

TEACHING & LEARNING POLICY

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Reviewer: Deputy Head Teacher (Emma Butler)

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Document Control		
Edition	Issued	Changes from previous
1	11/21	Removal of marking section Addition of feedback section Removal of Learning Walk terminology Additions of Learning Visit terminology Addition of Learning Outside The Classroom paragraph Appendix added for Feedback Points
Policies/Documents referred to in this policy		Post holders/Persons named in this policy
This policy links to other school policies on: Behaviour Assessment Performance management		SLT Teachers

Teaching and Learning at St Peter's School

Learn, Aspire, Exceed

Rationale

At St Peter's School our aim is to maximise the potential of every student so that they may have quality life chances. Staff at St Peter's School accept that effective teaching and learning is fundamental to our role as teachers. We recognise that students can be motivated by good quality teaching and will make good progress if lessons are well planned and delivered effectively. We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all of our students.

Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents / carers and teachers actively involved in our students learning. Parents are aware of the high expectations in T&L at St Peter's School.

Teaching and Learning is the core focus of the school. Good teaching which promotes learning, progress and enjoyment is the key to raising standards. As such we aim to ensure that every student has access to a high-quality education and also understands the wider opportunities available which will allow them to achieve their full learning potential. St Peter's school works with the CAM Trust and wider schools looking at best practice.

Purpose

Good teaching and learning is characterised by the following key principles and all lessons should reflect these: -

- Sharp Learning objectives – The purpose, expectations and intended learning of the lesson is clear to students
- No dead time
- Active Learning
- Assessing Everyone's Learning
- Draw attention to learning & progress
- The students should be working harder than the teacher

Although we appreciate staff and students will have preferred teaching and learning styles, we aim to enable development in areas of weakness and consolidation in areas of strength.

Teaching should aim to build self-esteem, self-confidence and develop students socially, morally, physically, aesthetically and spiritually. Students should work in a safe, secure, and pleasant learning environment. Teachers should aim to foster the values of co-operation, tolerance and respect in lessons. Students should engage in pair, group and whole class teaching activities. Teachers should use a variety of resources in their teaching, so as to appeal to the diversity of learning styles found within our student body.

Teachers should strive to deliver consistently high-quality learning and/by

- Continuously refreshing subject knowledge, understanding the courses they are delivering and using current teaching and learning initiatives so that their expertise can be shared confidently with students in order to enthuse them, challenge and secure their progress.
- Ensuring that they use prior attainment and other data to be aware of the capabilities and specific learning needs of all students in their classes so that they plan lessons, differentiate activities and deploy support appropriately so that all students can access the curriculum, make good progress and be challenged regardless of their ability.

- Planning structured and well-paced lessons which employ a wide variety of interesting and imaginary activities and resources, including the use of new technology where appropriate, in order to sustain student engagement, concentration, motivation and application.
- Effectively checking students' understanding throughout the lesson using a wide variety of formative assessment techniques, anticipating where they may need to intervene and doing so with a striking and significant impact on the quality of learning.
- Providing learners with regular detailed feedback so that they know how well they have done and are aware of what they need to do next to sustain good progress.
- Facilitating students to take responsibility for their own learning, providing opportunities for them to work both independently and collaboratively with peers.
- Establishing a positive and productive climate for learning in which the students demonstrate good attitudes to their work and have mutual respect for both teachers and peers alike.
- Managing incidents of indiscipline calmly, consistently applying the St Peter's Behaviour expectations for sanctions and rewards where appropriate, providing praise and positive reinforcement to foster self-esteem, motivation and confidence.

Assessment

The school recognises the benefit of target setting, formative and summative assessments. Subject departments will monitor student progress. Students will engage in on-going self-assessment and peer assessment. The goal is to ensure accurate and timely assessments for all year groups.

Feedback

Feedback should address learning misconceptions and identify to students what to do to improve. A variety of feedback (written and verbal) methods will be used to support student progress. (Appendix one). Written feedback should be evident in student books at least once in a topic. Topic lengths vary across subjects. End of topic assessments, if applicable, should also provide written feedback. Verbal feedback is continuous throughout all topics taught. Teachers will look in student books to plan how pupils will receive and use feedback and to identify whole class and/or individual misconceptions.

Learning Outside the Classroom (LOTC)

The school recognises the benefit of Learning outside the classroom. Departments should build into schemes of work opportunities for LOTC to take place within schemes of work. LOTC is about raising students' achievement through direct experience. The school believes that every student should experience the world beyond the classroom, as an essential part of learning and personal development

Display

Classrooms should display students' work and these should be changed regularly, preferably each term. This will enable students to take greater pride in themselves, and in their learning.

Monitoring Teaching and Learning

Formal lesson observations will take place for performance management purposes if required. Learning visits with feedback will also take place. Together this will total less than 3 hours per year.

Lesson visits are seen as a crucial way of supporting staff. They are completed as and when required and are to be supportive (e.g. ECT Framework, CPD need). They are an integral part of professional development and all staff should see them as a way of supporting their development as well as the development of the school overall. Lesson observations should be a positive experience for all involved; it is recommended that each observation should be followed up with mainly positive comments with areas for development.

Where the Headteacher has concerns about a teacher, lesson observations may be used to support that teacher with the development of their skills. In this instance, the teacher will always be aware that the observations are being used to provide additional information in order to increase the support offered.

We also aim to support colleagues to achieve these aims by providing detailed feedback for CPD purposes on learning visits conducted. Learning visits focus on Learning and Engagement. Learning visit feedback has a 5:1 ratio of WWW (what went well) and EBI (Even better if) as far as reasonably possible.

The following are our St Peter's School **non-negotiable** expectations:

Learning Visits – Year 7 to Year 11

- The curriculum is being delivered in sequence with the curriculum map for that subject
- Tasks and activities are engaging and provide a high level of challenge for all students. Students therefore are motivated and produce work of a very high standard related to their ability.
- Differentiation for all groups of students (SEND, HPA, EAL, High, Middle, Low)
- The purpose, expectations and intended learning of the lesson is clear to students
- Students know and remember what new content they will be taught and how it links to the subject curriculum map.
- Feedback in line with whole school policy and students should understand how to improve. Extended writing tasks evident in student books
- Quality of work in books is similar for all groups of students
- Literacy is a focus. Students answer all (oral and written) questions in full sentences using subject specific language.
- Pupil Premium students must be asked a question every lesson.
- Low level behaviour challenged. When staff talk to the class, students actively listen with pens down facing the teacher
- All students should know their target grade and understand how to improve

Learning Visits – Year 12 and Year 13

- The curriculum is being delivered in sequence with the curriculum map for that subject
- Tasks and activities are engaging and provide a high level of challenge for all students. Students therefore are motivated and produce work of a very high standard related to their ability.
- The purpose, expectations and intended learning of the lesson is clear to students.
- Students can articulate their understanding and application of the specification and/or the assessment criteria (Assessment Objectives from the specifications AO1 etc.) and link to the bigger picture of their learning.
- Student independence is encouraged either within the lesson or via tasks set for outside the classroom learning.
- The use of questioning and discussion allows the students to consolidate their learning
- Literacy is a focus. Students answer all (oral and written) questions in full sentences using subject specific language.
- Feedback should be linked to Assessment Objectives and students should understand how to improve. Feedback should be a variety of methods - Written and verbal
- Exam command words are made explicit when applicable. Students answer all (oral and written) questions in full sentences using subject specific language.
- Pupil Premium students must be asked a question every lesson.
- All students should know their target grade and understand how to improve linked to the Assessment Objectives

The following expectations are sometimes commented upon in learning visits, but it is understood that sometimes these are not seen in all lessons.

- SMSC/ British Values evident in lesson - Spiritual, Moral, Social, Cultural, Respect, Tolerance, Democracy, Individual Liberty, Rule of Law, Community
- Teachers are able to show how curriculum learning links to careers and future options. Careers logo displayed if applicable
- Displays and the learning environment support literacy and numeracy learning.

This governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom observations are to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Quality Assurance

In order to ensure high quality teaching and learning the Senior Leadership Team and Heads of Department and Trust representatives aim to work in collaboration to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We have external moderation processes in place to support high quality Teaching and Learning. These are completed through peer reviews and meetings with Trust staff as examples. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school.

Appendix

Faculty Feedback (Appendix One)

Faculty	Subject	KS	Feedback Points
English and Performing Arts Faculty	English	KS3	Two points feedback per half term
		KS4	Three points feedback per half term
		KS5	Four points of feedback per half term
	Drama/Music (As per BTEC calendar)	KS3	One points of feedback per half term
		KS4	As per Vocational expectations
		KS5	As per Vocational expectations
Science and Computer Science Faculty	Science	KS3	Three points of feedback per term
		KS4	Two points of feedback per topic
		KS5	Three points of feedback per half term
	Computer Science	KS3	Two points of feedback per term
		KS4	Two points of feedback per topic
		KS5	Three points of feedback per half term
Maths Faculty	Maths	KS3	Three points of feedback per half term
		KS4	Three points of feedback per half term
		KS5	Four points feedback per half-term
Humanities Faculty	Humanities	KS3	Three points of feedback per term
		KS4	Four points of feedback per term
		KS5	Four points of feedback per topic per half term
Language and PE	French	KS3	Three points feedback per term
		KS4	Two points feedback per term
		KS5	Four points of feedback per half term
	PE	KS3	Continuous verbal feedback in lessons
		KS4	As per vocational expectations
		KS5	As per vocational expectations
Creativity and Enterprise	Art	KS3	2 points of feedback per term
		KS4	Three points feedback per term
		KS5	Four points of feedback per term
	D&T	KS3	One points of feedback per rotation
		KS4	Two points feedback per half term
		KS5	Three points of feedback per half term
Vocational Subjects (External Assessment Teaching)	Music, Drama, Sport Studies, Sport Science, Creative iMedia, Child Development	KS4	Two points of feedback per term
		KS5	Four points feedback per term