



# St John Lloyd RC Primary School Professional Learning & Inquiry Case Study 2025

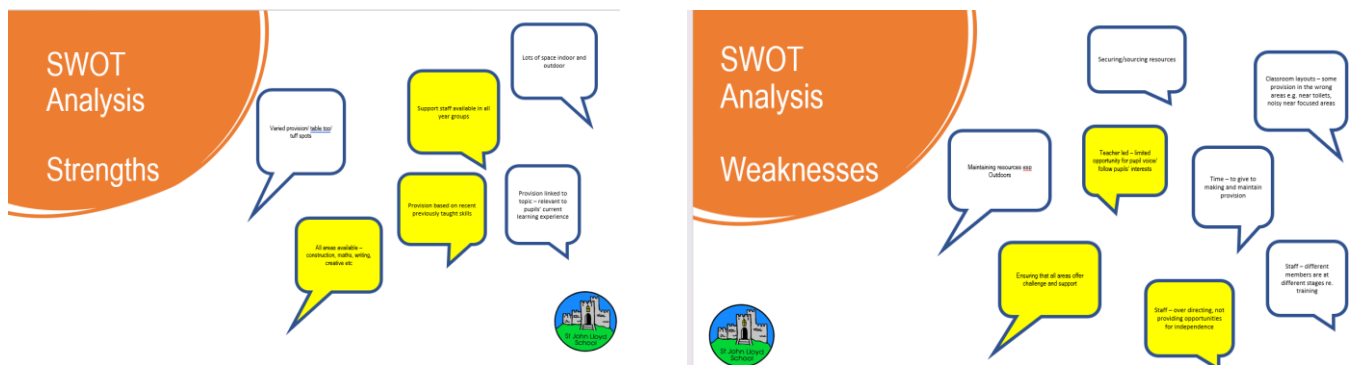
“How can we improve teaching pedagogy and the learning environment inside and out to support the development of pupils’ independent skills in the younger years?”

## Rationale

During literacy and numeracy reviews it was noted that in a few instances the learning environment does not always provide sufficient opportunity for pupils to develop their independent learning to their full potential. Also, in the younger years, a in few classes, teachers do not always provide opportunities for younger pupils to explore their environment inside and out and to investigate consistently. In these cases, teachers and teaching assistants provide too much direction during learning experiences. As a result, these tasks are often too closed and do not allow pupils to explore their own learning. – (SIP Priority 2 Teaching and Learning 2024-2025)

### Stage 1 – Finding our baseline

Staff in Infant Phase 3-7yrs undertook a SWOT analysis of current provision and pedagogical approaches currently in place.



The following areas were identified as key areas for development

1. **Enabling Adults** – Staff who have a strong understanding of effective independence pedagogy and provision
2. **Effective Environment** – High quality, authentic and real- life provision that supports and promotes independence
3. **Pupil Voice** - provision and pedagogy that supports and promotes pupils’ independence through incorporating their interests alongside opportunities to build upon their prior learning

### Stage 2 – Introducing and implementing new strategies

All staff in the Phase engaged in a variety of collaborative professional learning activities that included Research into effective and best practice in outdoor learning – Estyn case studies.

Collaborative planning and peer-to-peer reflection

Agreeing and implementing evidence-informed practices.

### 1. The role of the Enabling Adult

All staff, including support staff received Blanks Level Questioning to support pupils' language development and how the effective use of questioning can allow pupils to extend their learning or address their misconceptions.

Teaching staff modelled 'intentional interruptions' – so that support staff recognise when to 'interrupt' or when to allow pupils to continue to support their independence.

All staff use 'in the moment' observations and reflections for both focused tasks and provision - using the AFL whiteboards.

Early Years staff introduced a timetabled Enabling Adult within the Learning Environment with key areas of provision highlighted with key questioning ideas to extend and support.

### 2. Developing an effective learning environment

Through a whole phase workshops a shared understanding of what high Quality, authentic and real –life provision looks like in both the indoor and outdoor environments, was agreed and then monitored across all classes to ensure equity.

Introduction of 'Talking Tins' in all classes – to support pupils' independence within provision and opportunities for staff to take a 'step back' with no impact on the quality of the provision provided.

Working in two phase groups staff developed new planning techniques to ensure that within the provision there is a balance between the enhanced and continuous. Maximising pupils' learning by re visiting key skills whilst nurturing their creativity and curiosity through familiar and opened ended 'invitations to explore'.

### 3. Capturing and developing Pupil Voice

Introduction of weekly 'My Day Friday' to capture pupil voice and provide pupils with an opportunity to choose elements of provision - with staff in Years 1 and 2 developing this further by encouraging pupils when planning to think of their why?

Staff in the Nursery worked collaboratively to capture pupils' interests and engagement with areas of provision to inform future planning.

## Reflection – What has been the impact on provision and the development of pupils' independence?



- Enabling adults use effective questioning consistently within provision and can identify key moments for 'interruption' to move learning forward or when support is needed to guide learning.
- Indoor environments offer equitable provision and learning experiences across all classes with teachers ensuring that through collaborative planning, provision is balanced between enhanced/continuous with challenge and support incorporated to support all.
- Planned provision is meaningful, authentic and aligned with the 4 purposes.
- Outdoor provision is developing with key areas planned and resourced.
- My Day Friday is embedded across all classes and pupils reflect and give reasons for their choices in years 1 and 2.
- Talking tins are used regularly and pupils engage with them purposefully to complete activities with increased independence.
- Pupils' engagement in provision is highlighted as a strength during Learning Reviews.