

How we Teach and Learn at Clairvaux

Parent Information



PARENT INFORMATION - Change at Clairvaux

Clairvaux is developing a practical and evidence-based approach to teaching and learning providing the education our students and families deserve. This teaching approach that we are implementing, guides the way in which every teacher at Clairvaux delivers and supports learning for every student. The approach follows approaches that are based on national and global research into how children learn, known as the Science of Learning.

High impact teaching practices involves embedding evidence-based pedagogy in all classrooms, informed by Rosenshine's Principles of Instruction, supported by high-quality curriculum resources.

Why change how we teach?

[Rosenshine Principles of Instruction article link](#)

- Some students will manage in our classrooms without any changes
- Some students would not do as well as they could without any changes
- Some students learning trajectory will continue to go down as the years of schooling go up

Our students education cannot be left to chance, we need to apply the knowledge we have about the Science of Learning and Reading and evidence based practices so we are providing the best educational opportunities for all our students.

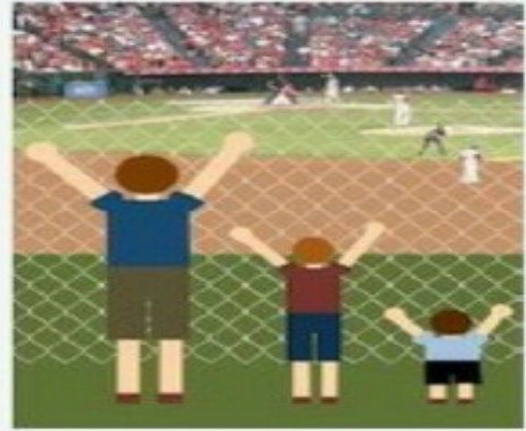
EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

PARENT INFORMATION-The Science of Reading and Learning

The Science of Reading and the Science of Learning are crucial for providing a fair and equal education for all students.

The Science of Reading helps us understand how children learn to read. It shows us the best methods for teaching them to read starting with teaching them how to decode words and ultimately being able to comprehend texts. By using evidence-based methods, teachers can ensure that every child receives effective reading instruction. This means no child is left behind in their reading journey, regardless of their background or abilities. This knowledge ensures that every child, regardless of their background, has a solid foundation in reading.

The Science of Learning informs educators about how students' brains work when they learn. This knowledge allows teachers to tailor their teaching methods to maximize the effectiveness of teaching and learning time for all students.

By applying these sciences, schools can bridge the achievement gap. Students who might have struggled with reading in the past can receive research and evidence based teaching methods giving them the best opportunity to learn, creating a more level playing field. It means that children with diverse backgrounds and abilities have equal opportunities to succeed in school.

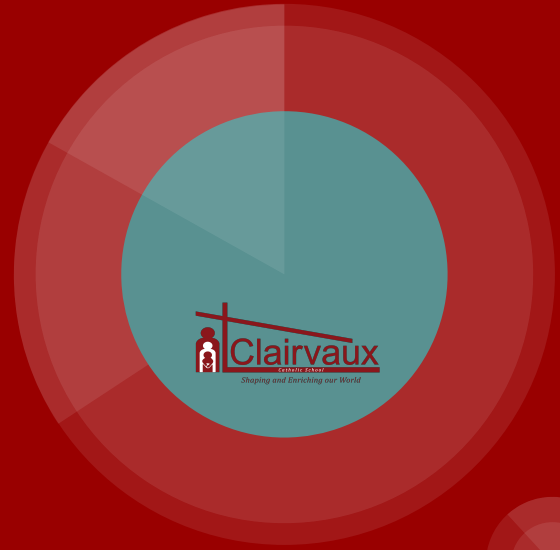
By understanding the Science of Reading and Learning, we as educators can make informed decisions about curriculum, teaching methods, and resource allocation based on scientific research. This leads to better educational outcomes for all students.

In essence, these sciences help us break down the barriers to learning. They empower teachers to tailor their instruction, identify learning challenges early, and provide the support needed to overcome them. By applying these sciences, we can make sure that all students, regardless of their circumstances, have the opportunity to thrive and achieve their full potential in education. This is essential for creating a fair and equitable education system that benefits everyone.

In summary, the Science of Reading and Learning ensures that every child has a fair chance to excel in school, regardless of their starting point. It's about giving every student the tools they need to thrive academically and in life.

Science of Reading

What is the Science of Reading?



PARENT INFORMATION - Reading

Reading is like solving a puzzle with six important pieces, called the "6 Pillars of Reading." These pieces help kids become strong readers. The six pillars are:

Oral Language: This is how well kids understand and use spoken words. Talking and listening help build a strong foundation for reading.

Phonological Awareness: This is like playing with sounds in words. Kids learn to recognize and manipulate sounds, like rhyming words or breaking words into smaller parts.

Phonemic Awareness: Kids can hear and work with individual sounds (called phonemes) in words. For example, they can change "cat" to "bat" by just changing one sound.

Phonics: Think of it as the code to reading. Kids learn that letters and letter combinations represent sounds. They connect letters to sounds to read words. Matching sounds (phonemes) to their graphemes (letters).

Vocabulary: This is all about knowing what words mean. Kids need to learn lots of words to understand what they read.

Fluency and Comprehension: Once kids can read words, they practice reading smoothly and with expression (fluency). Then, they work on understanding what they read (comprehension). It's like putting it all together to make sense of a story.

So, by mastering these six pillars, kids can become great readers and enjoy all the wonderful stories and information that books offer!

PARENT INFORMATION - What is Phonemic Awareness?

Phonemic awareness is an important skill for reading and spelling.

It's about understanding that words are made up of tiny sounds called phonemes, like the different notes in music.

Kids with phonemic awareness can hear, play with, and change these sounds in words. For example, they can take "cat" and switch the /k/ sound with /h/ to make "hat." It's like solving word puzzles!

This skill helps kids read because they can sound out words and spell because they can break words into sounds. So, phonemic awareness is the secret power that makes reading and writing easier.

Please view the video for further information on Phonemic Awareness.

Cat, change the c to b- **Bat**

What words rhyme with sit?

fit, mit, knit, kit, bit

Video: [What is Phonemic Awareness](#) (1:53)

PARENT INFORMATION - What is Oral Language?

Oral language refers to how we speak and understand words when we talk. It's a crucial foundation for learning to read and write. Imagine it as the building blocks for reading success.

When children listen to stories, have conversations, and learn new words, their oral language skills grow stronger. This helps them recognize sounds and connect them to letters when they start reading.

Scientifically, we know that teaching kids the sounds of letters (phonics) and connecting them to words they speak and hear (phonemic awareness) is super important. These skills help them decode words and become better readers.

So, as parents, reading to your child, talking with them, and helping them notice the sounds in words are all ways to boost their oral language skills. Oral Language is one of the pillars of reading and by building children's oral language skills you are giving them a great start to their reading journey.



PARENT INFORMATION - What is Phonics?

Phonics is a way of teaching kids how to read and write by focusing on sounds and the letters that represent them. Overwhelming research evidence that demonstrates early reading progress is most likely to occur when the early reading instruction includes systematic and explicit teaching of phonics, especially for those children who are at greatest risk of reading difficulties

First, kids learn the simple code. This means they learn that each letter in the alphabet has a sound. For example, 'a' makes the 'a' sound, like in apple. This is the foundation.

Next, we move on to blending. Blending is when kids put sounds together to read words. So, if they know 'c' makes the 'c' sound and 'a' makes the 'a' sound, they can blend them to say 'ca,' and then add 't' to say 'cat.'

Segmenting is the opposite. Kids break words into sounds. For 'cat,' they'd say 'c-a-t' as separate sounds.

Blending and segmenting help to develop reading and spelling.

fat sail chip
fetch

As skills develop, children will be taught the more complex code, two consonants (ch, sh, th, ng) or vowels (ai, ie, ea, oa) making one sound (Consonant or vowel digraphs) There are also trigraphs where three letters make one sound (tch, dge),

Phonics helps kids become strong readers and writers by giving them the tools to understand and use the sounds of letters. It's like a secret code to unlock reading and writing skills!

For more information please watch the videos below. Although we follow the Little Learners Love Literacy Program in our Junior School, these videos from Decodable Readers Australia are really good at explaining aspects of the Science of Reading. All the listed videos are wonderful to learn more about the teaching of phonics, but if you can only watch one- What is Orthographic Mapping?

Decodable Readers Australia Videos



How Words Work

[Decodable Readers
Australia- How Words Work](#)
(1:25)

Decoding and Encoding

[Decodable Readers
Australia- Decoding and
Encoding](#) (2:09)

What is Orthographic Mapping?

[Decodable Readers
Australia-What is
Orthographic Mapping?](#)
(10:40)

The Truth About 'Blends'

[Decodable Readers
Australia-The Truth About
'Blends'](#) (11:01)

The Truth About 'digraphs'!

[Decodable Readers
Australia- The truth about
digraphs!](#) (11:00)

Supporting beginning Spellers

[Decodable Readers
Australia- Supporting
Beginning Spellers](#) (8:45)

PARENT INFORMATION - What is Fluency?

Fluency is like the magic that happens when your child learns to read smoothly and with expression. It's a crucial part of the Science of Reading because it helps kids understand what they read.

Accuracy: Imagine reading a sentence with mistakes or sounding out each word in the sentence it would be very difficult to listen to and it would be hard to make sense of what was read. Fluency starts with accuracy, which means reading words correctly. It's like building a strong foundation for a house.

Prosody: Prosody is the music of reading. It's about using the right tone, pitch, and rhythm when reading aloud. Just like a storyteller makes a tale exciting with their voice, prosody makes reading engaging.

Rate: Think of reading like driving. Going too fast or too slow can be a problem. Fluency finds the sweet spot – not too fast that words blur, and not too slow that it's boring. It's like cruising at the perfect speed on a road trip.

Fluency helps your child enjoy reading because it sounds good, makes sense, and keeps them interested. When children practice fluency, they become better readers who understand what they read and enjoy stories more.

Please view the video for further information on fluency.

[Areas of Literacy Instruction \(ALI\) - Fluency](#)

(11:07)

PARENT INFORMATION - What is Vocabulary?

Vocabulary is like a toolbox of words that helps your child understand and express ideas. It's essential in the Science of Reading because it plays a big role in comprehension, or understanding what they're reading.

In the science of reading, experts have found that a strong vocabulary is very important for reading success. Imagine a puzzle: the more pieces (words) your child has in their toolbox, the easier it is to put the puzzle together (understand a story or text). When they know lots of words, they can read more smoothly and understand the meaning better. When children have a big toolbox of words, they can understand books and texts better. Imagine reading a book where you don't know many of the words, it is frustrating and also impossible to make sense of the text. When you know more words, reading becomes easier, more fluent and you can understand what you read.

At school, teachers help kids build their vocabulary by teaching them new words and their meanings. They also encourage kids to read a lot because reading exposes them to new words naturally which consequently builds their vocabulary further. When kids have a rich vocabulary, they can understand stories, instructions, and even tough subjects like science and history much better. So, teaching vocabulary in school is like giving them a key to unlock a world of knowledge and imagination. It's an important part of helping them become strong readers and learners!

Please view the video for further information on vocabulary.

Video:

[Effective Vocabulary Instruction](#) (11.21)



PARENT INFORMATION - Comprehension

Comprehension is like the grand finale of reading, bringing together all the important building blocks that help us understand what we read. Think of it as the "Aha!" moment when everything clicks.

First, there's phonological awareness, which is recognizing the sounds in words. It's like knowing the different instruments in a song.

Then comes phonemic awareness, which is like knowing the individual notes played by those instruments.

Phonics is the next part, where we connect those sounds to letters and words. Imagine it as putting those musical notes together to make a tune.

Vocabulary is like having a wide range of instruments and notes to use in our reading. The more we know, the better we can understand.

Fluency is about reading smoothly and with expression, just like playing a song without stumbling. When we combine all these skills, we can unlock the magic of comprehension. It's like putting together all the pieces of a puzzle to see the big picture.

So, comprehension is when we use our knowledge of sounds, letters, words, and their meanings to understand and enjoy what we're reading. It's like solving a fascinating mystery in a book, and it's the most exciting part of being a reader!

Please view the video for further information about comprehension.

Video [What do I need to know about reading comprehension?](#) (7.47)



PARENT INFORMATION-The Simple View of Reading and Scarborough's Reading Rope

The Simple View of Reading has been validated by over 150 studies. It is the product of Word Recognition and Language Comprehension- is either of these are weak then comprehension is diminished.

Scarborough's Reading Rope is the visual that further defines the Simple View of Reading. Both parts of the reading rope are developed together although a greater emphasis on Phonic skills is in the junior years.

[SOR-The Simple View of Reading and Scarborough's Reading Rope](#)



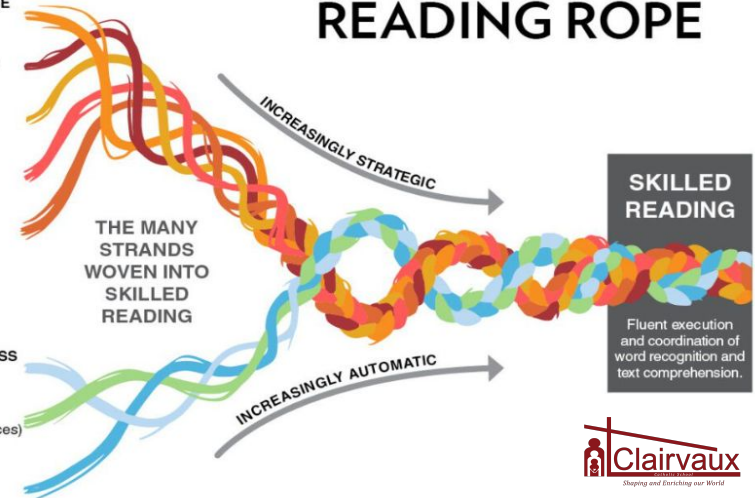
LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURE
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

SCARBOROUGH'S READING ROPE

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING
(alphabetic principle,
spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)



PARENT INFORMATION-Little Learners Love Literacy Program

In our Junior School (Prep - Year 2) we follow a structured synthetic phonics approach through the program, Little Learners Love Literacy. This is an evidenced based program that follows the research on how students best learn to read. As well as using the Little Learners Love Literacy Program, our Junior students are also exposed to many rich texts to develop vocabulary and comprehension skills throughout the Literacy/English teaching blocks therefore covering all strands of the Reading Role.

What is Systematic Synthetic Phonics?

Systematic Synthetic Phonics is an evidence-based, structured approach to teaching children to read. This method of reading helps children to learn the relationships between the sounds (phonemes) of spoken language and the letter symbols (graphemes) of the written language. There are 44 speech sounds in the English language that can be combined to form words. With just 26 letters in the English alphabet, some sounds are visually represented by an individual letter while others are represented by a combination of two or more letters. The relationship between these sounds and letters is referred to as sound/letter or phoneme/grapheme correspondence. Being able to match the speech sounds with their corresponding letter symbol or symbols helps children to simultaneously learn to read and spell words.



A typical Systematic Synthetic Phonics program introduces children to only a small group of sounds at one time. Often this starts with the most commonly occurring sounds, which in the Little Learners Love Literacy program are: m, s, f, a, p, t, i, and c.

This allows children to learn a large number of letter combinations to form simple words and read basic sentences from the beginning of their learning. (The cat sat.) With these eight letters, children can learn to read words such as cat, mit, sat, pit, sam etc. Once children have mastered these small words, we can then introduce them to new sounds and letters to read longer and more complex words.

When learning to read using a Synthetic Phonics approach, children are first taught individual sounds and then learn to blend, or 'synthesise', these sounds to form words. For example, a child might be taught to read the word 'sat' by first learning the individual sounds that represent the letters 's', 'a' and 't' and then blending these sounds together to make the word 'sat'. This process of recognising and combining sounds to be able to read is known as decoding. In reverse, a blended word can be broken up into individual sounds to spell, which is known as encoding.

There are some words that are used frequently that help sentences make sense. These are called high frequency words. Some high-frequency words are explicitly taught to enable sentences to be read.

The goal is for students to blend and segment sounds to make words until the words are so familiar that the spelling, pronunciation, and meaning of specific words is held in the child's memory and the words are recognised automatically or at sight. This is known as orthographic mapping.

The next slide has an overview of the program from the Little Learners Love Literacy website and a video link about the program for you to view..

Please view the video for further information about Decodable Readers.

[Decodable Readers Australia-
What are decodable Readers?](#)
(6:29)

[The Importance of Decodable
Readers- Pamela Snow \(Decodable
Readers Australia\)](#) (22:04)

Little Learners Love Literacy® is an explicit and sequential literacy approach for teaching children to read, write and spell with confidence.

Evidence-based literacy research stresses the importance of explicit and sequential literacy teaching from the beginning. Our goal is to have this happening in every Prep classroom from the start, giving children the best possible chance of developing into fluent readers, writers and spellers. Little Learners Love Literacy® is a systematic and engaging program with focussed explicit lessons, games, crafts, music, puppets, drawing and much more.

Our Seven Stages sequence ensures that children are never asked to read something that is too difficult for them or that they have not been taught the skills to read yet. Decodable Books are our 'secret ingredient' for success. They only use the sounds and letters children have been explicitly taught allowing them to apply their learning and build confidence. These are Australian books children LOVE to read with words they CAN read.

Little Learners Love Literacy® is designed to be used by the whole class in Foundation, Year 1 and into Year 2. We focus on:

- Phonemic awareness and phonics for spelling and reading
- Handwriting
- Reading fluency
- Vocabulary and comprehension.

The sequence also includes morphology. (parts of words and their meaning)

Please view the video below to learn more about the program



[About Little Learners Love Literacy](#)

Science of Learning

Writing



PARENT INFORMATION - Writing: The Writing Revolution

The Writing Revolution (TWR) is a structured, evidence-based pedagogy centered on the Hochman Method, which teaches students to write by starting at the sentence level before progressing to complex compositions. Rather than teaching writing in isolation, the program integrates deliberate practice directly into the existing subject-matter curriculum to deepen content knowledge and improve clarity. By focusing on specific syntactic structures and logical outlines, it provides students with the foundational tools necessary to become analytical thinkers and effective communicators.



By using a whole school scope and sequence students are lead through a series of strategies to enhance their writing skills. Strategies are reviewed, refined and broadened each year. TWR strategies are broken into three areas for primary school students: sentence level activities, single paragraph outlines (SPO) and multi-paragraph outlines (MPO). These areas are further supported with note taking, revising and summarising skills.

PARENT INFORMATION - The Writing Rope and The Writing Revolution

Strategies used at Clairvaux to teach each component of the Writing Rope

Knowledge rich curriculum
TWR strategies

Low variance documents
Grammar / Syntax Project
→ TWR strategies

TWR strategies

Vocab study in knowledge
rich units
TWR strategies

Systematic synthetic
phonics LLLL, UFLI
Spelling Mastery

SKILLED WRITING

CRITICAL THINKING

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

SYNTAX

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

TEXT STRUCTURE

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

WRITING CRAFT

- Word choice
- Awareness of task, audience, purpose
- Literary devices

TRANSCRIPTION

- Spelling
- Handwriting, keyboarding



Science of Learning

Maths



PARENT INFORMATION - Science of Maths

Science of Math rely on well-researched instructional approaches and research about how students learn. This includes descriptive, qualitative, quantitative, and correlational research.

Once we know more about how the brain learns and about cognitive load theory we can apply to anything we teach, including the teaching of Maths.

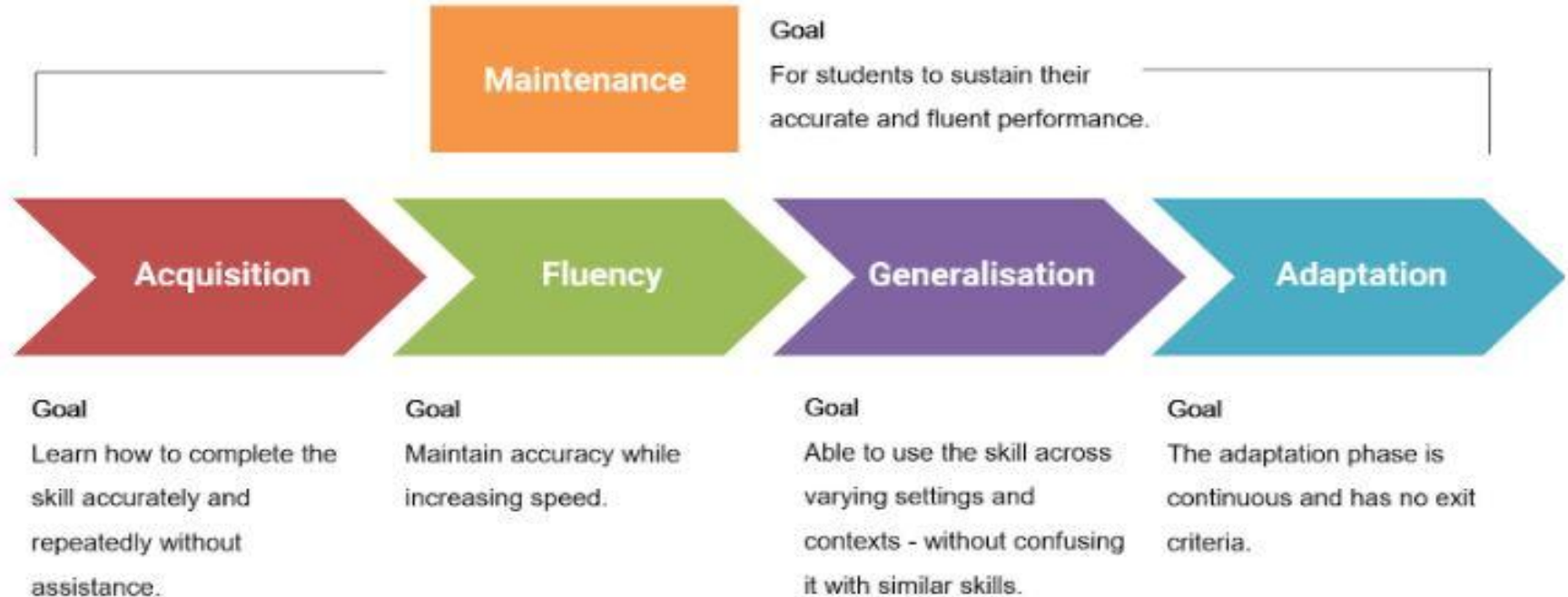
We provide resources related to effective math instruction. Our goal is to ensure that all students, regardless of background or status, have equitable access to high-quality math instruction. To guide the Science of Math, we rely on well-researched instructional strategies and research about how students learn.

What is math Proficiency?

Similar to reading and writing, we can think of math proficiency as a blending of :

- **Concepts** (Understanding concepts, operations, and relations)
- **Procedures** (Using procedures flexibly, accurately, and efficiently)
- **Strategies** (Formulating, representing, and solving problems)
- **Reasoning** (Reflecting, explaining, and justifying)
- **Disposition** (Seeing math as sensible, useful, and worthwhile)

Instructional Hierarchy: Stages of Learning



(Haring et al. 1978; VanDerHeyden & Peltier, 2024)

PARENT INFORMATION - Ochre Resources

Ochre Mathematics resources provide evidence-based, curriculum-aligned lessons from Foundation to Year 8. They focus on explicit teaching and include daily reviews, lesson sequences, and formative assessment opportunities. Clairvaux has utilised Ochre resources such as Yearly Overviews, Unit Planners, Scope and Sequences, Daily Review Schedules, Lesson Resources, Rich Tasks, and other support materials.

At our school, we use Ochre slide banks as the basis for the content we cover in mathematics. Teachers adapt the slides to meet the specific needs of their students, adjusting the pace, scaffolding, and examples.

Using a consistent resource across year levels helps ensure that complementary strategies are taught, so learning in one year builds logically from the previous year. It also prevents double-ups or gaps in content, giving us confidence that all aspects of the curriculum are being covered. The materials are aligned with Version 2.0 of the Victorian Mathematics Curriculum, supporting a clear and cohesive mathematics learning journey for all students.



PARENT INFORMATION - Maths Fluency Routine

The **Number Fluency Program**, developed by Dr. Ange Rogers, is a structured initiative aimed at enhancing primary students' proficiency in fundamental number skills. Targeting students from Foundation to Year 6, the program identifies 20 essential number skills per year level, focusing on key mathematical concepts such as subitising, part-part-whole relationships, additive thinking, place value, and multiplicative thinking .

Daily Practice: Designed as a concise 10–15-minute daily session, the program supplements the regular numeracy curriculum.

Assessment and Differentiation: Teachers begin by using specially designed screeners to assess each student's accuracy in specific skills. Only after achieving accuracy does a student proceed to fluency practice, ensuring a solid foundation and reducing potential math anxiety .

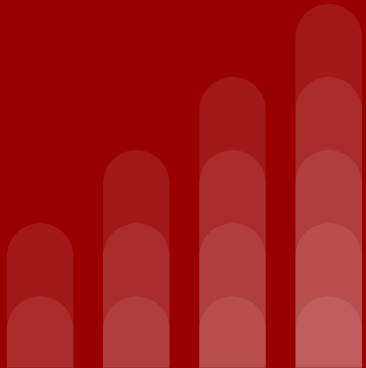
Skill Development: Students engage in repeated, focused practice on one skill at a time through simple worksheets. Progress is monitored using mini fluency assessments, allowing students to advance to subsequent skills upon demonstrating fluency .

Parental Involvement: The program encourages home practice by involving parents and caregivers, fostering a collaborative approach to developing number fluency outside the classroom .



Science of Learning

What is the Science of Learning?



PARENT INFORMATION- What is Explicit Instruction

Explicit instruction is a teaching approach that makes learning clear and effective for kids. Imagine learning to ride a bike. Breaking down instructions means we take big tasks and split them into smaller, manageable steps. Modeling is when a teacher shows you exactly how to do something. During practice there is immediate feedback so misconceptions are not continued. Scaffolded practice with gradual release of responsibility continues until students can do tasks independently with confidence.

Here is a non educational example of Explicit Instruction

Breaking Down Instructions: *Instead of saying, "Just ride the bike," you'd break it down. First, sit on the seat. Next, push off with your feet, and so on. This helps kids understand step-by-step.*

Modeling: *You'd show them how to do it. You ride the bike first to demonstrate. This helps them see what it should look like.*

Practice: *Your child repeats the steps. They keep trying until they get it right. Practice helps their brain remember.*

Feedback: *You give feedback like, "You're doing great, but keep your balance." This helps them improve.*

Explicit Instruction is important because our brains learn best when things are clear and structured. Explicit instruction aligns with the Science of Learning. It minimizes confusion, helps kids build skills effectively, and boosts their confidence. Just like how practicing bike-riding with guidance makes you a better rider, explicit instruction helps you become a better learner. So, whether it's riding a bike or learning math, explicit instruction makes the learning process easier and more successful for your child.

PARENT INFORMATION-Cognitive Load Theory

Clairvaux are focussing on what we have learnt about Cognitive Load Theory and changes we are starting to make to support this theory. Cognitive Load Theory is grounded in robust evidence and is crucial to understand when trying to optimise the learning for all students.

Cognitive Load Theory relates to the amount of information that a person's working memory can hold at any one time. Researchers have identified the importance of instructional methods that avoid overloading a child's working memory to support Cognitive Load. They have also identified that it is important to avoid additional activities that do not directly support the child's learning.

Cognitive Load Theory shows that students learn best when they are given explicit instruction accompanied with lots of practice and feedback. It is believed that the best way for students to learn is to factor in the limitations of working memory. Therefore learning of new skills and content is more effective when instruction is explicit, broken into smaller steps, practiced under guidance and when feedback is given immediately.

[Teaching Strategies: Cognitive Load Theory](#) (2:54)

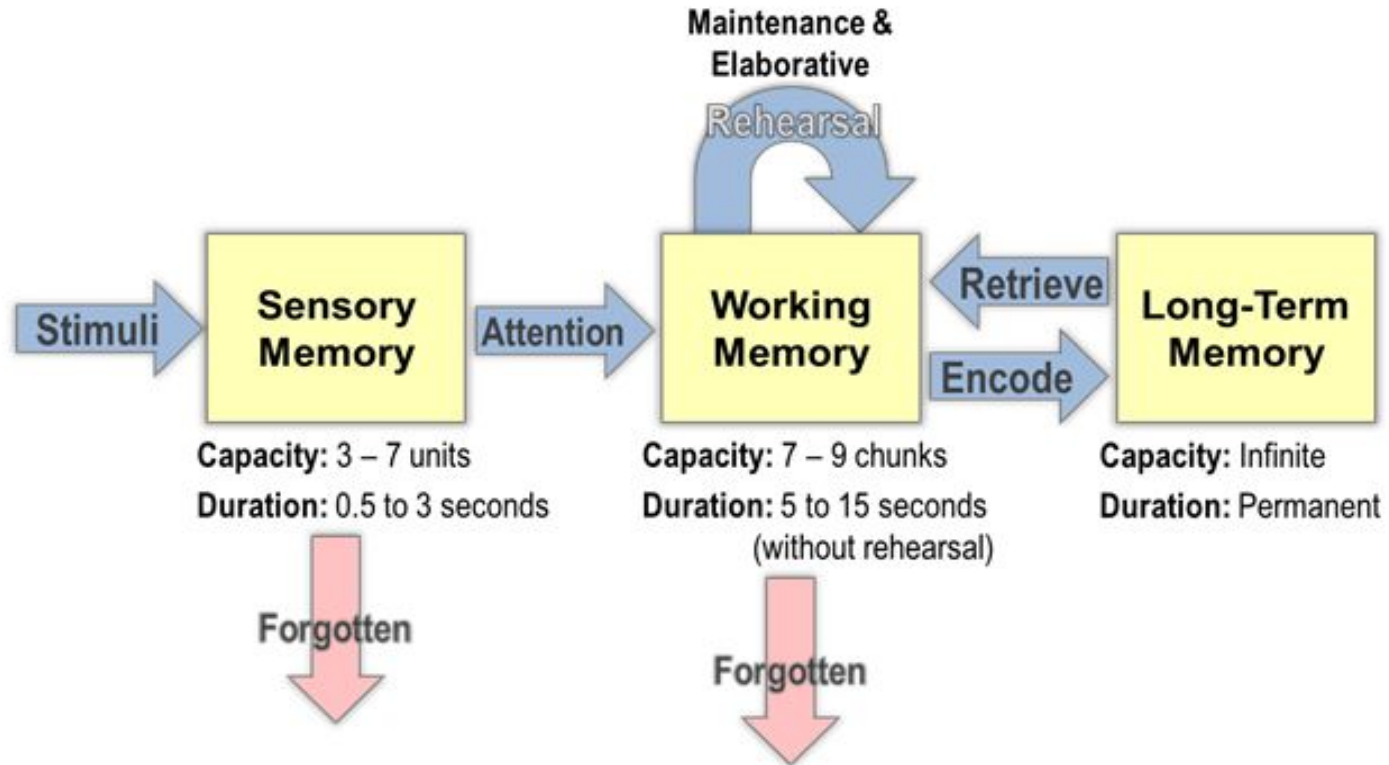
PARENT INFORMATION-Information Processing Model

The Information Processing Model helps us understand how we learn and remember things effectively.

1. **Sensory Memory:** It's like a super quick snapshot of what you see, hear, or feel.
2. **Attention:** This is like your brain's spotlight. It helps you focus on important things, like when a teacher is explaining a new math concept. If attention is not gained and maintained information might get lost.
3. **Short-Term Memory:** This is like your brain's notepad. It holds onto information for a short time, like when you remember a phone number just long enough to dial it.
4. **Long-Term Memory:** This is the area where your brain stores important information for the long haul, like how to drive a car. At first learning to drive is intensive and stressful because there is so much information that you try to manage in your short term memory. The more you drive things become more automatic so you no longer need to focus on where the blinker is etc. The more you review or practice, the stronger this memory becomes and gets stored in your Long term memory.
5. **Retrieval:** This is like searching through your brain's filing cabinet. When you need information, like the capital of France, your brain finds it in your long-term memory. It is important to regularly retrieve information from your long term memory, this makes this memory stronger and more permanent.

Why is all this important? By understanding how your brain processes information, you can use strategies to make learning easier. Paying attention, reviewing, and practicing help information move from short-term to long-term memory. Breaking down complex topics into smaller, digestible parts can help kids process and remember better. Also, revisiting information over time, called spaced repetition, helps move things from working memory to long-term memory. So, the Information Processing Model helps us understand how learning happens in our brains and how to make it more efficient for teaching our students at Clairvaux.

Information Processing Model



If nothing has changed in memory then nothing has really been learnt. (J Sweller)

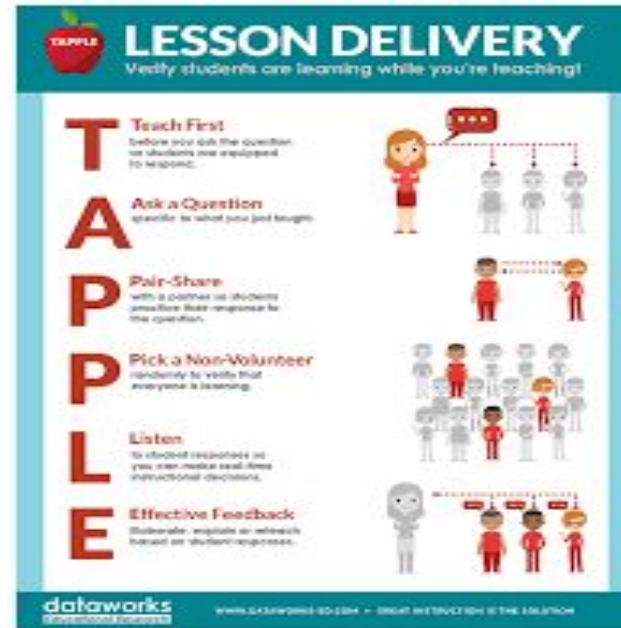
PARENT INFORMATION-Ways to support learning in the classroom

At Clairvaux we use set routines and practices to enhance teaching and learning considering our understanding of Cognitive Load Theory and The Information Processing Model.

TAPPLE

We have learnt the importance of continual Checking for Understanding-TAPPLE. By continually checking for understanding we can quickly give corrective feedback or reteach information that has not been fully understood.

Tapple helps guide how questions are asked in the classroom to ensure all students are constantly engaged in their learning rather than focussing on the same children with their hand up to answer a question.



ENGAGEMENT NORMS

Engagement Norms ensure children are doing something every minute, whether it be discussion with a partner, reading text aloud, showing responses on a whiteboard or gesturing.

These norms are designed to keep students actively engaged in their learning.

[Link to Video](#) (20:14) (Example of Clairvaux teachers using TAPPLE and Engagement Norms in the classroom)



PARENT INFORMATION-What are Daily Reviews?

Daily reviews are like mental workouts for your child's brain. When they're learning new things, their brain stores information in different "folders," and these reviews help organize and strengthen those folders.

Retrieval practice is like a quiz for the brain. Instead of just rereading notes, your child tries to remember what they've learned. It's like going to the gym and flexing their memory muscles. This makes the information stick better because it signals the brain that it's important.

Interleaved practice mixes different topics or subjects together, just like a puzzle with pieces from different pictures. This might seem harder at first, but it's incredibly effective. It forces the brain to work harder to distinguish between different ideas, which improves long-term understanding and retention.

Daily reviews, using retrieval and interleaved practice, are crucial for learning because they strengthen memory and understanding. They help your child recall information more easily, so they can build on what they've learned. Think of it like building a sturdy house – daily reviews are the foundation that keeps everything stable and strong. So, encourage your child to make it a daily habit, and watch their learning skills grow!

At Clairvaux we do Daily Reviews in Literacy and Maths.

PARENT INFORMATION- What is a Low Variance Curriculum

Low curriculum variance is a deliberate effort by schools to create a scope and sequence (a highly detailed plan of what will be taught and when) for the subject areas and to work extremely hard to ensure that kids are being taught the same content, to the same expected standards at the same year level.

It “prescribes” the content (literacy and maths) It breaks down the content into manageable parts or units It specifies time limits for teaching units
It is founded on evidence-based research. It ensures that every child in the same year level is being taught the same content It targets the lower ability children It promotes upwards differentiation

At Clairvaux we have developed scope and sequences across the school to help each teacher to educate every student in an equitable way and with very little variation between classes. Teachers of course will have differing personalities that they will bring to their classrooms but the content taught in each room will be of the same quality that is evidence based and based on research and the science of how students learn.

Science of Learning

‘Programs’

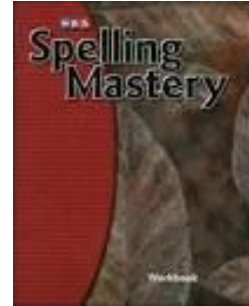
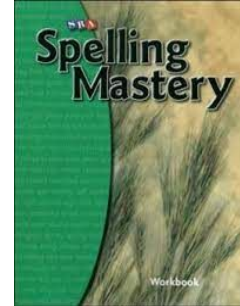
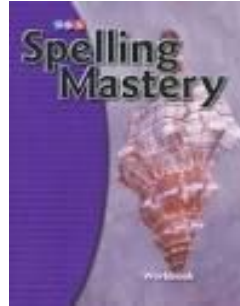
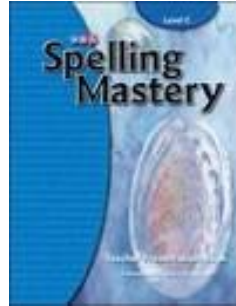
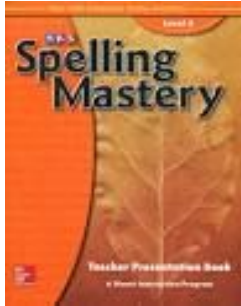
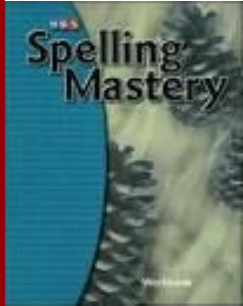


PARENT INFORMATION-Spelling Mastery

Spelling Mastery Parent Information Spelling Mastery Program: Students in Years 2-6 at Clairvaux learn to spell using Spelling Mastery which is a differentiated spelling program. The program uses an explicit, teacher-directed method of teaching called Direct Instruction. Spelling Mastery is an effective, research-proven spelling program that teaches students the strategies they need to become successful, life-long spellers.

Spelling Mastery helps students to understand the relationship between sounds, word parts and spelling patterns and encourages them to become proficient writers. Through Spelling Mastery, students learn to spell in three ways: 1. Students learn words using a phonemic approach. This sound-symbol method teaches students predictable spellings for different sounds. 2. Students learn using a whole-word approach. This whole-word method teaches students common, irregularly-spelled words. For example, words like friend, answer and people, whose spellings can't be figured out. 3. Students learn rules about how to put different word parts together. These word parts are all called morphographs. Once they have learned to spell a few morphographs, students can mix them up to spell many words. They also learn the rules of putting morphographs together.

Spelling Mastery is a Direct Instruction model of teaching. This means that teachers follow a script for these lessons. This allows for less variance in lessons between teaching groups so that all students have an equal learning experience no matter what group they may be in or what teacher may be teaching them. The structure of the lessons allow for repetition of previous learning to give the greatest opportunity for the spelling knowledge to move from their working memory into their Long Term Memory to be retrieved when they are independently reading and writing. Each student has their own workbook for their lessons to record and practise new spelling learnt



Clairvaux RTI - Response to Intervention



- RTI aims to identify kids who are struggling in school.
- It uses targeted teaching to help students make gains beyond what can occur in the classroom.
- An important part of RTI is measuring progress and providing more support to kids who need it.

The word *intervention* is key to understanding what RTI is all about. The goal is for the school to intervene, or step in, and start helping before a student falls really far behind.

Teachers can provide targeted teaching — called Learning Enhancement — to help struggling students make gains. A big part of the RTI process involves closely monitoring student progress. That way the school can see which students need more academic support.

RTI isn't a specific program or type of teaching. It's a proactive approach: RTI measures students' skills and uses this data to decide which interventions to use.

The evidence suggests that with consistent use of effective instruction at Tier 1, a team-based problem-solving approach to selecting evidence-based interventions and implementing these with fidelity at Tier 2, 95% of students could meet academic benchmarks. As it was found in the US, this would reserve intensive Tier 3 support only for a small proportion of students in need and reduce the number of special education placements. (AERO)

PARENT INFORMATION - RTI Process- Reading Enhancement

In our Junior years -Prep, 1 and 2, students take part in the Little Learners Love Literacy Program as their Tier 1 instruction. Students who need extra support have small group support with the same program with more intensity and frequency.

At Clairvaux we use the UFLI program to support reading instruction for students who continue to have challenges with phonics in Years 3-6. UFLI Foundations is an explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. Foundations is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

At Clairvaux we use UFLI to support our Little Learners Love Literacy Tier 1 instruction. From year 1 we universally screen students to determine those below benchmark and then implement effective and efficient interventions. If students literacy testing shows continued challenges with Phonics, the student/s would take part in the UFLI intervention program.

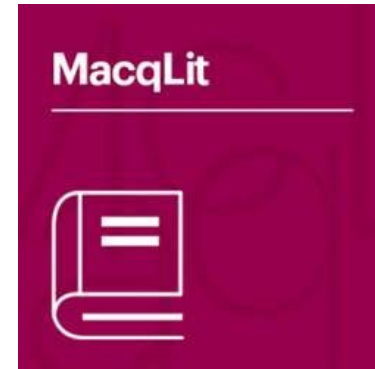
For a select group of students in our Year 3-6 levels we also have our MacqLit Intervention program is an explicit and systematic reading intervention program for small groups of older low progress readers which includes phonemic awareness, phonics, fluency, vocabulary and comprehension.



PARENT INFORMATION-MacqLit Enhancement

The MacqLit Intervention program is an explicit and systematic reading intervention program for small groups of older low progress readers. The program is an evidence based reading intervention which includes phonemic awareness, phonics, fluency, vocabulary and comprehension.

We have invested in this program and the training of a staff member to conduct the program. To get the best success from this program it is important that your child reads daily for at least 20 minutes, preferably with an adult.



PARENT INFORMATION - RTI Process- Maths Enhancement

We are committed to ensuring every student experiences success in Mathematics. Some students participate in our targeted Learning Enhancement program, which:

- Runs alongside classroom mathematics
- Focuses on strengthening number and place value foundations
- Is delivered in small groups several times per week
- Uses explicit instruction and hands-on materials
- Is regularly monitored and adjusted based on progress

——— Step-by-Step ———
Math to Mastery
FOR SPECIAL EDUCATION & INTERVENTION



The goal is to build accuracy, confidence and independence so students can fully engage in classroom learning. At Clairvaux, we use the Step-By-Step Math to Mastery program to support students through our targeted Mathematics Learning Enhancement initiative. The program is designed to build strong foundations in number and place value through small-group instruction.

Our Numeracy Leader plans and coordinates the program, while our dedicated Learning Support Officers (LSOs) deliver the lessons day-to-day. Students are assessed and grouped according to similar learning needs, and attend sessions for approximately 20 minutes, 3–4 times a week, in addition to their regular classroom maths lessons. Lessons involve explicit instruction, worked examples, and the use of concrete materials and pictorial representations. Students are given 1:1 support when needed and have plenty of opportunities to practise and consolidate their new learning in a supportive environment.

Student progress is monitored regularly, and groupings are reviewed each semester to ensure each learner receives the support they need to move forward with confidence.