task before moving into guided or independent practice.



Six Pedagogical Principles: 4. Questioning

At St Michael's, questioning is central to effective teaching and learning. Teachers use questions to check understanding, activate prior knowledge, develop thinking and encourage pupils to explain their ideas clearly. Effective questioning helps teachers understand what pupils know, what they have misunderstood and what needs to happen next.

High-quality questioning ensures that all pupils are active participants in learning. Teachers do not rely only on volunteers or assume that pupils understand because a few children can answer correctly. Instead, questioning is planned and responsive, giving pupils time to think, rehearse and share their ideas. A range of strategies are used so that every child is expected to think hard and contribute.

Questioning also supports a positive classroom culture. Pupils are encouraged to listen to one another, build on ideas, justify their thinking and learn from mistakes. At St Michael's, teachers create a safe environment where pupils understand that answering questions, making errors and improving responses are all part of learning.

Our staff have agreed on several key elements that constitute high-quality questioning in our school. This is the expectation at St Michael's:

- Teachers use questioning to check understanding, deepen thinking and identify misconceptions.
- Questions are planned carefully and linked to the key learning.
- All pupils are expected to think and participate, not just those who volunteer.
- Teachers provide silent thinking time before asking pupils to respond.
- Talk partners are used to help pupils rehearse and refine their ideas.
- A balance of open and closed questions is used, with follow-up questions to extend thinking.
- Teachers use strategies such as cold calling, no opt out and show me boards to involve all pupils.
- Pupils are encouraged to explain, justify, agree, build on or challenge ideas respectfully.
- When pupils are unsure, teachers scaffold responses through rephrasing, choices, prompts or returning to the pupil after support.
- Teachers use pupils' responses to adapt teaching and decide next steps.

The St Michael's Way: Questioning Strategies in Our School:

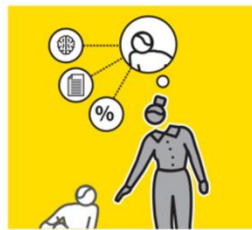
Cold Call helps ensure that all pupils are expected to think and be ready to respond. It supports participation, checks understanding and avoids questioning being dominated by a small number of pupils.



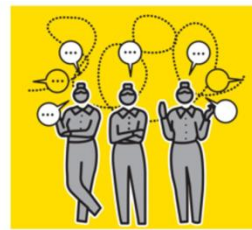
**ASK THE CLASS
THE QUESTION**



GIVE THINKING TIME



**SELECT SOMEONE
TO RESPOND**

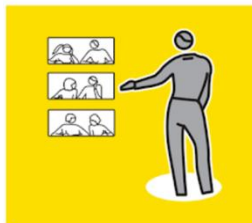


**RESPOND TO THE
ANSWERS**



**SELECT ANOTHER
STUDENT AND
RESPOND AGAIN**

Think, Pair, Share gives pupils time to think independently, rehearse ideas with a partner and then share with the class. This supports confidence, oracy and deeper thinking.



**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**

Probing Questions encourage pupils to explain their reasoning, make links and develop their answers further. Teachers use follow-up questions to explore pupils' understanding in more depth.



**ASK A STUDENT A
QUESTION**



**FOLLOW-UP WITH A
PROBING QUESTION**



**LISTEN AND PROBE
FURTHER**



**ASK ANOTHER
STUDENT TO CONTINUE**



**CHECK FOR
UNDERSTANDING FROM
OTHERS**

No Opt Out ensures that pupils remain involved, even when they are unsure. The teacher provides support and then returns to the pupil so they can give or repeat the correct response.



ASK A QUESTION AND
COLD CALL



EXPLORE 'DON'T KNOW'
RESPONSES



PROVIDE THE CORRECT
ANSWER



GO BACK AND CHECK FOR
UNDERSTANDING



BREAK THE 'DON'T KNOW'
DEFENSIVE HABIT

Check for Understanding ensures teachers do not assume pupils have understood. Teachers gather evidence from pupils' responses and use this to decide whether to move on, reteach or provide further practice.



COLD CALL, ASKING
WHAT, NOT IF



PROBE WITH A SHORT
DIALOGUE



FOLLOW-UP WITH MORE
CHECKING DIALOGUES



EXPLORE DIFFERENCES
AND DETAILS



RE-TEACH, DEFER OR
MOVE ON

Process Questions encourage pupils to explain how they arrived at an answer. This helps teachers understand pupils' thinking, identify misconceptions and support pupils to articulate their learning clearly.



MODEL YOUR
THINKING



EMPHASISE HOW AND
WHY



ASK STUDENTS TO
EXPLAIN THEIR
METHODS AND
REASONING



ASK STUDENTS TO
EXPLAIN THEIR IDEAS
AND CHOICES



ASK HOW SIMILAR
ALTERNATIVE
QUESTIONS OR
PROBLEMS MIGHT BE
APPROACHED

Six Pedagogical Principles: 5. Feedback

At St Michael's, feedback is central to helping pupils move learning forward. Teachers use feedback to help pupils understand what they have done well, identify what needs to improve and know how to take their next steps. Effective feedback is timely, precise and focused on the learning, so that pupils can act on it and improve their work.

High-quality feedback happens throughout the lesson, not only after work has been completed. Teachers use questioning, observation, live marking, mini whiteboards and pupil responses to check understanding and respond in the moment. This allows misconceptions to be addressed quickly before they become embedded. Feedback is most effective when it is clear, manageable and linked directly to the learning objective and success criteria.

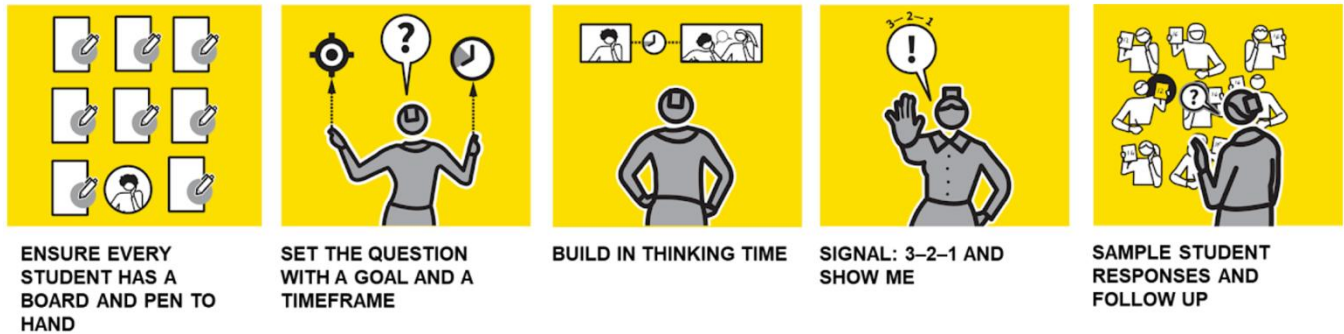
Feedback also supports a positive culture of improvement. Pupils are taught that feedback is not criticism, but a normal part of learning. At St Michael's, pupils are encouraged to reflect, edit, improve and take pride in making their work better. Teachers praise effort, resilience and improvement, while maintaining high expectations for the quality of pupils' learning.

Our staff have agreed on several key elements that constitute high-quality feedback in our school. This is the expectation at St Michael's:

- Feedback is timely, specific and linked clearly to the learning objective and success criteria.
- Teachers use live feedback during lessons to address errors and misconceptions quickly.
- Adults in the classroom actively support feedback through verbal prompts, live marking and questioning.
- Pupils are given time to respond to feedback and improve their work.
- Teachers use pupils' responses, books and whiteboards to check understanding and adapt teaching.
- Feedback focuses on the key learning, rather than trying to correct everything at once.
- The visualiser may be used to share examples, address misconceptions and model improvements.
- Peer and self-assessment are modelled carefully before pupils are expected to use them independently.
- Teachers praise effort, resilience and improvement, not just the final outcome.
- Staff follow the expectations outlined in the school's Feedback and Marking Policy.

The St Michael's Way: Feedback Strategies in Our School:

Show-Me Boards allow all pupils to respond at the same time. Teachers use pupils' answers to quickly check understanding, identify misconceptions and decide what feedback is needed next.



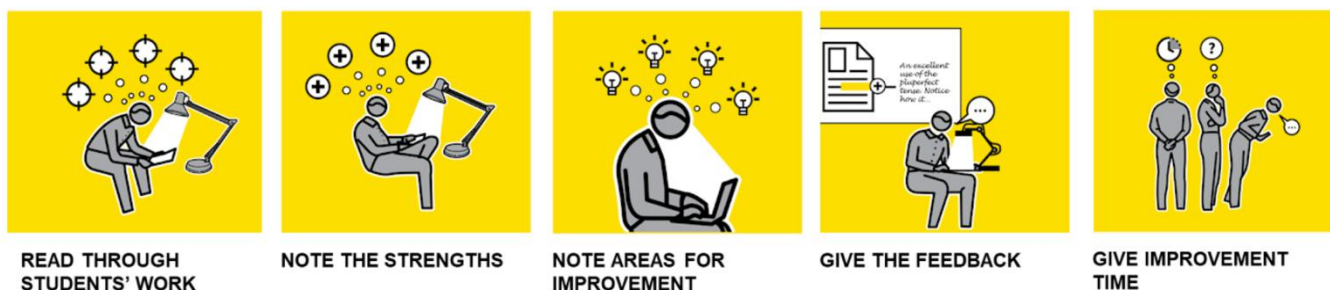
Check for Understanding ensures teachers do not assume pupils have understood. Teachers gather evidence during the lesson and use this to decide whether to move on, reteach or provide further practice.



Live Marking provides immediate feedback while pupils are working. Teachers and support staff identify strengths, correct errors and give precise next steps so pupils can improve in the moment.

1. Identify the focus – Be clear about what you are looking for as pupils work. Link this to the learning objective, success criteria or key misconception.
2. Circulate with purpose – Move around the classroom while pupils are working. Look carefully at pupils' work and listen to their thinking so you can identify strengths and errors quickly.
3. Give immediate feedback – Provide short, precise feedback in the moment. This may be verbal, written or shown through modelling.
4. Ask pupils to act on it – Make sure pupils respond straight away by correcting, improving or extending their work. Feedback should lead to action.
5. Use what you notice – Pause the class if needed to address a common misconception, share a strong example or remodel a key part of the learning.

Whole-Class Feedback allows teachers to address common strengths, misconceptions and next steps with the whole class. This supports efficient feedback and helps pupils improve without excessive written marking.



Say It Again Better supports pupils to improve the quality of their spoken responses. Teachers ask pupils to repeat, refine or extend their answer using more accurate vocabulary, fuller sentences or clearer reasoning.



Exit Ticket is used at the end of a lesson to check what pupils have understood. Teachers use this information to identify misconceptions, plan next steps and adapt future teaching.

1. Identify the key check – Decide what you need to know by the end of the lesson. Focus on the most important knowledge, skill or misconception.
2. Keep it short and focused – Use one or two clear questions or tasks that pupils can complete independently in a few minutes.
3. Give pupils time to complete it – Ask pupils to complete the exit ticket at the end of the lesson without help, so it shows what they have understood.
4. Review the responses – Look for patterns in pupils' answers. Identify who has understood, who needs support and any common misconceptions.
5. Use it to plan next steps – Use the information to adapt future teaching, plan retrieval, reteach key content or provide additional practice.

Six Pedagogical Principles: 6. Practice

At St Michael's, practice is essential for helping pupils secure learning over time. We recognise that learning is not complete when pupils first encounter new knowledge or skills. Pupils need repeated opportunities to revisit, rehearse, apply and refine their learning so that knowledge moves from working memory into long-term memory.

Effective practice enables pupils to build fluency, confidence and independence. It also helps teachers identify misconceptions and respond before errors become embedded. Practice is carefully sequenced so that pupils build on prior knowledge and develop strong foundations before moving on to more complex learning.

Practice is interwoven with challenge, explanation, modelling, questioning and feedback; it does not sit separately from the rest of teaching. Through approaches such as “I do, we do, you do”, oral rehearsal, quizzes, Do Nows, guided practice and independent application, pupils are supported to revisit key concepts, strengthen understanding and apply learning in different contexts. At St Michael’s, we believe pupils have not truly mastered learning until they can use it accurately, confidently and flexibly.

Our staff have agreed on several key elements that constitute high-quality practice in our school. This is the expectation at St Michael’s:

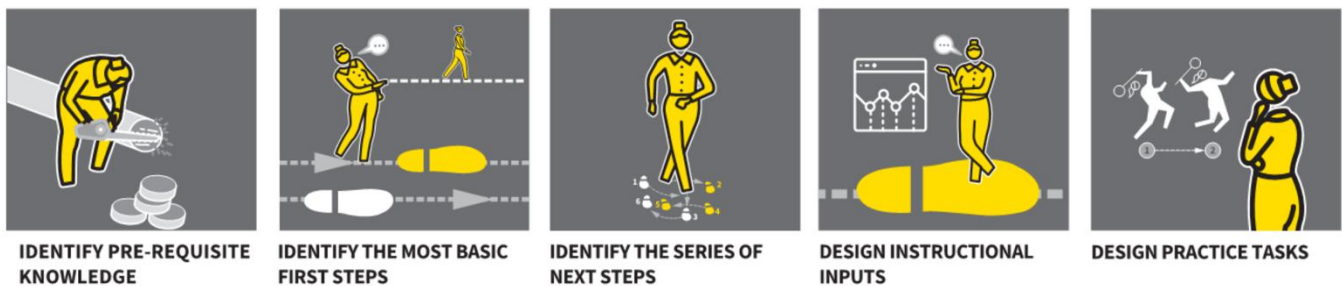
- Teachers provide regular opportunities for pupils to revisit, rehearse and apply prior learning.
- Practice is carefully planned and sequenced so that knowledge and skills build securely over time.
- Teachers use pupils’ prior knowledge to shape practice and ensure strong foundations before moving on.
- The “I do, we do, you do” approach is used to gradually transfer responsibility from the teacher to the pupil.
- Oral rehearsal, repetition and retrieval practice are used to strengthen memory and fluency.
- Quizzes, Do Nows and other low-stakes activities are used to revisit key knowledge and prepare pupils for new learning.
- Teachers address errors and misconceptions promptly so that they do not become embedded.
- Pupils receive immediate feedback during practice so they know how to improve.
- Pupils are given opportunities to apply learning in different contexts to demonstrate secure understanding.
- Homework, online resources, songs, mnemonics and continuous provision may be used where they support purposeful practice.

The St Michael’s Way: Practice Strategies in Our School:

I Do, We Do, You Do supports pupils through a gradual transfer of responsibility. The teacher first models the learning, pupils then practise with support, and finally pupils apply the learning independently.



Sequence Concepts in Small Steps ensures that new learning is broken down into manageable parts. Pupils practise each step before moving on, reducing cognitive load and supporting secure understanding.



Do Now tasks provide short, focused opportunities for pupils to revisit prior learning. They help pupils retrieve knowledge, settle quickly and prepare for the learning ahead.

1. Select prior learning – Choose a short task that revisits important knowledge or skills pupils have already been taught.
2. Keep it focused – Use questions or tasks that pupils can complete independently in a few minutes.
3. Start immediately – Have the Do Now ready as pupils enter or at the start of the lesson so learning time is not wasted.
4. Review efficiently – Check answers quickly, addressing any key errors or misconceptions before moving on.
5. Link to the lesson – Connect the Do Now to the learning ahead so pupils understand how prior knowledge supports new learning.

Exit Ticket is used at the end of a lesson to check what pupils have understood. Teachers use this information to identify misconceptions, plan next steps and adapt future teaching.

1. Identify the key check – Decide what you need to know by the end of the lesson. Focus on the most important knowledge, skill or misconception.
2. Keep it short and focused – Use one or two clear questions or tasks that pupils can complete independently in a few minutes.
3. Give pupils time to complete it – Ask pupils to complete the exit ticket at the end of the lesson without help, so it shows what they have understood.
4. Review the responses – Look for patterns in pupils' answers. Identify who has understood, who needs support and any common misconceptions.
5. Use it to plan next steps – Use the information to adapt future teaching, plan retrieval, reteach key content or provide additional practice.

Quizzing supports retrieval practice and helps pupils strengthen long-term memory. Regular low-stakes quizzes allow pupils to revisit key knowledge and build confidence over time.



Guided Practice gives pupils the opportunity to practise with support before working independently. Teachers monitor closely, give immediate feedback and adjust teaching so that pupils are successful before moving on.



Special Educational Needs and Disabilities

At St Michael's, we are committed to creating an inclusive and supportive learning environment for all pupils, including those with Special Educational Needs and Disabilities. Our approach is shaped by our school vision, "Courage to Flourish in the Love of God", and reflects our belief that every child has the right to access an ambitious, well-sequenced curriculum and achieve their full potential.

High-quality teaching is the foundation of support for all pupils. We recognise that strategies which support pupils with SEND often improve learning for all children. Teachers maintain high expectations while anticipating potential barriers to learning through careful planning. Adaptations are made so that pupils can access the same ambitious curriculum wherever possible, rather than lowering expectations or limiting learning.

At St Michael's, adaptive teaching means teachers respond flexibly to pupils' needs as learning develops. This may include refining explanations, breaking learning into smaller steps, using effective modelling, providing scaffolds, adapting questions, using concrete resources, activating prior knowledge, reducing cognitive load, or providing additional guided practice. Teachers use ongoing assessment, questioning, whiteboards, live marking and feedback to identify misconceptions and adjust teaching in the moment.

Scaffolds are used carefully to support access, independence and success. These may include visual supports, word banks, sentence stems, Widgeo symbols, colourful semantics, cloze tasks, concrete resources, worked examples, faded examples, oral rehearsal, pre-teaching, re-teaching and practical experiences. Scaffolds should support pupils to think, practise and succeed, and should be reduced over time as pupils become more confident and independent.

Flexible grouping is used to respond to pupils' current needs. Pupils may work with different adults, in guided groups, scoop groups, target groups or independently, depending on the learning and the support required. These groups are temporary and responsive, based on assessment rather than fixed ability labels. This ensures that pupils receive targeted support, additional modelling or extension when needed.

Our staff have agreed on several key elements that constitute high-quality inclusive teaching in our school. This is the expectation at St Michael's:

- Teachers maintain high expectations for all pupils, including those with SEND.
- All pupils access an ambitious, well-sequenced curriculum, with adaptations used to remove barriers.

- Teachers use assessment for learning to identify pupils' starting points, misconceptions and next steps.
- Prior knowledge is activated so pupils can connect new learning to what they already know.
- New learning is broken into small steps to reduce cognitive load and support understanding.
- Teachers use clear explanations, modelling, worked examples and guided practice before pupils work independently.
- Scaffolds such as visual supports, word banks, sentence stems, Widgeits, colourful semantics and concrete resources are used where appropriate.
- Oral rehearsal and language-first approaches are used to help pupils organise their thinking before writing or responding.
- Pre-teaching and re-teaching are used to prepare pupils for new learning and secure understanding afterwards.
- Flexible grouping is used to provide targeted support, address misconceptions or extend learning.
- Teachers and support staff work collaboratively so that adults support learning, independence and confidence.
- Pupils are encouraged to develop resilience, independence and ownership of their learning.
- Parents, carers and external professionals are involved where appropriate to support pupils' progress and provision.
- Pupil voice is valued and used to understand how pupils learn best.

Adaptation at St Michael's is not about creating separate, lower-level learning for pupils with SEND. It is about knowing pupils well, removing barriers, providing the right support at the right time and ensuring all children are given the courage and opportunity to flourish.

Learning Environment

At St Michael's, the learning environment plays an important role in supporting high-quality teaching, learning, behaviour and inclusion. Classrooms should be calm, purposeful, well-organised and accessible so that pupils can learn independently, take pride in their space and use resources to support their learning.

Our learning environments should reflect The St Michael's Way. Displays and working walls should support current learning, celebrate pupils' achievements and make key knowledge visible. They should not become cluttered or overwhelming. Instead, they should provide pupils with useful prompts, vocabulary, models and examples that help them remember, retrieve and apply what they have been taught.

Classrooms should reflect our school vision, values and agreed expectations for behaviour and learning. Core routines, learning behaviours and key messages should be visible and used consistently by adults and pupils. Resources should be clearly labelled, well organised and accessible so that pupils can develop independence and make purposeful choices in their learning.

A high-quality learning environment also supports pupils with SEND and those who require additional scaffolds. Visual supports, word banks, sentence stems, Widgit symbols, concrete resources, modelled examples and working walls should be used where appropriate to reduce cognitive load and support access to learning. These resources should help pupils participate fully, build confidence and move towards greater independence.

In EYFS, the environment should support purposeful play, communication, exploration and independence. Provision should be carefully planned and organised so that pupils can revisit learning, practise key skills and follow their interests. Adults should ensure that the environment is engaging, accessible and matched to pupils' developmental needs.

All adults are responsible for maintaining high standards within the learning environment. Classrooms should be tidy, organised and cared for, with pupils encouraged to take pride in their classroom and use the environment as a tool for learning.

Professional Development

At St Michael's, professional development is central to improving the quality of teaching and learning. We are committed to supporting all staff to develop their knowledge, skills and practice so that pupils receive the highest possible standard of education. Professional development is closely linked to The St Michael's Way and focuses on helping staff understand, practise and embed the six pedagogical principles across the school.

Our approach to professional development is evidence-informed, collaborative and practical. Staff are supported to engage with research, reflect on their practice and apply effective strategies in the classroom. Professional development is not limited to one-off training sessions; it is an ongoing process of modelling, rehearsal, implementation, feedback and refinement.

Staff training focuses on the priorities identified through school improvement planning, monitoring, pupil outcomes and staff development needs. Weekly staff meetings, phase meetings, coaching conversations and professional discussions are used to strengthen consistency and support staff in developing their teaching practice over time.

Coaching is an important part of professional development at St Michael's. Staff are supported through clear targets, focused feedback and opportunities to reflect on their practice. WalkThru strategies are modelled, rehearsed and revisited so that staff can build confidence and embed effective habits. Feedback is precise and linked to specific aspects of teaching and learning, ensuring that professional development leads to meaningful improvements in classroom practice.

Collaboration is also central to our approach. Staff are encouraged to share best practice, learn from one another and work together to improve outcomes for pupils. Through our partnership with BDMAT, staff have access to wider training, networking and professional learning opportunities across schools. Early Career Teachers are supported through a structured induction programme, with mentoring, coaching and regular feedback to help them develop strong foundations in teaching.

At St Michael's, professional development reflects our commitment to continuous improvement. All staff are encouraged to be reflective, open to feedback and committed to developing their practice so that every pupil has the opportunity to flourish.

Roles and Responsibilities

Everyone in our school community has a role to play in ensuring that The St Michael's Way is understood, embedded and sustained. High-quality teaching and learning is a shared responsibility, supported by strong leadership, professional collaboration and a commitment to helping every pupil flourish.

Headteacher and Senior Leaders are responsible for setting the strategic direction for teaching and learning across the school. They ensure that The St Michael's Way is implemented

consistently, aligned with the school vision and informed by research, statutory guidance and school improvement priorities. Leaders monitor the quality of teaching and learning, support staff development and use evidence from monitoring, assessment and pupil outcomes to identify strengths and areas for improvement.

Teaching and Learning Lead and Subject Leaders support the implementation of the policy through coaching, training, monitoring and curriculum development. They provide guidance to staff, share effective practice and ensure that teaching approaches are consistent, ambitious and adapted to meet the needs of all pupils.

Teachers are responsible for delivering high-quality lessons that reflect the six pedagogical principles. They plan carefully, teach clearly, adapt responsively, assess accurately and provide feedback that helps pupils move learning forward. Teachers are expected to maintain high expectations, create positive learning environments and engage in professional development to continually improve their practice.

Support Staff work alongside teachers to support pupils' learning, independence and inclusion. They use agreed strategies, provide targeted support, give feedback, promote positive behaviour and contribute to a safe, purposeful and inclusive classroom environment.

Pupils are expected to engage positively in learning, demonstrate the school's values and take pride in their work. They should listen carefully, participate actively, respond to feedback and show resilience when learning is challenging.

Parents and Carers support their child's learning by encouraging good attendance, positive learning habits and engagement with school communication. They work in partnership with the school to support their child's progress, wellbeing and development.

Governors monitor the effectiveness of the school's approach to teaching and learning. They hold leaders to account for the implementation of this policy and ensure that resources, systems and wider school policies support high-quality education for all pupils.

Monitoring and Evaluation

In line with our commitment to ensuring the best possible outcomes for all our pupils, we implement regular monitoring of teaching and learning. This monitoring process allows us to assess the effectiveness of our teaching and learning approach, ensuring that it is tailored to meet the diverse needs of our pupils. By regularly reviewing teaching and learning outcomes, we can identify areas for improvement and make necessary adjustments to support all pupils in achieving their full potential.

Our senior leadership team meet often to ensure that teaching and learning is aligned with our school values and vision, as well as the needs of our pupils. We place a strong emphasis on ensuring that our teaching and learning approach is evidence-based and aligned with the latest educational research. Action plans are collaboratively developed and carefully considered to address any areas needing improvement. By regularly reviewing and evaluating our practices, we strive to continuously enhance the quality of teaching and learning experiences for all our pupils.

Senior leaders and subject leaders monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Planning scrutinies
- Book scrutinies
- Pupil voice
- Pupil progress meetings
- Moderation meetings
- Gathering input from the school council
- Performance management meetings
- School improvement advisor visits
- Progress/attainment tracking and data analysis
- Validation from leaders across BDMAT

Links with Other Policies

This policy links with the following policies and procedures:

- Subject Curriculum Policies
- Early Years Foundation Stage Policy
- Special Educational Needs and Disabilities Policy
- SEND Information Report
- Marking and Feedback Policy
- Positive Relationships and Behaviour Policy
- Home School Agreement

- Assessment Policy
- Homework Policy
- Outdoor Learning Policy
- Equality and Diversity Policy

Policy Review

This policy will be reviewed every two years. At every review, the policy will be shared with the Local Academy Board.