



# Teaching and Learning Statement

## Introduction

This document outlines our approach to teaching and learning, ensuring all students receive a high-quality education that encourages deep understanding, engagement and achievement. It is underpinned by Rosenshine's Principles of Instruction and exhibited in our St Peter's **Core 10** Teaching Principles.

## St Peter's Core 10 Teaching Principles

1	Daily review	<ul style="list-style-type: none"> <li>• Every lesson begins with vocabulary recap and revision of previous learning to strengthen retention and build connections.</li> </ul>
2	New material presented in small steps	<ul style="list-style-type: none"> <li>• <b>Reduce cognitive load</b> for all children through manageable chunks of information.</li> <li>• <b>Key knowledge presented clearly</b> with explicit instruction.</li> <li>• <b>Pre-teach vocabulary</b> to ensure accessibility and understanding.</li> </ul>
3	High quality questioning	<ul style="list-style-type: none"> <li>• <b>Hinge questions</b> to recap key knowledge and assess learning progress.</li> <li>• <b>Think-pair-share approach</b> replaces traditional hands-up culture.</li> <li>• <b>Open-ended questioning</b> encourages deeper thinking and exploration.</li> <li>• <b>Expectation for explanation</b> - children articulate their learning and reasoning.</li> <li>• <b>Strategic questioning</b> by teachers to gain insight into pupils' understanding.</li> </ul>
4	Modelling excellence	<ul style="list-style-type: none"> <li>• <b>Worked examples</b> demonstrate clear processes and thinking.</li> <li>• <b>Working walls</b> display high-quality exemplars for reference.</li> <li>• <b>Extension opportunities</b> embedded within models to challenge all learners.</li> </ul>
5	Guided Practice	<p>Progressive release of responsibility following the "<b>I do, We do, You do</b>" model:</p> <ul style="list-style-type: none"> <li>• Teacher demonstration</li> <li>• Collaborative practice</li> <li>• Independent application</li> </ul>
6	Check for understanding	<ul style="list-style-type: none"> <li>• <b>Think, pair, share</b> focused oracy strategy for formative assessment.</li> <li>• <b>Hinge questions</b> verify mastery of key knowledge.</li> <li>• <b>Concept and Reflection Questions</b> enable demonstration of knowledge in written or pictorial format, refined through whole-class discussion and formatively assessed.</li> <li>• <b>Real-time correction</b> of misconceptions to prevent embedding of errors.</li> <li>• Verbal '<b>in the moment</b>' feedback.</li> </ul>
7	Consistent high expectations for all	<ul style="list-style-type: none"> <li>• <b>Low threshold, high ceiling tasks</b> ensure accessibility while providing challenge.</li> <li>• <b>Multisensory approaches</b> make learning accessible to all pupils regardless of learning style.</li> </ul>
8	Strategic scaffolding	<p>Multiple support systems to enable success:</p> <ul style="list-style-type: none"> <li>• <b>Verbal scaffolds</b> - sentence stems and prompts for articulate responses.</li> <li>• <b>Visual scaffolds</b> - images, manipulatives and concrete resources.</li> <li>• <b>Written scaffolds</b> - mind maps, thinking maps, concept questions and structured frameworks.</li> </ul>
9	Knowledge and skills application	<p>Providing dedicated time for pupils to <b>practice and consolidate learning</b> through varied contexts and tasks that reinforce and extend understanding.</p>
10	Systematic topic reviews	<ul style="list-style-type: none"> <li>• <b>Mid-topic assessment</b> - 5 questions reviewing prior learning from Year 1 within the specific subject area.</li> <li>• <b>End-of-topic assessment</b> - 6 questions evaluating current topic mastery and addressing overarching learning objectives.</li> </ul>

## Assessment and Impact

- Formative and summative assessments inform teaching and measure student progress.
- Mid-topic quizzes covering past curriculum content as well as end-of-topic tests help to ensure knowledge is embedded and retained, enabling pupils to engage with new learning.
- Data is used to identify gaps in learning and adapt instruction accordingly.
- Regular reviews of teaching practices and curriculum design ensure continuous improvement.

## Conclusion

Through St Peter's Core 10 Teaching Principles, we aim to equip our pupils with the knowledge, skills and values needed to prepare themselves for their next step in their educational journey.