



ST. BERNARD'S

Primary School & Nursery Unit

Learning & Teaching Policy

Inspiring Minds, Creating Futures

DRAFT

May 2025
Review Date: May 2027

INTRODUCTION

Purpose of the Policy

This policy outlines our approach to learning and teaching, incorporating the latest evidence-based research to ensure we provide the best possible education for our pupils, empowering every child to achieve their full potential.

Vision and Mission Statement

At St Bernard's Primary School and Nursery Unit, our Learning and Teaching Policy is rooted in an evidence and research-based approach, ensuring that our practice is informed by the latest findings in educational research. We are dedicated to creating a classroom culture that aligns with our school's vision, mission, and values.

Our Vision

To create a supportive and inclusive environment, where every child feels valued, encouraged and empowered to succeed in a changing world.

Our vision is to nurture every child's potential, fostering a supportive and inclusive environment where all children can thrive.

Our Mission

We are a caring Catholic community, where every child is appreciated and respected in an environment that celebrates diversity, nurtures talents, and recognises the achievements of all.

We believe that every child deserves the opportunity to achieve their best, and our mission is to provide high-quality education that meets the diverse needs of our pupils.

Our Values

Our core values of belonging, empathy, respect, nurture, achievement, resilience, and determination guide our approach to learning and teaching.

We believe in fostering a sense of belonging and empathy among our students, respecting everyone's unique contributions, nurturing their talents, and celebrating achievements. We aim to build resilience and determination, preparing our pupils to face challenges and succeed in a dynamic world.

By integrating evidence-based strategies into our teaching practices, we aim to create a dynamic and engaging learning environment. Our commitment to inclusion ensures that every student feels valued and supported, while our focus on achievement drives us to help each child reach their full potential.

Context and Curriculum

Educational Landscape in Northern Ireland

TransformED NI: Transforming Teaching and Learning: A Strategy for Educational Excellence in Northern Ireland March 2025

Significant Challenges:

- Inadequate investment
- Outdated infrastructure
- Long-lasting impact of the COVID-19 pandemic
- The rise in numbers of children with Special Educational Needs (SEN)

Paul Givan, the Minister of Education, has indicated that there will be a renewed focus on the core areas of:

- Curriculum
- Assessment
- Qualifications
- Tackling educational disadvantage
- School improvement

*In taking forward the educational reforms outlined in this strategy, it is vital for us to become an **evidence-informed school** using the best available research, data and evidence to shape the policies, practices and decisions that will govern our education system for the next decade.*

This policy will be regularly reviewed and updated ensure to ensure that our approach is aligned with the TransformED curriculum reform, promoting educational excellence and preparing students for the challenges of the 21st century.

Community and Parental Involvement

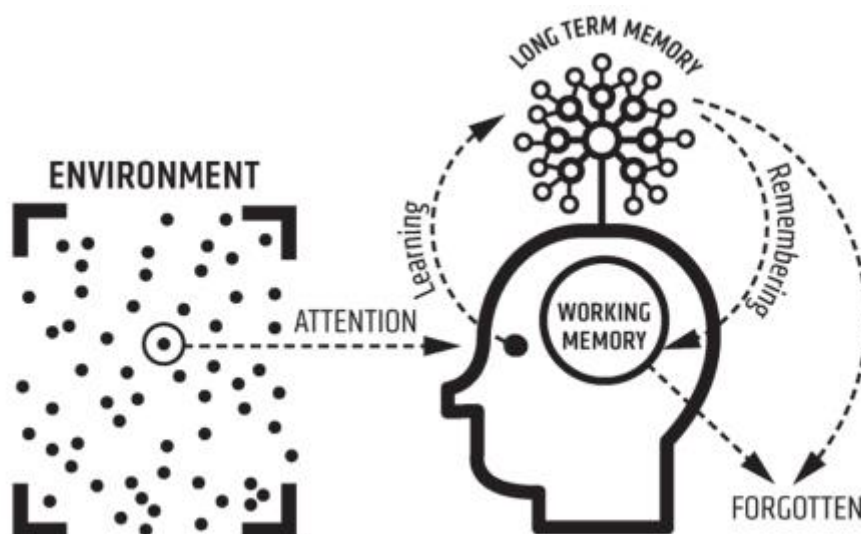
We recognise the vital role that parents and the community play in the educational process. Our policy encourages active participation from parents and community members to support pupil learning and development. Collaboration with stakeholders ensures that our educational practices are aligned with the needs and expectations of the community.

Commitment to Continuous Improvement

St Bernard's is dedicated to continuous improvement and reflective practice. We regularly review and update our teaching methods and policies to ensure they remain effective and relevant. By staying informed about the latest educational research and trends, we strive to provide the best possible learning environment for our children.

PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING

THE LEARNING PROCESS

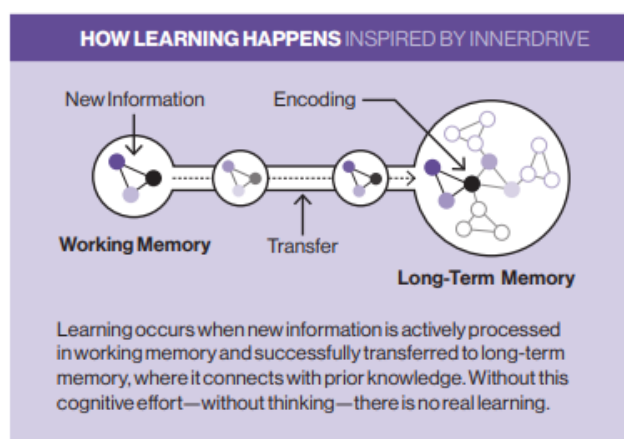


Daniel Willingham's 'Simple Model of the Mind' provides valuable insights into how children learn by focusing on the interaction between working memory and long-term memory. **Learning occurs when there is a change in long-term memory**, and this change only occurs when children actively *think*.

Working Memory and Long-Term Memory Interaction

Working Memory: This is the mental workspace where students actively process new information. It has a limited capacity, meaning it can only handle a small amount of information at a time. At St Bernard's, teachers will make new information more manageable by using strategies such as **retrieval practice, spacing**, chunking, scaffolding and worked examples to optimise cognitive load.

Long-Term Memory: Long term memory can store almost limitless amounts of information. **Effective learning involves transferring information from working memory to long-term memory.** At St Bernard's teachers will drive thinking and provide feedback to ensure new information is accurate.



Factual Knowledge Precedes Skill

Knowledge Foundation: Children need a solid base of factual knowledge before they can develop skills. Understanding and thinking about a topic require sufficient background knowledge.

Memory is the Residue of Thought

Thought and Memory: '**Students remember what they think about.**' Therefore, teaching at St Bernard's will focus on engaging children in meaningful *thinking* about the concepts and facts they need to learn.

Deep Understanding and Existing Knowledge

Connecting New Information: Learning is most effective when new information is connected to what children already know. This helps in building deeper understanding and more complex mental models.

Extended Practice

Practice and Proficiency: Repeated and varied practice helps children to secure proficiency in mental tasks. Learning will be regularly revisited and reviewed to ensure transfer to long-term memory.

Creating learning environments that align with Daniel Willingham's principles is crucial for maximising student learning and retention. By ensuring that teaching practices support the

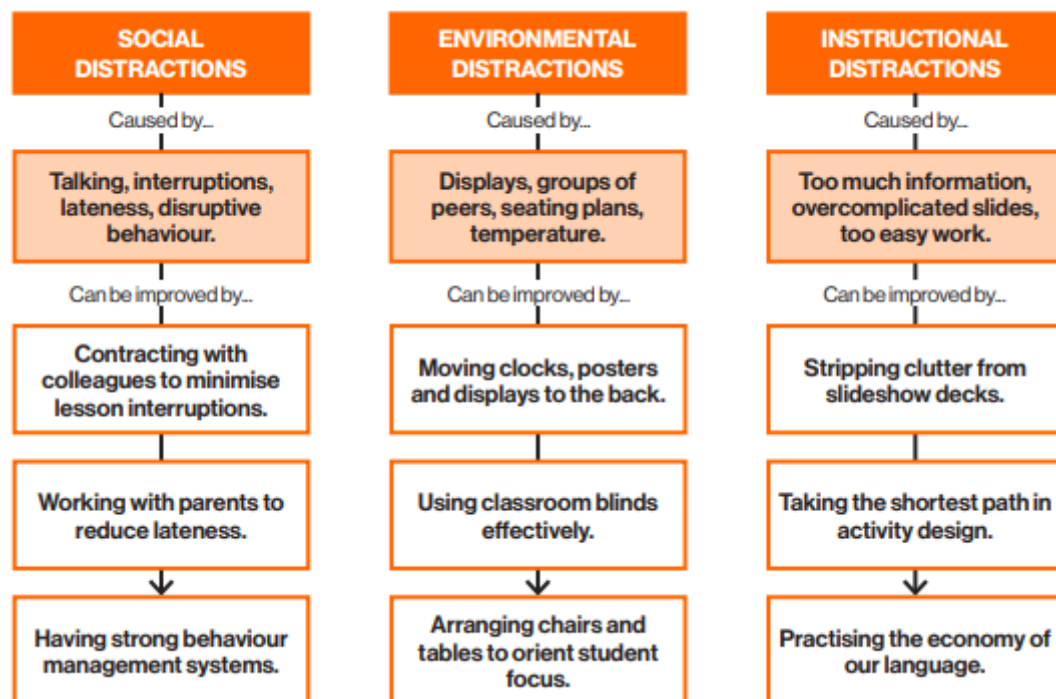
interaction between working memory and long-term memory, teachers at St Bernard’s will help children process and store information more effectively. Additionally, focusing on building a strong foundation of factual knowledge before developing skills, engaging children in meaningful thought, and providing extended practice all contribute to deeper understanding and mastery. This alignment will help foster an environment where our children will thrive, making learning both efficient and enjoyable.

SECURING ATTENTION

Having the knowledge, tools and routines to quickly gain children’s attention is fundamental to keeping them cognitively engaged.

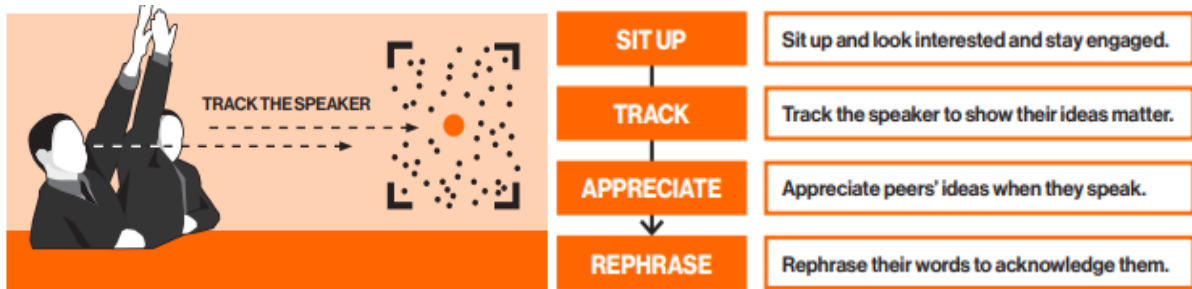
Reducing Learning Environment Distractions

Learning is closely tied to our focused attention. A lack of focus on relevant information can adversely affect both concentration and memory retention. Engaging children in cognitive work and minimising social, environmental and instructional distractions is imperative to the learning process. Teachers at St Bernard’s will ensure a classroom conducive to learning using the strategies below.



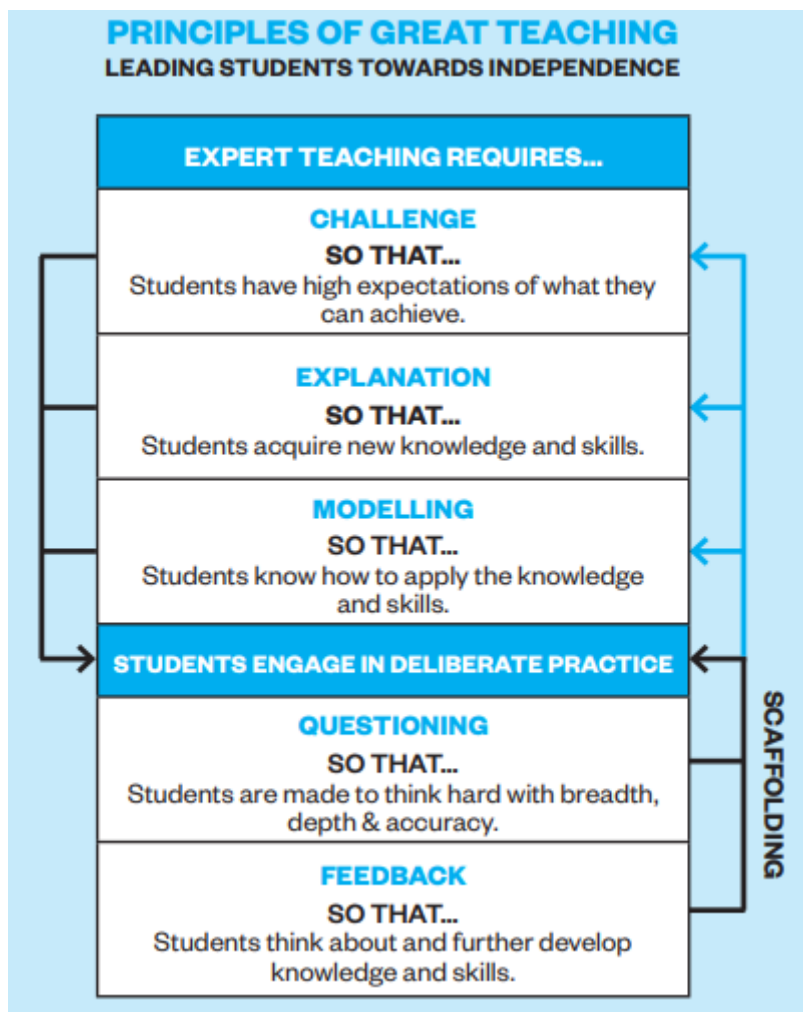
Habits of Attention

Habits of attention are routines that help children develop strong focus, particularly through eye-tracking and body language. “STAR” is an acronym created by Doug Lemov to teach behaviours and routines that foster a more inclusive learning environment, ensuring every child’s voice is heard and validated. “STAR” promotes good learning habits, such as paying attention, actively listening, and participating actively. Teachers at St Bernard’s will use the STAR approach to secure attention.



EXPERT TEACHING PRINCIPLES - *Making Every Lesson Count*

Allison and Tharby identify six principles of great teaching:



CHALLENGE

HIGH ACHIEVEMENT EXPECTATIONS

Children will be given challenging work to make them think deeply. The skill of an effective teacher is to push all children just far enough, so they are engaged in healthy struggle and then be responsive to support children where necessary. High expectations will be set by scaling up work so that it is just beyond children's expected skill or knowledge level.

EXPLANATION

ACQUIRE NEW KNOWLEDGE AND SKILLS

Explanations will be tied to something children already know and broken down into manageable chunks to avoid overloading working memory. Explanations transform abstract ideas into more concrete ones. The teacher will assess children's level of knowledge before initiating explanations and preparing in advance for any common misconceptions or errors.

MODELLING

APPLY NEW KNOWLEDGE AND SKILLS

Modelling is the first step on a child's journey towards independence (followed by lots of practice). Research shows that modelling is done best when delivered in small step-by-step blocks using worked examples. Live modelling and simultaneously thinking aloud by teachers enables revealing and externalising of their thought processes.

PRACTICE

ENGAGE IN DELIBERATE PRACTICE

Teachers will dedicate time for children to practise new material to build fluency and encourage thinking. This helps to create consolidated knowledge and skills that they can call upon. Without thinking, no learning will take place. Children will be exposed to information in new and different ways, so they become familiar with the underlying structures of new concepts. Practice sessions will be spaced out to promote long-term retention.

QUESTIONING

THINKING HARD WITH ACCURACY

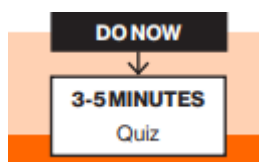
Questioning serves to test, deepen and develop understanding of a new concept and create a classroom culture of rich discussion. Teachers will ensure children engage in cognitive work by using probing questions, involving everyone through cold calling, multiple choice hinge questions, and orchestrating discussion to check for understanding. A mixture of open and closed questions will be asked throughout the lesson while providing students with adequate thinking time.

FEEDBACK

DEVELOPING KNOWLEDGE AND SKILLS

Teachers will ensure children understand the purpose of the lesson, set them off and keep their learning on track through precise and timely feedback. This will be a reciprocal process that aims to close a learning gap. Feedback will be verbal, written, given by peers or self-generated. Providing actions and dedicated time to edit and improve their work will ensure children act upon the feedback given.

OPENING THE LESSON



Teachers will secure children's attention with well-planned introductory activities which activate prior knowledge, priming them to learn and connect new ideas. Every lesson will start with a 'DO NOW' activity, a short low stakes activity completed at the beginning of the lesson to establish a focused learning environment.

- Display in the same place every day for consistency
- Ensure it can be done without teacher guidance
- 3-5 minutes to complete

‘Do Now’ routines can identify gaps in knowledge, allowing teachers to adapt and respond to students’ needs in real time. This approach fosters a dynamic classroom culture where students are more engaged and motivated to participate and succeed.

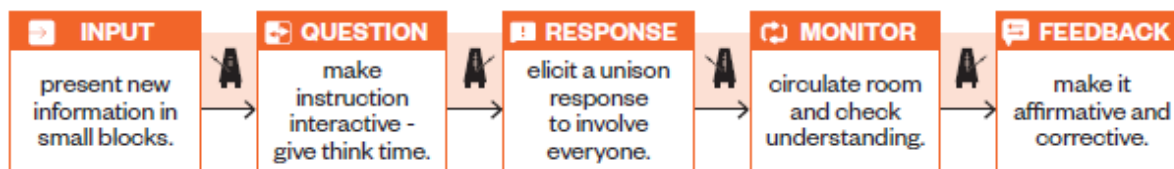
LESSON STRUCTURE – EXPLICIT GUIDANCE

Explicit guidance has been shown to be more effective than self-discovery or inquiry-based models, a conclusion supported by extensive research from Paul A. Kirschner, John Sweller, and Richard E. Clark.

The 4 Essential Delivery Skills

- Require frequent responses in unison from ALL.
- Monitor student performance carefully.
- Immediate affirmative & corrective feedback.
- Deliver the lesson at a brisk pace.

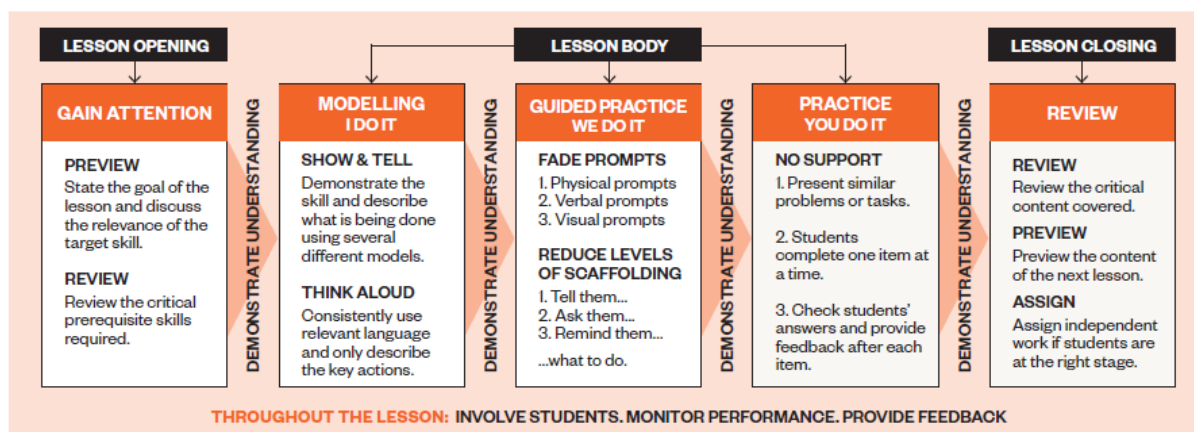
The skills will be implemented as follows.



Build Fluency Through Practice

Each lesson will begin and conclude with a comprehensive review of the main knowledge/skills. During the main body of the lesson, the focus will be on modelling the concept/skill while embedding guided and independent practice sessions to build fluency. Aim for pupils to achieve high levels of success (80% correct/accurate)

- Lesson Opening – 20 minutes
- Lesson Body – 30 minutes
- Lesson Closing – 10 minutes



LESSON OPENING

WALT (We Are Learning To)

Purpose: WALT is a strategy used to clearly communicate the learning objectives to students. By writing WALT on the board, teachers help students understand what they are expected to learn during the lesson.

Implementation:

- At the beginning of each lesson, teachers will write the WALT on the board to provide students with a clear understanding of the learning goal.
- Example: "WALT: Understand and compare fractions."

Benefits:

- **Enhances clarity:** Students know what they are learning and why.
- **Improves engagement:** Clear goals motivate students to participate actively.
- **Supports assessment:** Teachers and students can refer back to the WALT to check if the learning objectives have been met.

Steps to Success

Purpose: Steps to Success break down the learning objective into manageable steps or criteria that students need to achieve to be successful.

Implementation:

- Teachers will list the Steps to Success underneath the WALT to provide a roadmap for students, showing them the specific steps they need to follow to achieve the learning objective.
- Example for the WALT "Understand and compare fractions":
 1. Identify the numerator and denominator in a fraction.
 2. Compare fractions with the same denominator.
 3. Use visual aids to compare fractions with different denominators.
 4. Solve fraction comparison problems.

Benefits:

- **Guided Learning:** Provides a structured approach to achieving the learning objective.
- **Continuous Assessment:** Acts as a checklist to monitor student progress and identify areas needing more attention.
- **Student Engagement:** Encourages students to refer to the WALT and Steps to Success throughout the lesson, keeping them focused on the learning goals.

Integration of WALT and Steps to Success

Implementation:

1. **Clarity and Focus:** Start each lesson by writing the WALT on the board.
2. **Guided Learning:** List the Steps to Success underneath the WALT.
3. **Continuous Assessment:** Use the Steps to Success as a checklist to monitor progress.
4. **Student Engagement:** Encourage students to refer to the WALT and Steps to Success throughout the lesson.

LESSON BODY

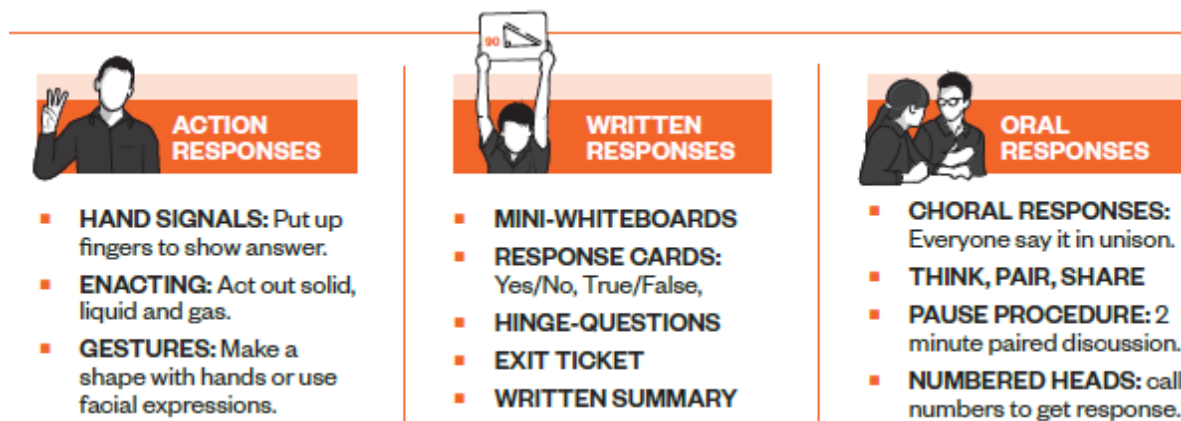
ACTIVE PARTICIPATION AND ENGAGEMENT – ELICIT FREQUENT RESPONSES FROM ALL

To be truly effective, instruction must be interactive. Active participation means eliciting frequent responses from ALL students in the lesson by getting them to say, write or do something concrete. In the act of responding, students are actively retrieving, rehearsing and practising the information, concepts, skills, or strategies being taught. The overall goal is to increase the number of successful responses and aim for at least 80% accuracy.

The following strategies will be employed to ensure UNISON responses throughout the lesson:



The following responses will be used individually, in pairs, groups or whole class.



1. Hinge Questions

Purpose: Hinge questions are strategically planned questions used during lessons to assess children's understanding at critical points, known as "hinge-points." These questions help determine whether children have grasped key concepts well enough to move on to the next part of the lesson.

Implementation:

- **Timing:** Hinge questions will be asked at pivotal moments in the lesson, typically when transitioning from one key idea or activity to another.
- **Format:** They are often closed questions with predetermined answer options, allowing for quick assessment of understanding.
- **Response Time:** Children should be able to respond within a minute, and teachers should be able to interpret these responses almost immediately.

Benefits:

- **Immediate Feedback:** Provides instant insight into children's comprehension, allowing teachers to decide whether to proceed, recap, or reteach a concept.
- **Efficient Assessment:** Helps identify misconceptions without needing detailed individual responses, saving time while ensuring no one is left behind.
- **Informed Instruction:** Guides the next steps in the lesson, ensuring that teaching is responsive to students' needs.

Example: Lesson Topic: Understanding Equivalent Fractions **Hinge Question:** "Which of the following fractions is equivalent to $\frac{1}{2}$?"

- A) $\frac{1}{3}$
- B) $\frac{2}{4}$
- C) $\frac{3}{5}$
- D) $\frac{4}{6}$

Implementation:

1. **Ask the Question:** Pose the hinge question to the class at a critical point in the lesson, such as after explaining what equivalent fractions are and showing some examples.
2. **Collect Responses:** Children can respond using mini whiteboards, clickers, or a show of hands.
3. **Analyse Responses:** Quickly review children's answers to determine their level of understanding.
4. **Decide Next Steps:** Based on the responses, decide whether to move on to more complex fraction problems, provide additional examples, or revisit the concept of equivalent fractions.

By incorporating hinge questions into our teaching practices, we ensure that lessons at St Bernard's are responsive to children's needs and that learning objectives are met effectively. This approach enhances the clarity of instruction and supports continuous assessment, making the learning process more transparent and achievable for all.

2. Exit Tickets

Purpose: Exit tickets are formative assessment tools used at the end of a lesson to gauge children's understanding of the material covered. They involve children writing brief responses to questions posed by the teacher before they leave the classroom. This quick, informal assessment helps teachers gather immediate feedback on student learning and identifies any areas that may need further clarification.

Implementation:

- **Timing:** Administered at the end of a lesson or class.
- **Format:** Typically a short written response to one or more questions related to the lesson's objectives.
- **Purpose:** To assess children's understanding, gather feedback on the lesson, and inform future instruction.

Benefits:

- **Immediate Feedback:** Provides teachers with quick insights into children's comprehension of the lesson.
- **Identifies Gaps:** Helps identify which children have grasped the concepts and who may need additional support.
- **Encourages Reflection:** Promotes children's reflection on their learning and helps them articulate their understanding.
- **Informs Instruction:** Guides teachers in planning subsequent lessons based on the feedback received.

Example: Lesson Topic: Understanding Equivalent Fractions **Exit Ticket Question:** "Write one thing you learned about equivalent fractions today and one question you still have."

Implementation:

1. **Pose the Question:** At the end of the lesson, ask children to respond to the exit ticket question.
2. **Collect Responses:** Children submit their responses before leaving the classroom.
3. **Analyse Responses:** Review the responses to assess understanding and identify any common misconceptions.
4. **Plan Next Steps:** Use the feedback to adjust future lessons, provide additional support, or address any questions students may have.

3. Pause Procedure

Purpose: The pause procedure is a teaching strategy designed to enhance a child's learning and retention by incorporating short, strategically-placed breaks during lessons. These pauses allow children time to review their notes, discuss with peers, and reflect on the material presented. This approach helps children clarify, assimilate, and retain the lesson content more effectively.

Implementation:

- **Timing:** Pauses will be taken every 10-15 minutes after teaching chunks of content.
- **Activities During Pauses:** During these breaks, children can:
 - **Summarise Notes:** Review and summarise key points or main ideas covered.
 - **Pair Discussion:** Discuss learning with a partner to seek clarification and fill knowledge gaps.
 - **Framing Questions:** Write or share questions based on the content presented so far.

Benefits:

- **Enhanced Retention:** Helps children retain information by providing time to process and reflect on the material.
- **Improved Engagement:** Encourages active listening and participation during the lesson.

- **Clarification of Concepts:** Allows children to clarify any misunderstandings immediately, promoting deeper understanding.

Example: Lesson Topic: Understanding Equivalent Fractions **Pause Procedure:**

1. **Teach Content:** Explain the concept of equivalent fractions and provide examples.
2. **Pause:** After 10-15 minutes, pause for 2-3 minutes.
3. **Activity:** Ask students to summarise the key points in their notes or discuss with a partner to clarify any doubts.
4. **Resume Teaching:** Continue with the next chunk of content based on the feedback and understanding gathered during the pause.

4. Numbered Heads

Purpose: Numbered Heads is a cooperative learning strategy designed to promote engagement, accountability, and collaborative learning. This strategy ensures that each child is responsible for understanding the content and contributes to group discussions.

Implementation:

- **Group Formation:** Children are divided into small groups, and each child is assigned a number (e.g. 1 to 4).
- **Question Posing:** The teacher poses a question or problem to the class.
- **Group Discussion:** Children "put their heads together" to discuss the question and ensure that everyone in the group understands and can explain the answer.
- **Random Selection:** The teacher randomly calls out a number, and the student with that number from each group is responsible for sharing the group's answer with the class.

Benefits:

- **Promotes Collaboration:** Encourages children to work together and support each other's learning.
- **Enhances Accountability:** Each child must be prepared to answer, ensuring that all group members are engaged and understand the material.
- **Improves Communication Skills:** Provides opportunities for children to articulate their thoughts and listen to others.
- **Supports Diverse Learners:** Helps children with different learning needs by allowing them to learn from their peers.

Example: Lesson Topic: Understanding Equivalent Fractions **Numbered Heads Together Procedure:**

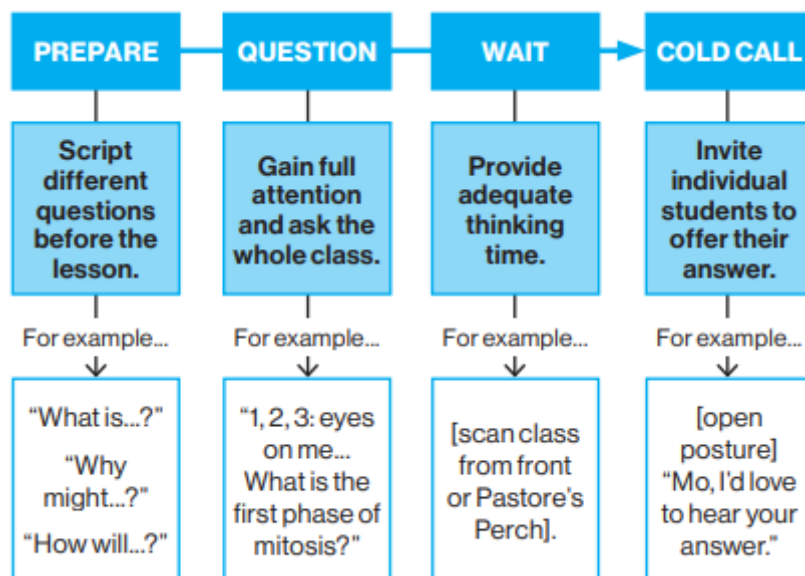
1. **Group Formation:** Divide the class into groups of four and assign each child a number from 1 to 4.
2. **Question Posing:** Pose the question, "What is an equivalent fraction for $\frac{1}{2}$?"
3. **Group Discussion:** Children discuss the question within their groups and ensure everyone understands the concept.
4. **Random Selection:** Call out a number (e.g., "Number 3"). The child with that number in each group shares their group's answer with the class.

5. Cold Calling

Cold calling (a strategy developed by Doug Lemov in Teach Like a Champion) is used to engage children and encourage active participation from everyone in the class. It involves the teacher strategically selecting children to answer questions or provide responses, rather than relying on volunteers or children who raise their hands. The teacher 'calls' on children without advance notice, which creates a more inclusive and participatory learning environment.

Cold calling ensures that all children are actively involved in retrieval practice, which is when information is effortfully pulled back into working memory (WM), strengthening retention and reinforcing learning. It can be a valuable tool for promoting thinking, preparing all students to contribute, and preventing groups of students from dominating in class.

Teachers will use the term ‘Cold Calling’ with the class and follow the procedure below.



SCAFFOLDING THE LEARNING

Scaffolding is an instructional approach where teachers provide successive levels of temporary support to help children achieve deeper understanding and skill acquisition. As children master tasks, these supports are gradually removed (hence the name scaffolding!), fostering independent learning. Scaffolding is often mistaken for either minimal guidance or differentiation, but true scaffolding involves responsive intervention—adjusting instruction, and gradually fading support as students gain competence. Unlike differentiation, which can lower expectations and reinforce learning gaps, scaffolding challenges children to reach higher levels of understanding. *Effective scaffolding ensures high expectations remain, with temporary support bridging the gap to independence.*

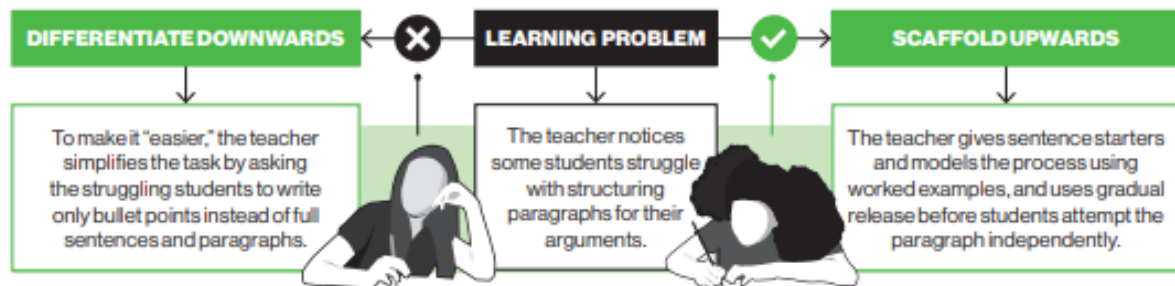
It is not Differentiation

Effective scaffolding requires adaptive teaching, where support is adjusted in real-time based on student needs. Rather than following a rigid sequence, teachers respond flexibly, providing more guidance when misconceptions arise and stepping back as confidence grows. The table shows the differences:

DIFFERENTIATION	ADAPTIVE TEACHING
▪ Different learning objectives for all students. ▪ Pre-planned tasks based on perceived ability. ▪ Lower expectations for some students.	▪ The same learning objectives for all students. ▪ Pre-planned support deployed when needed. ▪ High expectations set for all students.

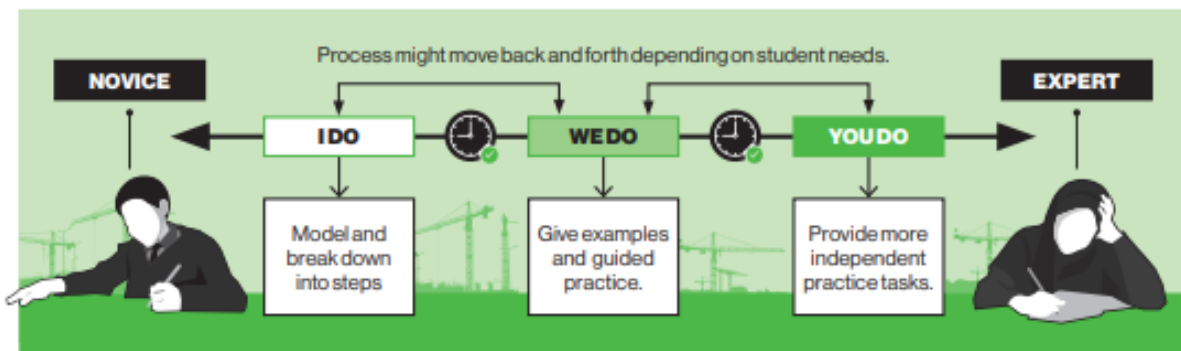
Scaffold Upwards, Don't Differentiate Downwards

Effective scaffolding provides temporary support that enables all children to engage with challenging content, rather than simplifying tasks and lowering expectations. Instead of differentiating downward - reducing cognitive demand for struggling learners - scaffold upward by using structured supports like writing frames, guided practice, and worked examples. These tools help children access complex ideas while building the skills they need to succeed independently.



Gradual Release Of Responsibility - I Do, We Do, You Do

The Gradual Release of Responsibility is an additional framework that moves children from explicit instruction ("I Do") to guided practice ("We Do"), and finally to independent work ("You Do"). This process is not strictly linear – teachers will move back and forth between stages based on student needs. If misconceptions arise during independent work, scaffolding is temporarily reintroduced, ensuring children receive support at the right moments. The goal is to gradually fade assistance, building confidence and competence while maintaining high expectations.



CONTINUOUS PROVISION IN NURSERY

Continuous provision is a key element in early years education, providing children with consistent access to a variety of resources and learning areas throughout the year. This approach supports children's independence, exploration, and sustained engagement. By carefully planning and resourcing these areas, environments that challenge children's thinking, embed concepts, and facilitate rich learning conversations will be created.

PLAY AND ACTIVITY BASED LEARNING

Research shows that play-based learning promotes holistic development, including cognitive, social, emotional, and physical growth. By integrating play into the "I do, we do, you do" framework, educators can create engaging and developmentally appropriate learning experiences. For instance, during the "I do" phase, teachers can model problem-solving strategies through guided play. In the "we do" phase, collaborative play activities can help students practice these strategies together. Finally, the "you do" phase allows students to apply their learning independently through free play, reinforcing their understanding and skills. This approach not only secures attention but also enhances content retention and application, making learning both effective and enjoyable.

Play-based learning is particularly prominent in the early years of education, specifically during the following key stages:

Early Years Foundation Stage (EYFS): Play-based learning is a central component of the EYFS curriculum, as it supports children's development across various domains, including cognitive, social, emotional, and physical.

Key Stage 1 (KS1): While the curriculum becomes more structured, play-based learning continues to be important, especially in fostering creativity, problem-solving skills, and social interactions.

Key Stage 2 (KS2): Although play-based learning is less prominent in KS2, elements of play will still be integrated into lessons to enhance engagement and learning. Activities such as educational games, role-playing, and collaborative projects can support learning in a more playful and interactive manner.

By incorporating play-based learning throughout these stages, teachers can create a more engaging and effective learning environment that caters to the developmental needs of children.

OUTDOOR LEARNING

Research has shown that outdoor learning significantly enhances children's engagement, academic performance, and mental well-being. Studies indicate that children who participate in outdoor education experience improved concentration, reduced stress, and better social interactions. At St. Bernard's, we will integrate outdoor learning into our curriculum by utilising our school grounds and local natural environments for various subjects. This approach not only supports cognitive development but also fosters a deeper connection with nature, promoting overall well-being and a lifelong appreciation for the environment.

SPECIAL EDUCATIONAL NEEDS

At St. Bernard's, we are committed to providing comprehensive support for special needs children to ensure they thrive academically and socially. Our approach includes scaffolding within lessons, where teachers break down complex tasks into manageable steps and provide guided practice to build children's confidence and skills. Additionally, we offer withdrawal support, where children receive targeted help in a separate setting for part of the day, allowing them to focus on specific areas of development. This multi-faceted approach ensures that every child receives the tailored support they need to succeed.

ASSESSMENT AND FEEDBACK

Assessment and feedback are integral components of the learning process, providing essential information about children's progress and guiding future instruction. Effective assessment and feedback practices help ensure that all students achieve their learning goals. Formative assessments, such as quizzes, exit tickets, and observations, offer ongoing checks to improve teaching and learning by identifying strengths and areas for improvement. Summative assessments, including end of year standardised testing in P3-P7, provide a comprehensive overview of achievement. Immediate feedback, through verbal comments and quick check-ins, offers timely information to help students improve, while constructive feedback, such as written comments and one-on-one advice, provides specific suggestions for better performance, supporting growth and goal setting. Continuous assessment techniques, including observation, questioning, self-assessment, and peer assessment, ensure regular monitoring of engagement and understanding. The use of data to inform learning and teaching involves gathering information through various assessments, analysing trends and areas needing improvement, and tailoring teaching to meet children's needs. By incorporating these practices, we create a supportive learning environment that promotes student achievement and continuous improvement.

TECHNOLOGY INTEGRATION

Technology integration in education enhances learning experiences by incorporating digital tools and resources into the classroom. It allows teachers to create interactive and engaging lessons, facilitates personalized learning, and supports diverse learning styles. Effective use of educational technology, such as tablets, interactive whiteboards, and online platforms, improve collaboration, critical thinking, and digital literacy. By integrating technology, teachers prepare children for the demands of the modern world, making learning more relevant and accessible. This approach not only enriches the curriculum but also fosters a dynamic and innovative learning environment.

MONITORING AND EVALUATING

Monitoring and evaluation of teaching, books, and planning are crucial for maintaining high educational standards and ensuring continuous improvement. Annual classroom observations and feedback sessions help assess teaching effectiveness and identify areas for professional development. Termly Trusted Colleague Networking allows teachers to share best practices, innovative strategies, and resources, leading to improved teaching skills. Reviewing children's books provides insights into their progress, understanding, and the quality of feedback they receive. Evaluating planning ensures that they are well-structured, aligned with the St Bernard's vision, and cater to diverse learning needs. This comprehensive approach allows for timely interventions, supports teacher growth, and enhances the overall learning experience for students.

PROFESSIONAL DEVELOPMENT

Professional development is essential for educators to continuously improve their teaching skills and stay updated with the latest educational practices. It involves ongoing training, workshops, peer observations, and reflective practice, allowing teachers to enhance their knowledge and instructional techniques. By engaging in professional development, educators can better meet the diverse needs of their children, foster a collaborative learning environment, and contribute to the overall success of the school community. This commitment to growth ensures that teachers remain effective and innovative in their approach to education.

CONCLUSION

At St. Bernard's Primary School and Nursery Unit, our commitment to evidence-based teaching practices ensures that we provide a high-quality education that meets the diverse needs of our children. This policy reflects our dedication to our vision, mission and values in fostering a supportive, inclusive, and innovative educational community where every child is empowered to succeed.