

# ST CECILIA'S ROMAN CATHOLIC HIGH SCHOOL



## Teaching and Learning Policy 2017-18

**St Cecilia's RC High School**  
**Teaching and Learning Policy**

***'We sing with Praise to the Lord our Light and our Shield'***

**The full implementation of the teaching and learning development plan which has at its core the development of achievement for ALL pupils and continued strategies in assessment for learning.**

**Purpose of the policy**

Ensure that the pupils at St Cecilia's are provided with high-quality learning experiences that lead to consistently high levels of pupil achievement.

Guide what children do, what teachers do, how time is managed, the organisation of the classroom and St Cecilia's and how organisation creates an effective and well-managed learning environment in which the individual needs of each child can be met.

Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework and ensure that each individual is given every opportunity to achieve academic excellence using the talents God gave us to the full.

**Personalised learning as a concept is understood to mean the development of five key components:**

1. Effective teaching and learning
2. Assessment for learning
3. Curriculum entitlement and choice for pupils
4. School organisation; going beyond the classroom
5. Community initiatives

**Principles guiding the policy**

**Teachers' learning**

All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the

continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.

Professional development is essential for supporting all adults to develop their own learning.

Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

### **Teaching and learning with pupils**

We believe that pupils learn best when they:

- are happy and enjoying lessons
- are interested and motivated
- achieve success and gain approval
- are given tasks which match and extend their ability
- clearly understand the task
- are confident, feel safe and secure and are aware of boundaries
- are challenged and stimulated

### **The learning experience**

This should be organised to ensure that pupils have the opportunity to develop a range of personal learning and thinking skills:

- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social, spiritual and moral skills
- develop independence
- use initiative
- receive support
- achieve academically

Pupils should be encouraged to develop organisational skills and independence through:

- appropriate tasks
- confidence-building
- co-operation
- provision of suitable opportunities
- responsibilities

### **The learning environment**

Learning takes place in an environment which:

- is challenging and stimulating
- is peaceful and calm
- is welcoming and caring
- is organised
- is well-resourced
- makes learning accessible
- is encouraging and appreciative
- has up to date and interesting wall displays
- provides equal opportunities

### **Responsibilities for teaching and learning**

#### **Classroom teachers**

- Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:
  - Self-evaluation of their subject knowledge and understanding of educational initiatives-Departmental reviews and snapshot fortnights
  - Self-evaluation of the quality and effectiveness of their own teaching and their classroom management
  - monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally-Use of SISRA
  - self-evaluation of their contribution to the policies and aspirations of the school

#### **Form tutors**

Form tutors are responsible for contributing to and monitoring the progression and wellbeing of individual pupils in their tutor group, and for providing support and advice to those pupils, both social, morally, spiritually and academically. This is achieved by:

- form inspections in snapshot fortnights, alongside HoY and SLT
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- monitoring of behaviour, homework in line with the new policy and behaviour for learning grades, use of planners, rewards, stars, sanctions, uniform, punctuality and attendance

### **Curriculum leaders**

- Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:
- evaluating the teaching of their subject and the planning of lessons, and using this analysis to identify and share effective practice and to lead action for improvement
- ensuring curriculum coverage, continuity and progress for all pupils
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, pupil premium)
- monitoring pupils' work through work scrutiny as part of snapshot fortnights; regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality and consistency and to implement strategies for improvement

### **Senior leadership team**

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the school improvement plan.

- In formal lesson observations as part of departmental reviews
- Formal lesson observations if required
- Departmental Reviews-DSEF framework
- Snapshot fortnights
- Weekly drop ins and work scrutiny
- Planning and preparation

### **Teachers should plan lessons:**

- which allow pupils to progress in their learning
- where the learning that is required to take place in each part of the lesson is clear and progress can be clearly checked
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem-solving, decision-making and application
- which are differentiated for varying needs by task, outcomes, and/or method
- which use stimulating resources, including use of ICT and e-learning, which are differentiated as appropriate to the pupils
- which provide pace and challenge for all pupils
- which use effective questioning and AFL techniques to direct and challenge pupils
- which incorporate the school's literacy, numeracy and ICT policies
- which are informed, when appropriate, by prior learning
- which are enjoyable and interesting
- Lesson plans should be in the school binder with the school lesson plan template but staff can use a more detailed template if they wish
- Any formal and informal observed lesson must make use of the school lesson planning template provided

### **Teaching styles**

Teachers should use teaching strategies which:

- allow development of Kagan (collective) (co-operative) approaches to learning
- allow pupils to learn in different styles, ie visual, auditory or kinaesthetic
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy, (see classroom code-RAISE)
- use the new behaviour for learning grades with pupils on report and in the classroom
- use topics which are relevant and within pupils' experience
- use others to deliver the lessons, e.g. other pupils, outside agencies
- Assessment, recording and reporting (see policy)

### **Teachers should:**

- assess pupils' work regularly according to the school assessment policy, giving pupils clear guidance and feedback that informs them how to make progress against set targets
- use analysis of assessment to inform their teaching and support pupils' progress
- use data to ensure pupils are working at their full potential and set targets to achieve this
- inform parents and appropriate staff within school of pupils' progress or underachievement

### **ASL Support**

#### **Teachers should:**

- be aware of the specific learning needs of their pupils
- consult with SENCO and assistant SENCO about the needs of individual pupils when appropriate
- work with teaching assistants and other adults to ensure pupils are best supported in their learning, and use pupil passports as working documents in their planning to differentiate work for individual pupils
- provide a 5 minute lesson plan if appropriate to aid communication with the teaching assistant especially in very wide ability classes

### **Learning**

#### **Pupils should:**

- follow the RAISE policy in behavioural classroom code
- be prepared for lessons with the correct equipment
- complete homework to enhance their learning
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work
- make positive contributions to class discussions
- take responsibility for improving their own learning
- ask for help if required

### **Continuous professional development**

#### **Teachers should:**

*Discover, Develop, Rejoice*

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- own a subject related reading book and partake in the book review as part of Friday Focus
- aim to participate in the delivery of the choice ECPD groups
- deliver a 2 minute inset as part of Friday Focus
- discuss teaching and learning at curriculum area meetings in order to share good practice
- plan their own CPD programme in conjunction with their team leader and/or curriculum leader and/or T&L coordinator as a result of the performance management process
- Reviews/monitoring of teaching and learning

**The aim is to:**

- identify and share good practice
- evaluate the quality of teaching in line with Ofsted criteria and set targets for improvement
- track progress on teaching and learning issues identified in the school improvement plan
- identify key aspects of teaching for development by departments and for the whole school
- identify and support weaker teachers
- standardise monitoring procedures, including lesson observations through paired observations and non-graded lesson observations

**Curriculum departmental review meetings**

- Every year, the Headteacher and link SLT member meet each curriculum leader (see DSEF framework document) with the aim of:
- monitoring the effectiveness of leadership and management of their curriculum area
- analysing performance data and setting targets for improvement
- giving support and arranging training for development
- ensuring quality of standards and verifying judgements of middle leaders ensuring the quality of teaching and learning
- Work scrutiny
- Pupils questionnaire to use a tool for improvement
- Useful guidance on practice

## **Blooms Revised Taxonomy**

**Remembering/Knowledge** - recalling information; recognising, listing, describing, retrieving, naming, finding, reciting, stating, viewing

**Understanding/Comprehension** - explaining ideas or concepts; interpreting, summarising, paraphrasing, classifying, explaining, demonstrating, predicting, translating, illustrating, selecting

**Applying** - using information in another familiar situation implementing, carrying out, using, executing, constructing, reporting, operating, repairing, solving, performing

**Analysing** - breaking information into parts to explore understandings and relationships; comparing, organising, deconstructing, interrogating, finding, examining, contrasting

**Evaluating** - justifying a decision or course of action; checking, hypothesising, critiquing, experimenting, judging, concluding, comparing, critiquing, evaluating

**Creating/synthesis**- generating new ideas or ways of viewing things; designing, planning, producing, inventing, planning, proposing, building, summarising, modifying

## **Questions to ask about your lessons**

### **Planning**

- What were the learning objectives for the lesson and for (named individual/group)?
- How were the learning outcomes differentiated to meet the needs of (named individual/group)?
- How do the learning objectives for the lesson develop from previous work?
- Are there clear success criteria/outcomes for the learning?
- Differentiation
- Challenge
- Pace

- What did the high/medium/low ability pupils achieve in this lesson?
- What else might you do to ensure that (named individual/group) achieves well?
- What support was offered to pupils with SEND/EAL/AGT/PP?
- How did (named individual/group) access the tasks and content in the lesson?
- How does the lesson link to previous learning/the next lesson for (named individual/group)?
- Have you planned for SMSC in your lessons?
- What were the objectives for the teaching assistant/HLTA in this lesson?
- How did the teaching assistant/HLTA/other adult support (named individual/group) needs?

### **Pupil behaviour/attitude?**

- How did (named individual/group) apply themselves to the task/learning required?
- What was the impact of the behaviour of (named individual/group) on their own learning/learning of others?
- How would you summarise the attitude of (named individual/group) in the lesson?
- What might you do to improve the attitude/behaviour of (named individual/group)?
- How was the teaching assistant/HLTA used to support work application and behaviour expectations?

### **Learning objectives/outcomes/progress**

- Did (named individual/group) achieve the learning objective set?
- What is the evidence for this?
- Was the level of challenge appropriate for (named individual/group)?  
What is the evidence you used to reach this judgement?
- How much progress did (named individual/group) make in this lesson?  
What is the evidence you used to reach this judgement?
- How easy/difficult did (named individual/group) find the outcomes of the lesson?
- What else could (named individual/group) have achieved in this lesson?  
How might you help them achieve this?

### **SEND/AGT**

What individual needs does (named individual/group) have that are relevant to this lesson?

- How were the tasks/lesson content/your expectations adapted for (named individual/group) needs?
- What further provision could be made for (named individual/group)?
- How do the outcomes of the lesson for (named individual/group) link to their pupil passport?
- What else could (named individual/group) have achieved in this lesson? How might you help them achieve this?

### **ICT**

- What impact on learning did the use of ICT make in the lesson?
- How did the use of ICT extend pupils' learning in the lesson?
- How might ICT have made greater impact on learning in the lesson?
- In what ways did the use of ICT extend the learning in the lesson?

### **Learning styles**

- How did your teaching cater for the different learning styles of pupils in the class?
- Which pupil or groups need specific emphasis or approaches to support the effectiveness of their learning?
- How were these pupils/groups supported in this lesson?
- How might you develop your teaching/the resources used to support (named individual/group) further?

### **Assessment**

- What opportunities for assessment were built into the lesson?
- What assessment information did you derive from the lesson?
- What does the assessment information tell you about the pupils' learning and future needs?
- How does the evaluation of the lesson contribute to your overall assessment of the pupils' achievement?

### **Resources and the learning environment**

- How effective were pupils in accessing the necessary resources and equipment in the lesson?
- How might this have been further improved?

- What support for the lessons learning objectives could pupils gain from the classroom displays and resources?

### **Pupil independence and ownership of learning**

- What was the balance between teacher-directed learning and independent pupil learning in the lesson?
- How effective was this balance in relation to the learning objectives of the lesson?
- How much independence did (named individual/group) take in their learning in the lesson?
- How might this be extended?

In summary, to underpin everything that we do at St Cecilia's the guiding principle that every learner must fulfil their academic potential, with all learners, both pupil and adult, aiming at excellence in everything they do.

### **Quality assurance will be ensured through:**

- **Monitoring of teaching and learning** – through regular drop ins, informal lesson observations, (formal if needed), appraisal/performance management, snapshot fortnights and information monitoring by line managers.
- Target setting and data tracking (with intervention in place).
- Regular ongoing and rigorous departmental review.
- CPD that enhances, develops and shares best practice (see current programme).

Review date-July 2019