

Policy: The Holy Trinity Way
(Pedagogy Policy)
SACC approval: June 2024
Ratified FGB: July 2024
Review: June 2027

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

The Holy Trinity Way (Pedagogy Policy)

SCHOOL VISION

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

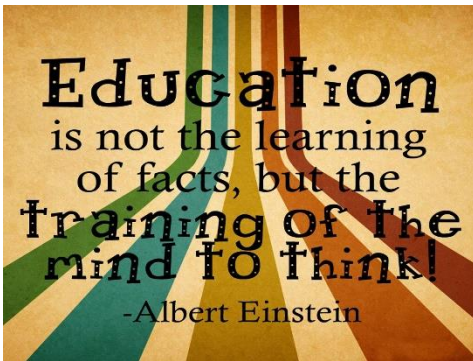
*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

Our vision is to be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to safeguard all children.

'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12

Pedagogy is the method and practice of teaching.



The right learning conditions

We know that so many aspects have to be in place for our pupils to learn. We use Maslow's Hierarchy of Needs as a model to ensure our pupils' basic and psychological needs are met so that they can be in a place to reach their potential and learn. For example, are the rooms the right temperature? Have the pupils eaten breakfast? Did they sleep well? Do they feel school is a safe place? Is respect present in school? Do they have good friendships? All these aspects will impact on a child's ability to learn.

At Holy Trinity, we pride ourselves on providing an excellent quality of education for all our pupils.

As teachers, we value the continual training and development to hone our craft and seek out the best teaching techniques to ensure our pupils are receiving an excellent learning experience at Holy Trinity; working within our values and working towards our vision.



Consistency

We recognise that teachers bring lots of different teaching techniques and ways to manage behaviour with them from previous workplaces, previous training and past experiences. The aim of this policy is to provide a more consistent approach to these techniques so that our pupils are fully aware of consistent expectations. It will also provide support for ECTs and teachers new to Holy Trinity in their development.

As teachers, we meet regularly to share good practice and develop our art of teaching. We are all developing our understanding of how learning happens and about meta-cognition. We use a variety of research (from the [Education Endowment Foundation](#)) and pedagogical strategy research to continually improve our teaching.

We use Tom Sherrington & Oliver Caviglioli's '[Teaching Walkthrus – Five-Step Guides to Instructional Coaching](#)' and choose techniques that help deal with the problems we have identified at Holy Trinity when teaching.

This is an evolving piece of CPD that supports consistent approaches and practices at Holy Trinity as well as providing individual tailored CPD for teachers and staff in school. Each class has a copy of the three books (we also have subscribed member access online) and therefore ready access to a curated and designed collection of techniques.

Each WalkThru has a visual guide to take teachers through each technique in consistent step-by-step clarity.

We expect all staff to consistently use:

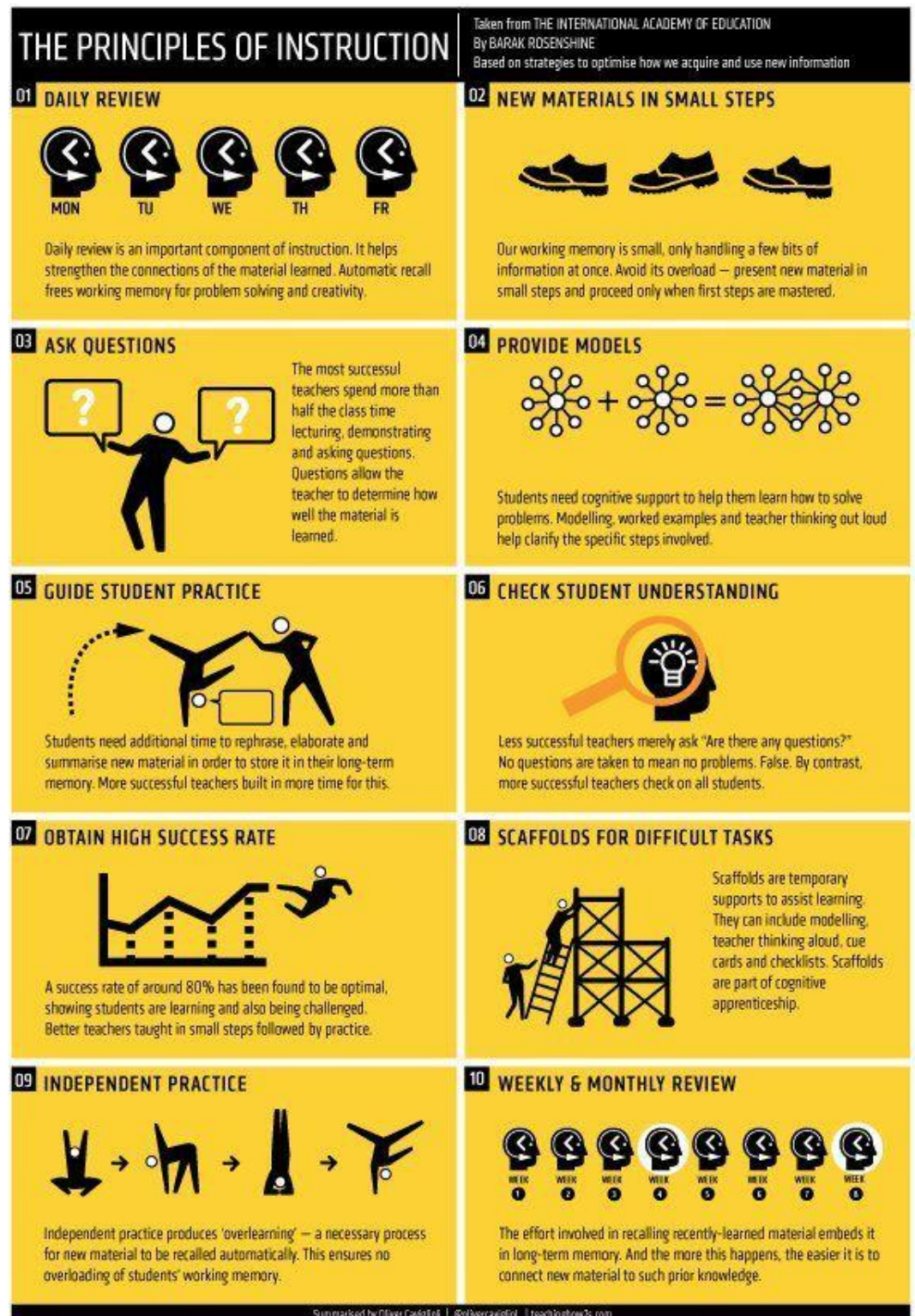
- Signal, Pause, Insist. (p40 in yellow book)
- Cold Calling (p90 in yellow book)
- Think Pair Share (p92 in yellow book)
- On-going CPD 2023-24 (see Appendix i)



Teachers will be expected to discuss these techniques during their Performance Appraisal conversations and they will form part of the focus on Learning Walks and monitoring exercises. They will form part of teacher's continual development in the art of teaching.

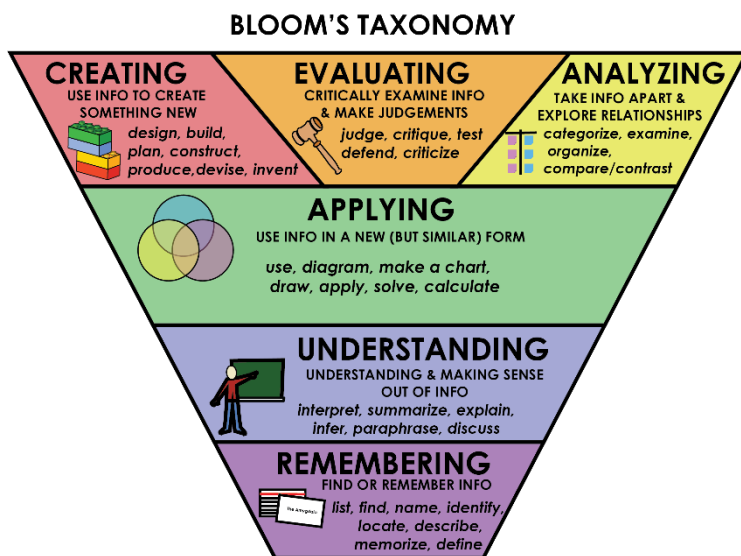
These techniques are used in conjunction with [Rosenshine's Principles of Instruction](#) and focus on the main goal of teaching: to ensure our pupils retain information in their long-term memory. Pupils practising and 'over-learning' knowledge and skills is key to them retaining the essential knowledge.

As teachers, we need to ensure that **all our pupils** have understood the task and know how to approach it. This is not easy in a class of 30 individuals! The many and varied questioning techniques included in the WalkThru books support teachers to use questioning to ascertain the understanding of all pupils in an effective and manageable way.



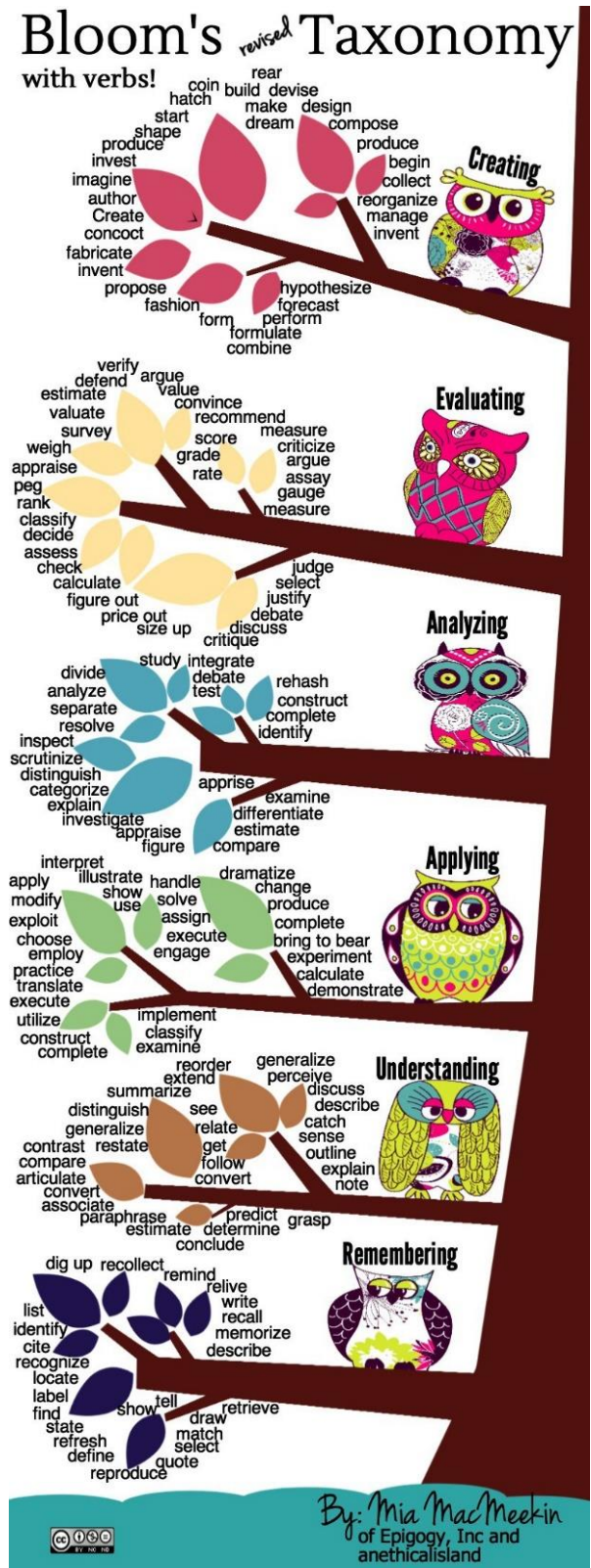
Bloom's Taxonomy

Bloom's Taxonomy lays out 6 'levels of learning'. At Holy Trinity, we use this model when planning a sequence of learning to ensure that pupils are supported and challenged in their learning.



Teachers use Bloom's to phrase higher order questioning such as:

- 'How do you know?'
- 'Can you explain how you reached that answer?'
- 'Can you predict...?'



Cognitive Load

We are aware that our goal is to ensure pupils retain the essential knowledge in their long-term memory so they can re-call it and use it when needed.

In order for this to happen, we need to present new information in small chunks so that the working memory is not overloaded. The use of scaffolding and modelling to support pupils with new learning enables them to focus on that new learning. These scaffolds can be gradually taken away to enable pupils to obtain independence and automaticity.

Providing models and worked examples allows the pupils to focus on their procedural knowledge (knowing the steps to take and in what order to complete them). As teachers, we plan for opportunities to specifically teach procedural knowledge and not just expect our pupils to know what steps to take to succeed.

As teachers, we need to be aware that if a pupils' working memory is taken up with deciding how to begin to solve a problem, or how to layout an answer/calculation, their working memory will not be available for learning.

Regular check-ins on pupils understanding and retention happen during teaching, weekly and termly. These checks may be verbal questioning, quizzes on areas of learning, a piece of work that presents learning, explaining to a peer.

These check-ins are essential to spot and pre-empt misconceptions and pick them up rapidly so that pupils don't practice incorrect knowledge or process. Also that **all pupils** have made progress in that area of learning.

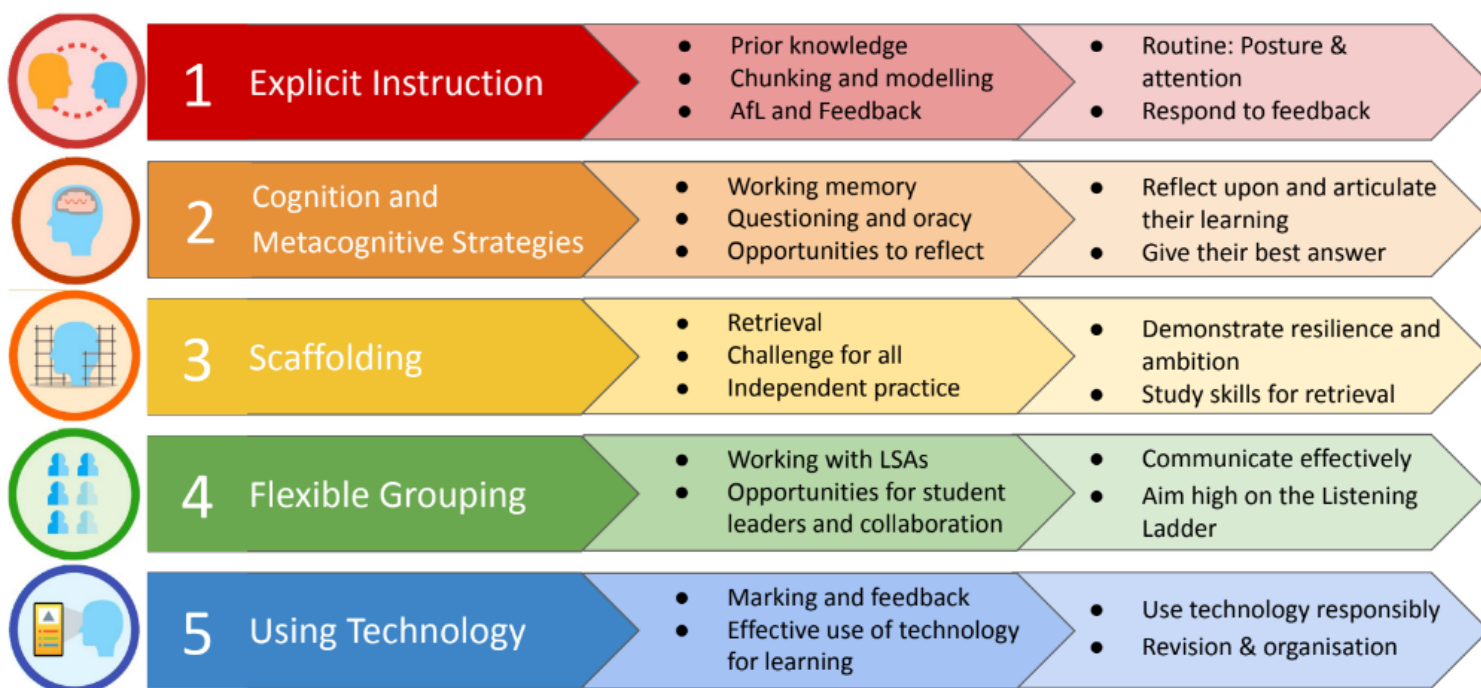
Teachers make reasonable adjustments to ensure all pupils can access learning.

Teaching pupils with SEND

We plan to include all pupils in all learning by making adjustments of quality first teaching through support, task or approach. Supporting high-quality teaching improves outcomes for all pupils including those with SEND.

We use research to continually improve our provision:

5-a-Day – Recommended practice for supporting SEND and all pupils through Quality First Teaching (from EEF). At Holy Trinity, we develop a range of techniques (see above) that can be tailored to individual needs.



Practice

Ensuring all pupils have plenty of opportunities to practice new learning/methods/concepts/skills helps the learning to be stored in their long-term memory.

We use Knowledge Organisers (amongst other scaffolded supports) to make the Essential Knowledge clear for the pupils, parents and staff. This Essential Knowledge is what we expect the pupils to learn (and what we check they have remembered) in order for them to progress to the next steps in their learning.

Growth Mindset

At Holy Trinity, we use the Growth Mindset and Learning Pit approach with pupils to support them in their acquisition of knowledge. We want all our pupils to succeed in their learning and we believe that by encouraging pupils to learn from their mistakes, use scaffolds and practice lots that they will achieve success.

Linked policies:

- Behaviour Policy
- Teaching and Learning Policy
- Assessment, Marking and Feedback Policy
- Calculations Policy
- Monitoring and Evaluation Policy
- ECT Policy
- SEND Policy

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

WalkThrus focused on 2023-24:

	Autumn 2023	Spring 2024	Summer 2024
EYFS	Signal Pause Insist (p40) Cold Calling (p90)	Deliberate Vocabulary Development (p72)	Think, Pair, Share (p92) Using a Knowledge Organiser (p116)
Year 1		Check for Understanding (p96)	
Year 2		Check for Understanding (p96) <i>Students lose interest quickly in instructional teaching cluster</i>	
Year 3		Independent practice (p128) <i>focus on SEND pupils</i>	
Year 4		Live Modelling (p78) <i>Students are settling for mediocre work cluster</i>	
Year 5		Weekly & Monthly Retrieval	
Year 6		Think, Pair, Share (p92)	

The Holy Trinity Way

Pedagogy Training and Coaching Squads example

This is a process for **checking in** not checking up! It is low stakes and will focus on fidelity to the core pedagogical techniques we have identified.

Squad 1	Squad 2
Carmel	Jo
Su Sophie Michelle Janelle Shirin Georgie	Carmel Stacey Tonia Fiona Lizzie

- New techniques will be identified and **training** will be planned into other training TDMs half termly.
- **Twice every half term**, your coach will spend **up to 30 mins** observing your techniques in class.
- After each observation session, the coach will book a time with the squad together (not more than 30 mins) to **feedback and review** all the teaching that's been observed using the coaching record which is a collaborative document. This may be part of a TDM or planned during the school day.
- There may be times when your coach will release you (& take your class) so that you can **observe peers**.
- Heads Team will continue to conduct Learning Walks as well.

	e.g. Spring 2 2024
w/c 19/02/24	Observations of Signal, Pause, Insist & Cold Calling
w/c 26/02/24	Observations of Signal, Pause, Insist & Cold Calling
w/c 04/03/24	Feedback to squads – Coaching Session 1
w/c 11/03/24	Observations of points discussed in Coaching Session 1
w/c 18/03/24	Observations of points discussed in Coaching Session 1