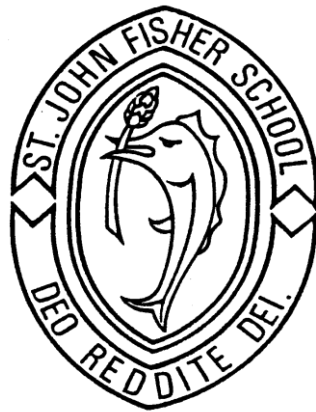


St JOHN FISHER CATHOLIC COMPREHENSIVE SCHOOL



TEACHING AND LEARNING POLICY

The Mission statement:

“St. John Fisher Catholic Comprehensive School educates pupils spiritually and academically forming them through Faith so that they will achieve their aspirations and contribute to their community.”

Date of Policy: September 2017

Date of Ratification:

Date of Review: September 2019 (reviewed and amended Sep 2017) **Owner: Mr I**

Jordan

This policy should be used in conjunction with the school's:

Feedback and Assessment Policy

Behaviour for Learning Policy

Teaching and Learning Mission statement

St John Fisher aims to provide the experience of a living and worshipping community with an emphasis on an education attending to the needs of each individual student. The school's main aim is to encourage each student to work towards fulfilling their potential. It is important that we teach students how to "own their learning" in order to become independent learners and develop core skills for life-long learning.

This policy aims to ensure effective teaching and learning take place.

Aims

To provide a safe secure environment for high quality learning

To allow students to explore their faith and spirituality

For students to achieve well and have a high level of English and mathematics

Students to take pride in their achievement and have a desire to succeed

For students to develop skills for life and be prepared for the world of work

Teaching and Learning Key Principles

1. A teacher will know and meet the teachers' standards and deliver in line with the Catholic ethos
2. A teacher will have a detailed understanding of their students' needs
3. Teachers must create and maintain a purposeful learning environment; this includes having high expectations of students which are shared regularly
4. Planning will be based upon detailed Schemes of Learning (SoLs) and Curriculum Overviews developed in departments and available in the electronic 'staff area'
5. Students must be ready to learn with clear structured lessons to promote engaged learning
6. English and mathematics are delivered explicitly throughout teaching and learning
7. Assessment is used to plan and prepare lessons; students will know what they need to do to improve and the whole school assessment policy will be followed.
8. Achievement must be recognised and rewarded.
9. Homework is set by teachers that deepens understanding and prepares students for future work. There is no specific quantity of homework to be set or amount of time homework should take. Homework will differ between subjects and key stages. Every department is expected to set homework. Homework can be set over holidays where appropriate.

Role of the Teacher:

- Classroom teachers will know the key principles of the teaching and learning policy.
- Teachers will strive to deliver consistently good and outstanding lessons.
- Teachers are to follow the school's consistent approach to starting the lesson. (5 Minute Learning Starter)
- Assessment is to take place in line with the whole school assessment policy and feedback tasks must be used to address errors and misconceptions.
- Homework will **not** be set at the **end** of the lesson and will be made available on Show My Homework.

- Learning Support Assistant (LSA) will be assigned to lessons to support identified learners. Teachers will share planning, resources and data. Teachers are expected to communicate regularly with LSAs.
- Every teacher has the responsibility to meet the educational needs of **ALL** students. AEN data is to be used to plan lessons. Teacher will provide and share information with the SENCO.
- English and mathematics will be an integral part to learning
- Each teacher must have a data pack containing information on assessment, learning needs and teaching strategies for each class. The data pack is made available on request.

Role of the PSHRE Tutor:

- Every teacher and LSA is expected to be a PSHRE tutor.
- A tutor will be integral in supporting a student's learning and personal development. □ Tutors will follow and deliver a programme of study.

Role of the Year Group Progress Leader (YGPL):

- Year group progress leaders are responsible for academic progress and pastoral needs of all students in their year group.
- Staff are to provide YGPLs with accurate and up to date information on student progress.
- Staff will raise concerns over groups or individuals who are at risk of not making good progress.

Role of the Subject / Curriculum Leader:

- Promote positivity and model good practice to their subject teachers and LSAs.
- Monitor and review the quality of teaching and learning within their subject.
- Ensure **ALL** the policies named above are being used and followed by teachers and LSAs.
- Co-ordinate the creation and development of high quality Schemes of Learning (SoLs) and Curriculum overviews.
- Ensure that all teachers are planning lessons based around the SoL.

Role of the leadership team

- The leadership team are responsible for the overall management and development of teaching and learning across the school.
- The Assistant Head Teacher responsible for Teaching and Learning will oversee the quality assurance of teaching and learning and professional development of teaching staff. □ The leadership team will observe lessons as per the lesson observation policy.

Explanation of Key Principles:

A teacher will know and meet the teachers' standards and deliver in line with the Catholic ethos

Teachers' standards will form part of the teacher appraisal objectives.
<https://www.gov.uk/government/publications/teachers-standards>

A teacher will have a detailed understanding of their students' needs

Data packs will contain annotated notes on learner needs and teaching strategies.
Seating plan and/or details of behaviour management strategies to be used.
Details and results of assessments.
Teachers and LSAs will differentiate lessons and tasks to suit all their learners.

Teachers must create and maintain a purposeful learning environment; this includes having high expectation of students which are shared regularly.

Rooms are to be kept clean and tidy, free from clutter. Classrooms are to be left ready for the next lesson.
Displays are updated at least twice a year and are relevant to learning content including praising and promoting student work.
Teachers and LSAs use positive language with the students and set high expectations. Teachers must not allow students to deface books, folders and planners.
Students should be encouraged to take care of their work and books.
Punctuality is essential for staff and students.
Lessons must last the full length; students are not to be dismissed early and must leave the lesson in an orderly fashion.

Students must be ready to learn with clear structured lessons to promote engaged learning

Each lesson is to start with a 5-minute learning starter. The activity / task is up to the teacher or LSA.
Lessons have clear objectives and these are shared with the students. Activities are planned to engage and motivate students.
Lessons are planned well and resources are appropriate to student ability.
Lessons should have pace and be such that students will look forward to them and enjoy learning.
Lessons must be pitched in such a way that all students find the work and learning challenging.

English and mathematics are delivered explicitly throughout teaching and learning.

The promotion of literacy is to be used in all lessons in line with the school policy.
Teachers and LSAs should use and record the use of numeracy as and when it is appropriate on the Scheme of Learning.

Assessment is used to plan and prepare lessons; students will know what they need to do to improve.

Written and oral feedback must be given to students as per the feedback and assessment policy
Feedback must be meaningful and promotes progress.
Feedback must, in part, consist of tasks designed to address errors, misconceptions and areas for development.
Students will know what level they are working at and what to do to progress.

Achievement must be recognised and rewarded.

All staff are to reward students using the Bwatch system.
Recognition and rewards will make students want to attend lessons and look forward to their learnings.

Homework is set in line with department policy that deepens understanding and prepares for future work

Homework must be planned, clear and meaningful.

The school uses Show My Homework; teachers are to ensure homework is on the website.