



St Mary and St Peters Teaching and Learning Framework

In January 2020, St Mary and St Peters staff, worked collaboratively to Develop and document their ideas on what makes 'Great Teaching and Learning at SMSP'. The feedback was collated and cross referenced Against evidence coming from cognitive science, educational research and The Teachers Standards to produce 'Great Teaching at SMSP'. A framework for all teachers to work towards.

In 2020, teaching at the school has become increasingly influenced by **Barak Rosenshine's Principles of Instruction (1-10 below)**. This is now the most influential work behind 'Great teaching and learning at SMSP'. It provides our common language for development.

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| 1. Daily review and retrieval | 6. Check for student understanding |
| 2. Present new material in small steps (chunking) | 7. Obtain a high success rate |
| 3. Ask questions | 8. Provides scaffolds for difficult tasks |
| 4. Provides models | 9. Independent practice |
| 5. Guide student practice | 10. Weekly and monthly review |

The following set of criteria is not designed to be used as a tick list. These traits will be seen across time and not all traits will be seen in every lesson.

Relationships and Behaviour	Staff 'know' their students. Students and staff are polite and respectful of each other. Listening is a visible skill. The classroom is a safe place to make mistakes that can be learned from. Staff have the highest expectations of all students and supportively create an inclusive culture. LSAs and Teachers work collaboratively to ensure all students have equality of progression. Praise is valued and used judiciously to celebrate hard work and the right kind of effort.
SMSP Mindset	Routines, emphasis, activity design and the language employed by the teacher nurture the SMSP Mind-set in students. Staff think aloud and model steps to support knowledge acquisition. Teachers facilitate the development of resilience, resourcefulness, reflectiveness, metacognitive strategies, self-awareness, and skilfulness in processing and retrieving. Incremental success for our students builds intrinsic motivation.
Questioning	Teachers ask many questions and effectively check for understanding. There is an appropriate ratio of open and closed questioning. Questioning is targeted. A no 'opt out' culture is present. Staff give time for students to think and discuss ideas. Questions and low stakes quizzing stimulates retrieval. Students are well prepared for independent practice.
Assessment For Learning	Teachers regularly review the previous learning and re-teach where necessary. Teachers check the responses of all students and regularly ask students to show what they have learned. Robust Formative and summative assessment identifies misconceptions or gaps in knowledge and addresses them.
Challenge	Teachers display deep knowledge of their subject area that allows them to challenge all students. Teachers limit the amount of new material that they present at one time , so as not to overload the students. Students are given high levels of guided practice and scaffolds are carefully removed before they begin independent practice. Teaching balances the need for desirable difficulty with the necessity to support a high success rate.
Structure and Flow	Staff present new material in small steps and create opportunity for student practice after each step. Explanations are clear and modelled effectively. Scaffolding is used to



	ensure all students access the learning. Pace is optimised, and at the same time, students are given time to think, discuss, rehearse verbal answers and be creative.
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