



St Boniface's Catholic College.

TEACHING & LEARNING POLICY

Date approved by Teaching and Learning Committee:	October 2015
Date of Next Review:	October 2018

St Boniface's pedagogical beliefs

A common way of approaching pedagogy is as the art and science (and maybe even craft) of teaching. However it could be suggested that a good way of exploring pedagogy is as the process of accompanying learners; caring for and about them; and bringing learning into life.

No set of pedagogical Principles can claim to be the final or complete word on quality learning and teaching. An effective teacher has a wide-ranging repertoire of different teaching and learning models, strategies and techniques and knows how to create the right conditions for learning. The choice is determined by the nature of the learning objective.

Pedagogical strategies:

- Structuring learning
- Teaching models
- Lesson design for lower attainers
- Lesson design for inclusion
- Starters and plenaries
- Modelling
- Questioning
- Explaining
- Guided learning
- Group work
- Active engagement techniques
- Assessment for learning
- Developing reading
- Developing writing
- Using ICT to enhance learning
- Leading in learning
- Developing effective learners
- Improving the climate for learning
- Learning styles
- Classroom management

Education is meant to supplement the upbringing provided by families and communities with a more systematic preparation for the future. That preparation involves cultivating the knowledge, skills, habits, attitudes, values and beliefs that we think young people are going to need if they are to thrive in the world that we foresee them living in.

St Boniface's recipe for success;

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Rapid and sustained progress as a result of:

- Consistently high expectations
 - Systematic and effective checking of pupils' understanding
 - High levels of engagement and commitment to learning
 - High quality marking and constructive feedback
 - Well-judged and often inspirational teaching strategies
1. **INFORMATION** – good or better teaching starts by using quantitative and qualitative data to identify where learners need to head next
 2. **OUTCOMES** – good or better teaching is organised around achieving excellent outcomes incrementally and over the long term
 3. **BIG PICTURE** – great teaching ensures learners see where new learning fits into where they currently are
 4. **LESSON SHAPE AND STRUCTURE** – good or better teaching is coherent in its sequence and builds knowledge, understanding and skills incrementally
 5. **ASSESSMENT OPPORTUNITIES** – good or better teaching has progress checking as part and parcel of its structure
 6. **ADAPTABILITY** – good or better teaching is flexible and ensures that pace and content is responsive to the needs of individuals, groups and the whole class

The *recipe* as a thinking frame for planning

INFORMATION	What do my progress data and notes tell me about how well my students are doing?
OUTCOMES	For students to make great progress in this lesson (or series of lessons), what do they need to achieve by the end?
BIG PICTURE	How do I frame the start of the lesson to reflect the 'big story' of what they'll be learning? How do I 'hook' my students into their learning?
LESSON SHAPE AND STRUCTURE	How am I going to get them to those outcomes? Where do we start, head next, and where do we end? How do I know this is the right order and sequence?
ASSESSMENT OPPORTUNITIES	What can I build into the lesson to check on progress? How can I ensure my students know how they're doing both during and by the end of the lesson?
ADAPTABILITY	What can I do if they don't get it, get it quicker than I thought, or take us down sidelines that may or may not be relevant?

Key Learning Principles

- There is no known ceiling to achievement – intelligence can be developed – There is a focus on Growth Mindset and developing the motivated and engaged learner.

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- Each student must know what to do in order to improve and how to do it. High expectations on their own are not enough.
- Good teaching creates learning. Every student has the right to be successful and the ability to achieve.
- Challenge/Pace/Progression/Engagement are the Colleges key aims in creating a positive learning environment.

Teaching and Learning are interactive. It is important that we teach students how to 'learn to learn' in order to become independent learners and develop skills for lifelong learning.

Learning to Learn Guidelines

Success Criteria:

It must be made explicit to students what they need to do to be successful in their learning. This could include:

- Discussions with students about their learning
- Explanation (by teacher, between students, by students to whole group)
- Scaffolding (writing frames, sentence starters)
- Modelling (sharing students' work, working through examples, guided writing and sharing planning, demonstrations and the use of exam questions to model effective exam technique)
- Developing effective study skills (e.g. revision techniques, recording notes, summarising)
- Using feedback, both given and sought, to make students passionate, active and engaged when participating in lessons and at home.
- Using SAM learning as a method to enhance the classroom work and develop their independence.
- Using marking formatively to guide the student toward achievement and understanding
- Using well planned summative assessments to aid the teacher and student toward their end goal (moderated assessment – planned into scheme of work)
- Evidence of progression written in books on standardised sticker allowing the student to reflect on their progress

High expectations should be set by both students and teachers alike.

- Both staff and students should show enthusiasm and passion in the classroom.
- Challenging learning objectives are matched to the learners.
- Differentiation is evident (e.g all, most, some)
- Teaching Assistants are used effectively to accelerate progress, there should be communication with the teacher before / after/ during the lesson.

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- Target setting is visible in books.
- Teacher uses praise / reward.
- Teacher increases students resilience and ability to accept they are sometimes not correct, creating an environment where failure is part of the learning journey.
- Teacher and students follow the College procedures and are ready to learn. The students must come prepared to learn with all the equipment to do the job.
- Teachers create an environment which challenges the individual learner through well scaffolded lessons to allow achievement in a safe, supportive, pace and motivating environment.

New Learning must be shared and reviewed:

If students are to take responsibility for their own learning they need to know what they are expected to learn and how then can achieve it. Learning objectives allow students to engage with the process of learning.

- Teachers must make the New Learning explicit to all students. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:



- **Connect**
 - Written on the board
 - Orally
 - Written by students in their books
 - Printed on handouts
 - Used as the title
 - Thought should be taken about advice from the Communications and Interactions Team (CIT) about bullet pointing key points along with writing in different colours. Preferably New Learning should remain on the board for the whole lesson

- It is important to be flexible with the learning as progress is variable within the topic.
- New Learning can often be best understood when related to an end product or real life example, this gives the topic relevance.
- The New Learning must be revisited throughout and at the end of the lesson to gauge the progression the student is making. This can be done in a variety of ways:



- **Stretch**



- **Transfer**

- Students review their learning against the lesson objectives

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- Teacher questions
- ICT innovations/white boards
- Students record two key points (individually or in pairs)
- Teacher re-caps
- Mini plenaries
- Use of exam questions or written assessment
- Peer evaluation
- Progression over time should be visible in their exercise books bringing together topics and sequences of lessons

The structure of lessons:

Clearly structured lessons promote learning.

- Lesson plans should be clearly set out and available for support staff in every lesson. This should include New Learning and be engaging and relevant. It is good practice to provide classlists and seating plans to aid the cover team via the green folder.
- Lessons must have a clear start. This will include starter activities such as brainstorms, demonstrations as well as a review-recap of previous learning. The setting of homework should normally take place in the first part of the lesson. Setting homework at the end of the lesson discriminates against students with learning difficulties.
- Lessons must have a clear finish, which will include a review of learning objectives (see above) but may also include quick fire questioning to correct misapprehensions and a preview of the next lesson.



- The building blocks of the lesson should be understood and used appropriately and not just be labels. Connecting should engage the student with the topic, putting it into context with relevance or challenge.
Stretch should gauge the pace required and be differentiated.
Transfer should bring together the topic, within the subject, to an end result/assessment of their knowledge.
- When planning the lesson the outcomes should be thought about with the objectives being the stepping stones to achieve the outcomes.

Lesson Activities should be varied: Challenge/Pace/Progression/Engagement Purposeful and appropriate planning will meet the needs of all students. Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- A range of teacher-led and student-centred activities should be used.
- Teachers must use a range of teaching strategies to take account of learning needs of all students

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- Students must have the opportunity to work in a variety of ways, such as individually, in pairs, small groups, whole class situations
- Differentiation is a powerful tool for student learning, it must be valid, clear and specific and can take many forms. This can include:
 - Differentiation by outcome
 - Differentiation by task
 - Developing and adapting resources to both support and extend student, taking into account all students' needs
 - The use of student groupings

Absence from College should be considered a missed learning opportunity with everything possible being done to provide continuity of learning and progress of the student.

To ensure the cover process runs smoothly, planning/teaching responsibilities must be understood and reliance on the Cover Team undertaking all aspects of cover need to be challenged, with ownership given to teaching staff.

- Subject teachers must
 - Adhere to the agreed cover process and set timely, relevant and meaningful work.
 - The work set should take into account that the cover team don't have the expertise and subject knowledge and therefore needs to be appropriate for them to deliver and achieve on your behalf.
 - Work should consider differentiation and be pitched with DSEN and the more able in mind.
 - Where possible work should have a progressive slant moving old work into new contexts or use exam questions to extend and build on prior knowledge.
 - State clearly the minimum work to be completed by the group.
 - The cover team cannot introduce new topics therefore work should consider the above factors.
- Curriculum Leaders must
 - Ensure absent staff adhere to agreed cover process.
 - All work set should be checked and signed off for its suitability.
 - On first day absence, where work has not been set, the Curriculum Leader should provide appropriate cover work .
 - When communications suggest a period of absence longer than one day the Curriculum Leader should provide appropriate work for the whole period in a timely fashion.
 - For long term absence the Senior Leadership Team should ensure specialist supply teachers are employed via the Cover Manager.

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- The Curriculum Leader should ensure that the Cover Team are supported with behaviour management, appropriate cover work and are checked on regularly.
- The Curriculum Leader should ensure that supply colleagues are supported with behaviour management, appropriate cover work and are checked on regularly. Poor quality supply teachers should be reported to the Cover Manager so they are not employed subsequently.
- The Cover Team must
 - Follow the lesson plan according to teacher instructions so as to drive progress forward.
 - Feedback how far children progressed with the lesson plan individually.
 - Take responsibility for pupil progress of all learners during the cover lesson.

Achievement must be recognised and rewarded. This can be done in a number of ways:

- Using the College reward system
- Using a Department's reward system
- Letters of commendation to parents/carers
- Displaying students' work (on display boards, on plasma screens)
- Use of the learner of the month for departments

Under-achievement must be challenged:

All students are capable of achievement and under-achievement.

***Identifying and challenging* under-achievement is the responsibility of all staff. The aim of a facilitator is to initiate change, not to process under-achievement. High expectations are not enough on their own; action is needed to ensure they are met.**

- *Identification*
 - Teachers must familiarise themselves with relevant data as it becomes available (for example) and use this to inform expectations and monitor progress
 - Relevant data must be shared with students
 - Teachers must address barriers to learning, which may prevent students from achieving, such as disruptive, passive behaviour or lack of confidence
 - Teachers must be aware of DSEN and the more able's needs as well as any social and emotional influences that may affect learning
 - Regular Department discussions must focus on promoting achievement and result in actions that challenge under-achievement.

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- *Challenge*
 - Subject teachers must:
 - Talk to students about their learning in order to establish reasons for any under-achievement. Targets are usually negotiated and must be reviewed. Progress must be recognised.
 - Use appropriate sanctions when work or behaviour fails to meet an acceptable standard.
 - Curriculum Team Leaders must:
 - Ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate. Central location of these Schemes is highly advised so all can access when required.
 - Regularly lead the Department in levelling work against age related expectations
 - Monitor and track the progress of individuals and groups of student against relevant data. Curriculum leaders must liaise with Heads of Year and line managers
 - Use appropriate actions to support students and staff in challenging under-achievement. Support the students using a variety of interventions which are discussed, created and reviewed by the team. These interventions should involve parental consultation and involvement.
 - Heads of Year must:
 - Use a variety of sources of information to have an overview of achievement levels within their Year group
 - Liaise with student, staff and parents regarding actions to tackle under-achievement
 - Must make it clear to the student about the consequences of underachievement, both short-term and long-term.
 - Must make it clear that we get one shot at this and that it is vital that the student takes every chance to fulfil his potential. Trying to catch up later on is very difficult.
 - Must evoke a spirit of accepting personal responsibility, accepting the challenge of getting to grips with things no matter how difficult at times.
 - Must highlight the student's strengths to encourage a positive approach to underachievement in a particular area.

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- Must coordinate matters with the student's form-tutor so that they are delivering the same message in the daily contact that they have with the student.
- Must ensure that suitable rewards are in place to mark achievement and encourage further progress.
- Must ensure the support of parents/guardians so that there is a coordinated approach.
- Could enlist the support of older students who had the same difficulties to act as mentors and offer peer support.

Teachers must ensure a purposeful learning environment:

The way in which teachers manage the classroom will have a significant effect on students' learning. Students learn and progress in a structured and stimulating environment.

- Punctuality is essential for staff and students
- Students must enter and leave the classroom in an orderly way at the instruction of the teacher
- Teachers must dismiss students in time for their next lesson
- The seating of students is important and must be at the direction of the teacher. Strategic seating can challenge under-achievement and promote learning. Teachers must have a seating plan for every class which should be located in the green cover folder to aid the cover team
- Lessons must last the full duration and students must not be dismissed early
- Teachers must ensure that classrooms are left clean and tidy. If furniture is moved it should be returned to its original position. Graffiti and other damage must be reported immediately and the appropriate sanctions used.
- Teachers are responsible for managing stimulating displays, which should be changed regularly.

**The stepping stones to a great lesson -
Challenge/Pace/Progression/Engagement**

- Staff must have good knowledge of the subject.
- Pedagogical understanding of how students learn.
- Provide high quality instruction in the form of feedback, questioning and assessment.
- Provide practice time to embed skills and ensure progress within new learning.
- Create motivated and engaged learners by developing high quality interactions between teacher and student. The teachers should have high expectations, constantly demanding more but also recognising students progress and self-worth.

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- Create a positive and assertive environment that follows rules, uses space and resources to their optimum.
- Constant reinforcement attributing success to effort.

Responsibility for adherence to the policy

- CAST
- Governing body
- Mr Ashcroft
- Faculty Leader
- TLR Holder

While each progressive line holds the other accountable the Teaching and Learning Responsibility holder has ultimate accountability. Their faculty lead will quality assure the process through appraisal which is upheld by the Headteacher, Governing body and CAST.

The effectiveness of the policy will be looked at through;

- Teaching and Learning Observations. Learning walks/peer observations with departmental reviews focussing on chosen areas of focus.
- Observations can be looked at in multiple areas – formative observation (Appraisal), differentiated observation (Appraisal/CPD/Learning Walks), peer observation (Learning Walks/CPD) and lesson study (Triads).

