

Teaching and Learning Policy 2018

Monitoring

By	Review Period	Method
Governors meeting	Bi-Annual	Meeting

Ownership: Head of School
Revision History

Review	Changes	Next Review Date
	Complete re-write	October 2019
December 2018	Review and update	December 2020



Purpose of the Policy

Consistently high quality teaching underpins effective learning. This policy states the agreed procedures that all teaching staff will follow in their planning and delivery of lessons in order to promote highly effective learning in all lessons across all subjects.

St Joseph's Vision and Values and how this policy support this

The College offers an education with a solid foundation of Christian values. We expect the very best from each and every student and seek to be a community where all are valued. The College motto, Laus Deo Semper (praise to God always), underpins all relationships in the College. We praise God by finding the best in others and treating each person with dignity as a child of God.

This policy supports the vision by ensuring that lessons are planned and delivered to support each individual in fully achieving their potential, so providing them with the best possible foundation of knowledge and skills that will support them in their future.

Aims

This policy describes how departmental teams and individual teachers will:

- Establish common routines to establish a calm and orderly classroom environment
- Ensure that all students are appropriately stretched and challenged as they gain new knowledge and develop new skills in all curriculum areas
- Promote students' engagement with their own learning, providing stimulating and engaging activities that encourage students to take responsibility for their own progress
- Make an appropriate contribution to the literacy, numeracy and broader spiritual, moral, social and cultural development of all students in all subjects
- Support any individuals or groups that are not making the progress in learning expected of them.

The teaching and learning policy should be read in conjunction with the College's assessment policy.

With particular regard to the first aim of the policy, in all lessons the teacher will:

- Meet all groups in years 7 – 11 at the door to ensure that they enter the room* calmly and sensibly, organising their equipment for the lesson and standing in their places with uniform in good order
- Have a clear seating plan in place for all the groups they teach
- Start the lesson with a collective act of worship, with students standing quietly and responding appropriately
- Ensure that the College's behaviour policy is correctly and consistently applied if needed during the lesson
- Continue to actively supervise students at the end of the lesson to ensure they leave the room calmly and sensibly, with their uniform in good order.

**room means classroom, changing room, ILC, IT suite, hall or any other space used for the lesson.*

In all lessons, the teacher will:

- Use clearly stated and well-pitched learning objectives that establish high expectations for the work to be completed and ensure that the purpose of each lesson or small group of lessons is well understood by all students
- Deliver a variety of stimulating and challenging lesson activities, well-matched to the current attainment and progress of the group, and clearly designed to address the learning objectives of the lesson
- Actively include all students in the lesson. This may be via the use of directed questions, use of think-pair-share, mini-whiteboards, cross-table groupings, red/amber/green planner pages etc.
- Assess the progress of students in the lesson, intervening quickly to help those that are falling behind
- Use data for the group to identify those that have fallen behind over time and be fully aware of who those students are.
- Include specific interventions for this identified group into lesson planning.
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- Ensure teaching assistants are briefed on the learning objectives and their role in each class.

Across a series of lessons, the teacher will:

- Ensure that all students have a clear overview of the course, module or topic they are currently studying, how it fits into the 'bigger picture' of learning in that subject, and how it will be assessed

- Plan opportunities to model outcomes and show what 'success' would look like. Discussion of high quality exemplars of completed work, completed model answers, and the use of markschemes for peer and self-assessment are suitable examples
- Include structured activities designed to support independent work, with students necessarily having to develop the skills to work successfully without direct input from the teacher
- Set appropriate homework in accordance with the College's published homework timetable and as described in the assessment policy
- Provide feedback to all individuals in accordance with the College assessment policy. This includes the use of 'HTI' comments and time built in to lessons for students to respond to these
- Plan specific opportunities and activities to develop literacy and reading for all students
- Identify and use opportunities to develop numeracy skills
- Assess the progress of the group effectively and use this information to inform planning.

To support all teachers in delivering the points above, departments will:

- Maintain high quality and easily accessible schemes of work for all topics covered, ensuring that these are as useful as possible for teachers planning lessons. The schemes of work will:
 - Provide a clear overview of each topic, describe how many lessons it covers, how it is to be assessed, and how it fits into the bigger picture for the subject it is part of
 - State the learning objectives for the topic in sufficient detail for teachers to plan suitably differentiated and challenging objectives for their groups
 - Provide teachers with a number of options for the activities they can use to address the learning objectives. Again, the scheme of work will include sufficient detail for teachers of the subject to be able to adapt the suggested activities to meet the precise needs of their groups
 - Include suggested homework activities and the resources to support these
 - Explain clearly how the topic supports the development of literacy (including reading), numeracy, and the promotion of independent work. Specific activities that can be used in lessons for these purposes will be provided.
 - Indicate how the wider aspects of students spiritual, moral, social and cultural education is supported in the scheme of work.
- Collaborate to produce shared resources. These will include resources used to provide students with course and module / topic overviews and the accompanying information about assessment, resources for homework setting, literacy and numeracy development.
- Ensure that all classrooms and other learning environments are tidy and ordered, with useful information for learning on display and with any displays of students' work well maintained and less than 18 months old.

All colleagues are expected to reasonably contribute to the development of department schemes of work and resources – it is not the sole responsibility of the Head of Department to do this. This is covered in the following section of the Teacher’s Pay and Conditions 2015: ‘52.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.’

Monitoring teaching and learning:

- Heads of Department will monitor the quality and consistency of lesson delivery, homework, feedback and assessment in their areas, reporting their findings to line managers
- Year group reviews are shown on the calendar and will be used to describe consistency of application of this policy, the assessment policy, and the behaviour policy. Year group reviews are overseen by the senior leadership team, and will include collaborative practice with other colleagues.
- The quality of teaching and learning in their groups is central to the performance management procedure for each individual teacher as described by the performance management policy.