



TEACHING & LEARNING POLICY

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Purpose and Scope

At Franciscan Primary School, we believe that every child deserves high-quality teaching that enables them to thrive academically, socially and emotionally. Learning is built through positive relationships, ambitious expectations and evidence-informed practice.

Our teaching is rooted in our ethos of Achieving Excellence Together, where every member of our school community shares responsibility for creating a culture of belonging, curiosity and excellence. We are committed to creating classrooms where:

- every child feels safe, valued and ready to learn
- teaching is ambitious, inclusive and responsive
- learning is carefully sequenced and explicitly taught
- independence is developed through high-quality support
- assessment informs teaching and celebrates progress

Our core values remain central:

Respect • Kindness • Perseverance

Ethos: Achieving Excellence Together

We believe excellence is achieved through collaboration, high expectations and continuous reflection. Our teaching promotes:

- belonging before challenge
- clarity before independence
- explicit instruction before independent application
- reflection that leads to improvement

Shared Expectations: Pupils, Staff and Families

Pupils are supported and expected to:

- arrive ready to learn
- participate actively in lessons
- use ambitious vocabulary
- collaborate respectfully
- persevere when learning becomes challenging
- reflect upon and improve their learning
- take increasing ownership of their learning

Staff are responsible for:

- creating calm, purposeful learning environments
- building positive relationships with every pupil
- planning ambitious, carefully sequenced learning
- delivering the Franciscan Lesson Sequence consistently
- adapting teaching to meet pupils' needs
- using assessment to inform teaching
- maintaining high expectations for every learner
- promoting independence through gradual release of responsibility
- reflecting on and continually improving their practice

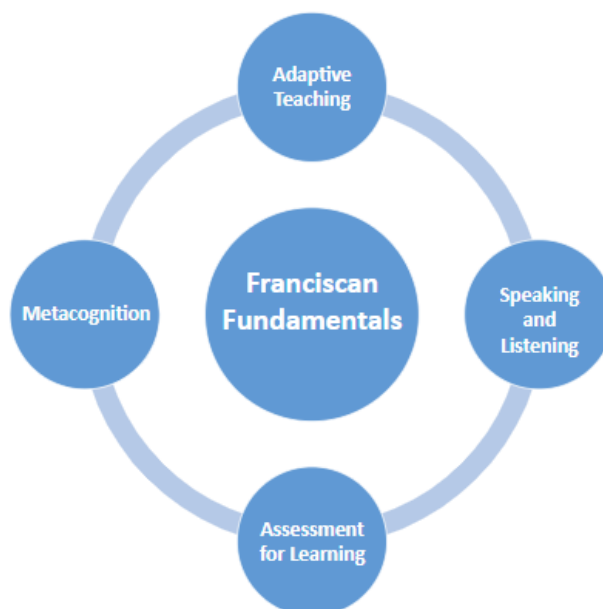
Parents and carers are expected to:

- value education and regular attendance
- support reading and learning at home
- reinforce positive attitudes towards learning
- communicate positively with school
- work in partnership with staff

The Franciscan Approach to Teaching and Learning

Franciscan Fundamentals

At Franciscan Primary School, our teaching is underpinned by four Franciscan Fundamentals. Developed through educational research, evidence-informed practice and collaborative professional learning, these fundamentals provide a consistent approach to teaching and learning across the school. They ensure every pupil experiences ambitious, inclusive and responsive teaching that enables them to achieve excellence together.



These four fundamentals are embedded throughout the **Franciscan Lesson Sequence** and are evident in every classroom, every day.

Adaptive Teaching - We believe every pupil is entitled to access an ambitious curriculum. Teachers adapt teaching - not expectations - to meet the strengths, needs and prior experiences of every learner.

Adaptive teaching includes:

- scaffolding through visual, verbal and written support
- worked examples and modelling
- knowledge organisers and sentence stems
- explicit teaching and pre-teaching of vocabulary
- flexible grouping
- responsive questioning
- purposeful use of technology
- gradually removing scaffolds as independence develops

Speaking and Listening - High-quality talk is central to learning.

Teachers provide opportunities for pupils to:

- explain and justify thinking
- use ambitious vocabulary
- discuss and debate respectfully
- ask and answer purposeful questions
- build upon others' ideas
- present confidently to different audiences

Metacognition - Teachers explicitly develop pupils' understanding of how they learn.

Pupils are supported to:

- understand the purpose of learning
- select appropriate strategies
- monitor their understanding
- reflect against success criteria
- identify next steps
- become increasingly independent learners

Assessment for Learning - Assessment is integral to teaching.

Teachers continually assess learning through:

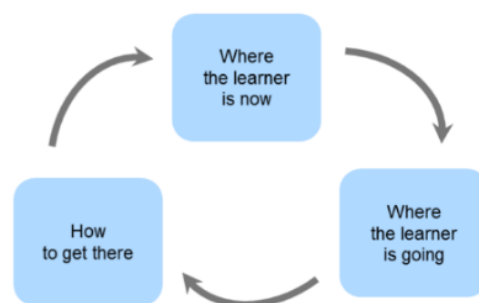
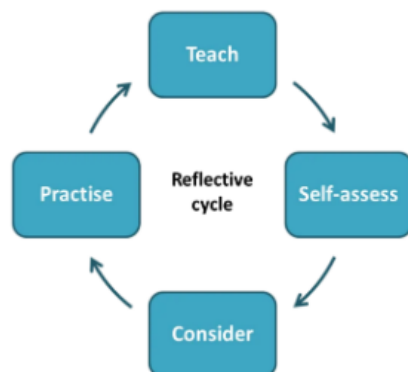
- retrieval practice
- purposeful questioning
- observation
- live feedback
- self and peer assessment
- reflection and review

Assessment informs responsive teaching and ensures misconceptions are addressed promptly.

The Franciscan Lesson Sequence

Every lesson follows a consistent evidence-informed sequence that gradually releases responsibility from teacher to pupil.

The sequence ensures consistency whilst allowing teachers the professional flexibility to respond to the needs of learners.



The Franciscan Lesson Sequence Overview

Phase	Gradual Release	Purpose
1. Belong & Prepare	Teacher-led	Establish routines, retrieve prior learning, explicitly share the learning objective and success criteria, and teach key vocabulary.
2. Explore & Think	Shared Thinking	Activate prior knowledge, encourage discussion and identify misconceptions.
3. I Do – Explicit Instruction	I Do	Model new learning through expert explanation and worked examples.
4. We Do – Guided Practice	We Do	Practise together with scaffolding, questioning and feedback.
5. You Do Together	Collaborative Learning	Deepen understanding through purposeful discussion and collaboration.
6. You Do Independently	Independent Practice	Apply learning independently with appropriate challenge.
7. Reflect & Review	Independent Reflection	Review learning, celebrate success, address misconceptions and identify next steps.

(Appendix 1)

Franciscan Teaching Commitments

Every teacher at Franciscan will:

- create a culture of belonging where every child feels valued and ready to learn
- explicitly teach ambitious vocabulary
- communicate the learning objective and success criteria clearly
- maintain consistently high expectations
- use explicit instruction and carefully sequenced learning
- adapt teaching through ongoing formative assessment
- promote high-quality talk and reasoning
- gradually release responsibility from teacher to pupil
- provide appropriate support and challenge
- celebrate effort, resilience and success through our values of Respect, Kindness and Perseverance

Professional Reflection, Monitoring and Continuous Improvement

Excellent teaching requires continual reflection and professional learning.

We are committed to developing expert teachers through:

- collaborative planning
- instructional coaching
- lesson study
- learning walks
- book scrutiny
- pupil voice
- curriculum reviews
- professional development
- reflective dialogue

Monitoring is developmental rather than judgemental and supports continuous improvement for every member of staff.

Appendix 1: The Franciscan Lesson Sequence

The Franciscan Lesson Sequence

At Franciscan Primary School, every lesson follows a consistent, evidence-informed sequence that supports pupils to develop secure knowledge, deepen understanding and become increasingly independent learners. The lesson sequence is underpinned by the Franciscan Fundamentals of Adaptive Teaching, Speaking and Listening, Metacognition, and Assessment for Learning, ensuring these principles are embedded throughout every lesson.

Whilst lessons may vary according to the subject, curriculum content and pupils' needs, the sequence provides a shared pedagogical framework that promotes consistency, high expectations and excellent teaching across the school.

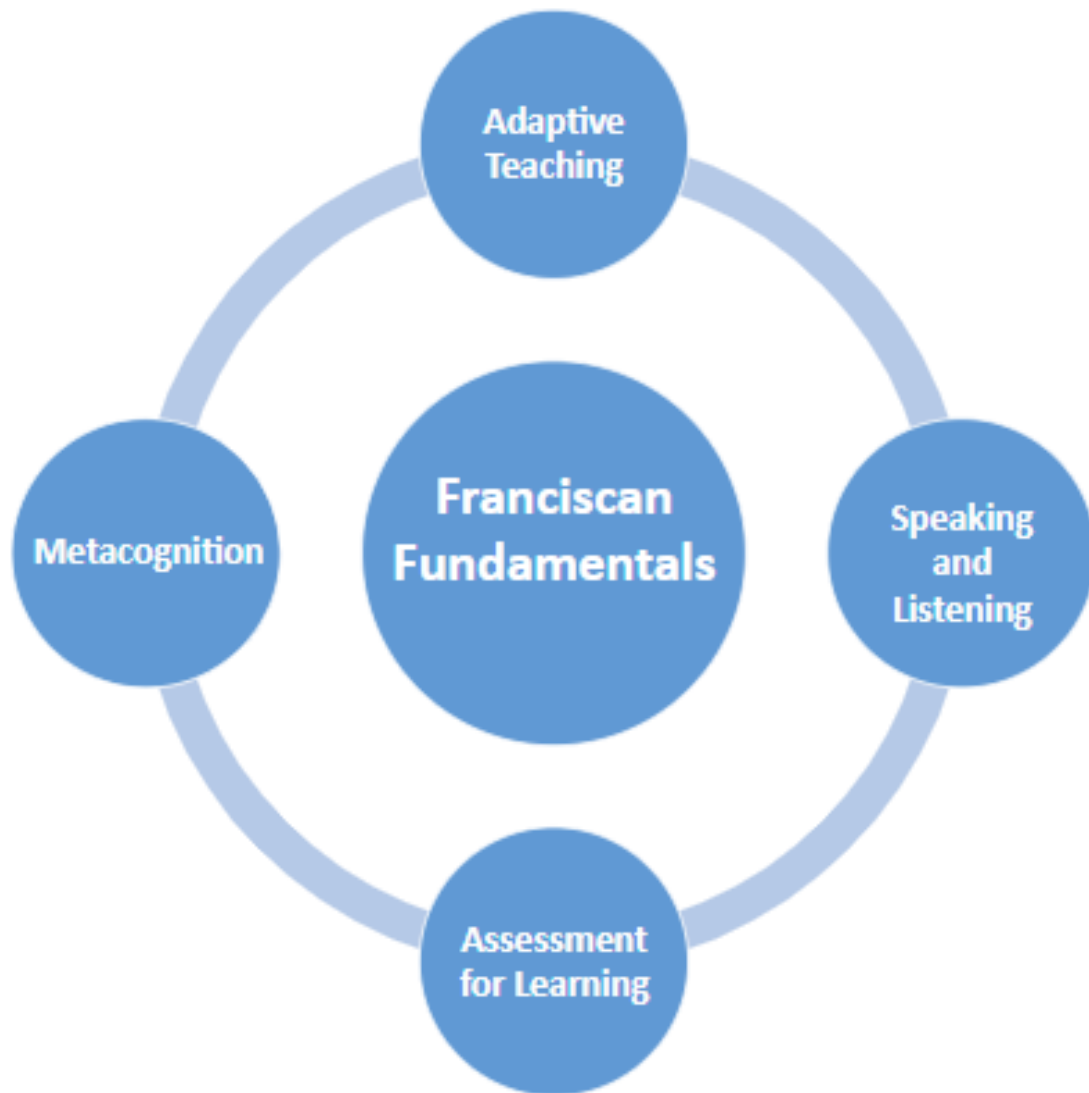
Appendix 1: The Franciscan Lesson Sequence

Phase	Gradual Release	Teacher Actions	Pupil Actions	Purpose
1. Belong & Prepare	Teacher-led	Establish calm routines and welcome pupils. Use retrieval practice to revisit prior learning. Explicitly share the learning objective and success criteria. Teach and unpick key vocabulary, making links to prior learning and the wider curriculum. Establish high expectations for learning and behaviour.	Recall prior learning, discuss key vocabulary, understand the learning objective and success criteria, and prepare to learn.	Ensure every child feels safe, ready to learn and understands what they are learning, why it matters and what success looks like.
2. Explore & Think	Shared Thinking	Present a rich question, stimulus or problem. Use purposeful questioning to elicit prior knowledge, identify misconceptions and encourage discussion before introducing new learning.	Think independently, discuss ideas with partners, explain reasoning, ask questions and make predictions.	Activate thinking, promote curiosity and build upon prior knowledge.

3. I Do – Explicit Instruction	I Do	Model new learning through clear explanations, worked examples and expert thinking. Break learning into carefully sequenced steps and check understanding regularly.	Listen, observe, respond to questions and make connections between new and prior learning.	Introduce new knowledge clearly and build secure understanding.
4. We Do – Guided Practice	We Do	Guide pupils through practice using questioning, scaffolds and immediate feedback. Address misconceptions and gradually reduce support as confidence develops.	Practise alongside the teacher, explain thinking, answer questions and respond to feedback.	Develop confidence, accuracy and understanding through supported practice.
5. You Do Together	Collaborative Learning	Facilitate purposeful paired or collaborative tasks. Listen to discussion, probe understanding and adapt teaching where necessary.	Work collaboratively, justify ideas, compare strategies, challenge and support one another.	Deepen understanding through discussion, reasoning and collaboration.

6. You Do Independently	Independent Practice	Provide appropriately challenging independent tasks. Observe learning, provide responsive feedback and assess understanding.	Apply learning independently, demonstrate understanding, reason, explain and persevere when challenged.	Secure independent application and identify next steps for learning.
7. Reflect & Review	Independent Reflection	Revisit the learning objective and success criteria. Celebrate success, address misconceptions, use retrieval or an exit task to assess understanding, and connect today's learning to future learning.	Reflect on learning, evaluate success against the learning objective, identify next steps and articulate what has been learned.	Consolidate learning, strengthen retention and inform future teaching.

Appendix 2 – The Franciscan Fundamentals



- **Adaptive Teaching**
- **Speaking and Listening**
- **Metacognition**
- **Assessment for Learning**

Appendix 2 – The Franciscan Fundamentals

EYFS & Key Stage 1

Our teaching approaches, whilst many remain the same throughout the school, are adapted for the Early Years to allow all of our learners to access their learning and environment.

Adaptive Teaching	Oracy	Assessment for Learning	Speaking and Listening
- Targeted questioning - Support staff deployed effectively - Additional support resources: phonics, grammar, maths mats - Concrete support during carpet sessions - Interventions after carpet session filling in gaps	- Partner talk A and B - Standing up to share ideas - Encourage full sentences - Sentence stems - Clear language used by adults - Exploring new vocabulary - Modelling speech and communication	- Check prior knowledge 1,2,3 show me - Tackling small misconceptions - Daily checking/screening - Whiteboards - Lollypop sticks - Questioning	- Activate prior knowledge - Explicit instructions (modelling) - Guided practice - Independent practice - Structured reflection

Key Stage 2

Adaptive Teaching	Oracy	Assessment for Learning	Speaking and Listening
- Targeted Questioning - Different groups with adults/ tailored adult support - Learning support e.g pictures - Tailored marking - Challenging activities for more able children - pre-teaching - Bespoke resources to develop independence	- Partner talk A and B - Standing up to share ideas - Encourage full sentences - Building and challenging Hand signals - Varied sentence stems	- Small group support - Whiteboard work - Quick revision/quizzes - Different starting points - pre-teaching - Tackling misconceptions	- Activate prior knowledge - Explicit instructions (modelling) - Guided practice - Independent practice - Structured reflection

Appendix 3 – Evidence Base for the Franciscan Pedagogy

A summary of the research that informs the policy, including:

Evidence-informed principle	Evidence base	How this looks at Franciscan
Explicit Instruction	EEF Improving Literacy / Rosenshine	I Do → We Do → You Do model, worked examples and modelling
Metacognition & Self-Regulation	EEF Guidance Report	Reflection, planning, monitoring learning and evaluating success
Adaptive Teaching	EEF Special Educational Needs in Mainstream Schools	High expectations, scaffolding, flexible grouping and responsive teaching
Assessment for Learning	EEF Teacher Feedback to Improve Pupil Learning	Retrieval practice, questioning, live feedback and responsive adaptation
Oracy (Speaking & Listening)	Voice 21, Cambridge Oracy, EEF Communication & Language	Structured discussion, vocabulary instruction, reasoning and explanation
Retrieval Practice	Cognitive Science / EEF	Daily retrieval and review activities
Cognitive Load	Sweller	Small steps, modelling, reducing unnecessary cognitive demand
Gradual Release of Responsibility	Pearson & Gallagher	Franciscan Lesson Sequence

Version	Date Reviewed	Reviewed By	Summary of Changes	Next Review Date
1.0	September 2024	Headteacher	Initial policy created	September 2026
2.0	June 2026	Headteacher	Review Policy & Layout	July 2028