

TEACHING & LEARNING POLICY

‘Seek Ye First the Kingdom of God...’

Matthew 6.33

Introduction

At St Patrick's Catholic College our aim is to provide a high quality education based upon the teachings of Christ; where all pupils are valued members of our community and able to develop their talents to the full.

True Catholic education is concerned with academic success and is also about helping all young people to grow and appreciate their own worth and value. It is our responsibility to help pupils realise their dignity and discover their own purpose.

We acknowledge that each person is a unique individual and therefore, we strive to respect each individual irrespective of circumstance, gender, race or creed. We will encourage everyone to develop their unique personality and educate the whole person within a loving and caring Christian environment. To this end we will promote a happy and caring environment within which each individual can develop their potential to the full.

At St Patrick's Catholic College we expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all pupils are supported and challenged to make good progress in their learning. Pupils of all ability levels will be given equal opportunities to learn in order to achieve their full potential.

Purpose and aim

Our purpose is to create a learning environment which fosters motivation and allows all pupils to flourish. Learning is at the centre of all that we do and we aim to encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of skills, attributes and values needed to encourage life-long learning.

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at St Patrick's Catholic College so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education. It is not the intention of the leaders within the college to expect staff to teach in a particular way as this can constrain the creativity and craft of the individual teacher. As a school we aim to encourage staff to adopt a style of their own and through regular monitoring of teaching and learning ensure that pupils are receiving consistently high standards of teaching and learning.

Planning and Assessment Criteria

Rationale

It is important that teachers plan schemes of work and deliver lessons that enable pupils to work towards the learning objectives and make progress towards the success criteria. Whilst we encourage staff to adopt their own teaching style it is imperative that an agreed Assessment Criteria is established and followed by all members of a department to ensure the best outcomes for all pupils in all lessons.

Schemes of work

A medium term planning template has been devised and is available for all staff to use. However, medium and long term planning can be presented in a way that best suits individual departments. It is expected that schemes of work will at least:

- Clarify objectives and outcomes (including success criteria) for progress over time;
- Clearly identify the subject knowledge to be taught;
- Include different learning style opportunities so that all pupils are able to learn in their preferred style;
- Include references to differentiated work to ensure all pupils are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Include opportunities for a variety of assessment for learning strategies;
- Identify relevant and challenging opportunities for home learning.

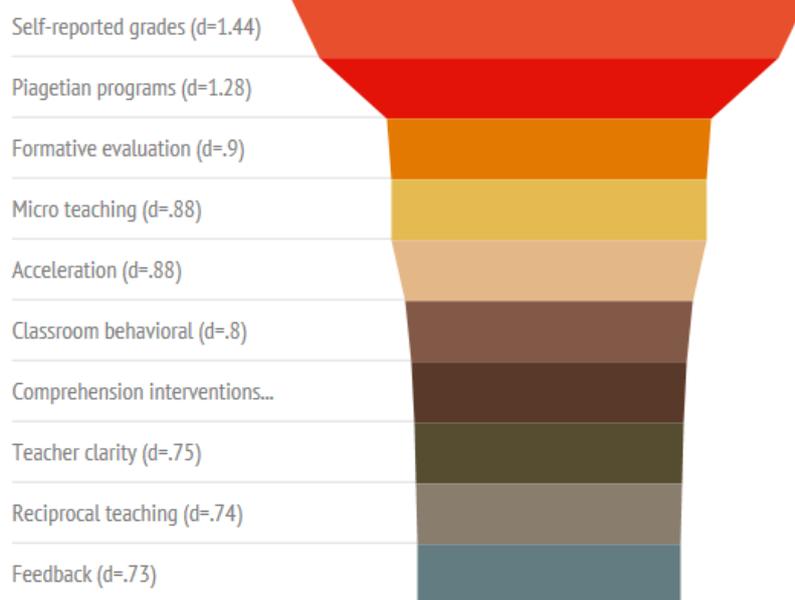
Assessment Criteria

It is essential that when devising a scheme of work an agreed end point that individual pupils can work towards is established. Pupils need to know how they will be assessed from the

outset and the assessment criteria needs to be made available to them in a way that makes it easy for pupils to set their own targets. The assessment criteria needs to be applied consistently across individual departments to ensure accuracy in the assessment of work.

John Hattie has identified the use of Self reporting grades as the number one biggest influence on increasing student performance. Self-reporting grades refers to pupils' expectations for and beliefs in themselves and involves pupils predicting or self-reporting their own grades for individual pieces of work.

The Top 10 influences on achievement



As with medium term planning an example of how Assessment Criteria might look has been created and can be used by departments. However, individual departments are free to experiment with the format or layout of how Assessment Criteria will best work for them.

All Assessment Criteria will at least:

- Provide opportunities for pupils to be involved in predicting their own performance;
- Be written in a manner that makes it accessible for pupils of all abilities.
- Make the learning intentions and success criteria transparent.
- Link success criteria to an assessment level.

Planning of lessons

It has been agreed that teachers at St Patrick's Catholic College are able to use a variety of methods to plan their teaching on a day to day basis. These methods could include use of powerpoint, teachers planners, 5 minute lesson plans or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered and un-restricted to offer deep learning experiences. Regular monitoring of planning will take place throughout the year through the five planning scrutiny that have been placed on the school calendar. Planning will also form a set agenda item on all SLT link meetings for individual departments. All planning will at least:

- Make use of assessment that has recently taken place;
- Ensure the level of challenge is appropriate;
- Provide opportunities for high quality questioning and response;
- Give pupils the opportunity to apply the knowledge they have gained;
- Provide a range of strategies and tasks to engage all pupils;
- Allow effective feedback to be given and shared with pupils;
- Identify where effective AfL can be utilised;
- Make cross curricular links in literacy, communication and numeracy;
- Ensure the effective use of teaching assistants within the classroom;
- Provide meaningful home learning opportunities.

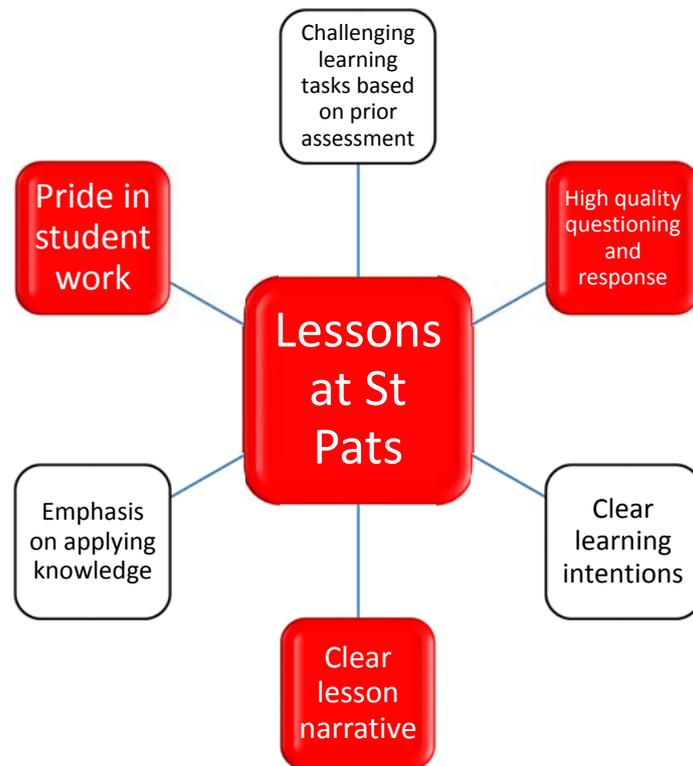
Effective strategies for high quality learning

At St Patrick's Catholic College we give each member of teaching staff the opportunity to develop their own style of teaching. We believe that insisting things are done in a certain way can be counterproductive for certain subject areas and individuals and as a result can result in less successful outcomes for our pupils. However, there are certain aspects of teaching that are essential in ensuring high quality teaching and learning is consistent throughout the college. The college aims to empower individual teachers and departments to develop their own methods whilst ensuring the following are embedded and used consistently within their practice:

- Sharing of Learning Objective and Outcomes;
- Use of differentiation in all lessons;
- Established Assessment Criteria in each lesson;
- Use of Assessment for Learning;
- High Quality Marking and Feedback;
- The use of Collaborative Learning when appropriate;
- Good behaviour and classroom management;

- Opportunities to set regular, relevant and high quality home learning.

The senior leadership team at St Patrick's Catholic College make no apologies for demanding the best for our students. Put in its simplest terms our expectations for all lessons are:



Assessing the quality of teaching over time

In order to make sure that students are receiving consistently high standards of teaching within the college a number of different scrutiny will be carried out throughout the academic year. All scrutiny will be conducted against the Teaching Standards which all members of the profession need to fulfil. By doing so it enables a consistent approach to be adopted throughout the college and help to highlight strengths as well as areas of development. The different types of scrutiny that will be conducted are listed below:

1. Book Scrutiny
2. Planning Scrutiny
3. Pupil Voice
4. Lesson drop-ins
5. Formal lesson Observations

Formal lesson observations will take place three times a year and will be conducted by members of colleges SLT as well as other appropriately qualified colleagues from different establishments. Colleagues from the profession will be invited to conduct observations to help the SLT to standardise the quality of teaching that is taking place throughout the college. All teachers will be given detailed feedback after a formal observation has taken place but individual lessons will not be graded.

Monitoring Teaching and Learning

In addition to the whole school monitoring conducted by the SLT subject leaders will also devise their own departmental scrutiny to take place throughout the year. It is vitally important that each subject leader is able to drive their departments forward and the evidence gained from their own scrutiny will help to inform them of the departments current needs. The findings of the scrutiny they collate will also form the basis of line management meetings that take place regularly throughout the year. All subject leaders will also complete the Evaluation of Teaching and Learning (ETAL) document which will be regularly reviewed in SLT link meetings and updated by subject leaders throughout the year. Subject leaders are required to complete the following scrutiny within their departments:

1. Book Scrutiny
2. Planning Scrutiny
3. Pupil Voice
4. Lesson Drop-ins

The forms that will be used to complete all scrutiny in the college can be seen on the following pages:



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|---|-----------|---|--------|--|-------|
| 1. Advanced Clear evidence, an example to others | | 2. Secure Consistent routines established. | | 3. Area for development. Lack of evidence or missed opportunities (MO). | |
| Teacher: | Observer: | Subject: | Class: | Lesson: | Date: |

Commentary:

Large empty box for writing the commentary.

TS1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
Resources. Blooms/solo. Success/assessment criteria. Target setting. TAs.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

TS2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes.
Resources. Differentiation. Target Setting. Success/assessment criteria. AfL.
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
Marking. AfL. Differentiation. Self/peer assessment.
- guide pupils to reflect on the progress they have made and their emerging needs.
Target setting. Success/assessment criteria. Peer/self assessment. AfL.
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
VAK. Differentiation. Creative resources. All needs catered for. Planning.
- encourage pupils to take a responsible and conscientious attitude to their own work and study.
Modelling of examples.

TS3. Demonstrate good subject and curriculum knowledge

- have a secure subject and curriculum knowledge, foster and maintain pupils' interest in the subject, and address misunderstandings.
Cross curricular links. Literacy. Numeracy.
- promote the value of scholarship.
Independent learning.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
Marking Policy. Cross Curricular literacy skills.

TS4. Plan and teach well structured lessons

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| <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time. <i>Pace. Variety of activities.</i> | |
| <ul style="list-style-type: none"> • promote a love of learning and children's intellectual curiosity. <i>Creative resources. Risk Taking. Target setting. AfL.</i> | |
| <ul style="list-style-type: none"> • set homework to consolidate and extend the knowledge and understanding pupils have acquired. | |
| <ul style="list-style-type: none"> • reflect systematically on the effectiveness of lessons and approaches to teaching. | |
| TS5. Adapt teaching to respond to the strengths and needs of all pupils | |
| <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. <i>Questioning. Levelled outcomes. Blooms. Solo. Resources. Focus groups/intervention. TA deployment.</i> | |
| <ul style="list-style-type: none"> • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to overcome these. <i>SEN resources. MAT resources. VAK. Use of behaviour policy.</i> | |
| <ul style="list-style-type: none"> • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. | |
| <ul style="list-style-type: none"> • have a clear understanding of the needs of all pupils, and be able to use and evaluate distinctive teaching approaches to engage and support them. <i>SEN resources. MAT resources.</i> | |
| TS6. Make accurate and productive use of assessment | |
| <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | |
| <ul style="list-style-type: none"> • make use of formative and summative assessment to secure pupils' progress. <i>AfL. Assessment criteria. Peer/self assessment. Modelling of assessment.</i> | |
| <ul style="list-style-type: none"> • use relevant data to monitor progress, set targets, and plan subsequent lessons. <i>Assessment Criteria. Peer/self assessment. AfL.</i> | |
| <ul style="list-style-type: none"> • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | |
| TS7. Manage behaviour effectively to ensure a good and safe learning environment. | |
| <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour classrooms in accordance with the school's behaviour policy. | |
| <ul style="list-style-type: none"> • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | |
| <ul style="list-style-type: none"> • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. | |
| <ul style="list-style-type: none"> • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | |
| Areas of strength 1. 2. 3. | |
| Areas for development 1. 2. 3. | |

Subject Drop-in Observation

Teacher:
Subject:
Year group:

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| 1. Advanced Clear evidence, an example to others | 2. Secure Consistent routines established. | 3. Area for development. Lack of evidence or missed opportunities. |
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| <u>TS1 – Set high expectations which inspire, motivate and challenge pupils.</u> | |
| <i>Differentiation. Stretch and Challenge. Regular routines. A range of activities. KAGAN. Personalised learning. Positive relationships. Success/assessment Criteria. Target setting. BLOOMS. SOLO.</i> | |
| <u>TS2 – Promote good progress and outcomes by pupils.</u> | |
| <i>Awareness of prior attainment and starting points. Self assessment and evaluation. Pride in student work. Students well involved in the learning. Success/assessment Criteria. Target Setting.</i> | |
| <u>TS3 – Demonstrate good subject and curriculum knowledge.</u> | |
| <i>Address student misunderstandings. Focus on literacy when appropriate. Cross Curricular links. 5Rs. Exam specifications.</i> | |
| <u>TS4 – Plan and teach well structured lessons.</u> | |
| <i>Clear LOs. Lesson time used effectively. Good pace. Homework. Levels of engagement. Creative resources. Displays. Lesson structures. AfL. Collaborative learning.</i> | |
| <u>TS5 – Adapt teaching to respond to the strength and needs of all pupils.</u> | |
| <i>Effective differentiation. VAK. SEND, MAT, EAL students well catered for. Teacher knows ability of students. Personalised learning. Blooms/SOLO taxonomy. Effective questioning. Creative resources.</i> | |
| <u>TS6 – Make accurate use of assessment.</u> | |
| <i>AfL strategies. Peer and self assessment. Target setting. Quality and consistent verbal and written feedback. Pupil response to feedback. Highlighted boxes. Relate to exam marking. Success/assessment criteria.</i> | |
| <u>TS7 – Manage behaviour effectively to ensure a good and safe learning environment.</u> | |
| <i>Well established routines. High expectations. Effective use of praise and sanctions. Range of strategies in evidence. Good relationships with pupils. Use of class charts and behaviour policy.</i> | |
| <u>Strengths:</u> | <u>Areas for development:</u> |



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| Teacher: |
| Subject: |
| Year group: |

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|---|---|--|
| 1. Advanced Clear evidence, an example to others | 2. Secure Consistent routines established. | 3. Area for development. Lack of evidence or missed opportunities (MO). |
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| TS1. Set high expectations which inspire, motivate and challenge pupils | |
| <ul style="list-style-type: none"> • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. <i>Assessment Criteria/success criteria. Next Steps marking.</i> | |
| TS2. Promote good progress and outcomes by pupils | |
| <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes. <i>Target setting. Assessment/success criteria. Next Steps marking</i> | |
| <ul style="list-style-type: none"> • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. <i>Assessment. Formative and summative comments.</i> | |
| <ul style="list-style-type: none"> • guide pupils to reflect on the progress they have made and their emerging needs. <i>Self assessment. Peer Assessment. Evaluations. Target setting.</i> | |
| <ul style="list-style-type: none"> • encourage pupils to take a responsible and conscientious attitude to their own work and study. <i>Attention to presentation. Finishing work. Homework hand-in.</i> | |
| TS3. Demonstrate good subject and curriculum knowledge | |
| <ul style="list-style-type: none"> • have a secure subject and curriculum knowledge, foster and maintain pupils' interest in the subject, and address misunderstandings. <i>Feedback. Highlighted boxes.</i> | |
| <ul style="list-style-type: none"> • promote the value of scholarship. | |
| <ul style="list-style-type: none"> • Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. <i>Use of literacy marking. Marking policy.</i> | |
| TS4. Plan and teach well structured lessons | |
| <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time. | |
| <ul style="list-style-type: none"> • promote a love of learning and children's intellectual curiosity. <i>Creative resources. Questioning skills. Range of activities.</i> | |
| <ul style="list-style-type: none"> • set homework to consolidate and extend the knowledge and understanding pupils have acquired. | |
| TS5. Adapt teaching to respond to the strengths and needs of all pupils | |
| <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. <i>Creative resources. Levelled outcomes. Blooms. Solo. Writing frames. Collaborative learning.</i> | |
| <ul style="list-style-type: none"> • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to overcome these. <i>Creative resources.</i> | |

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| <ul style="list-style-type: none"> • have a clear understanding of the needs of all pupils, and be able to use and evaluate distinctive teaching approaches to engage and support them. | |
| TS6. Make accurate and productive use of assessment | |
| <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. <i>Assessment Criteria. Peer assessment. Self Assessment.</i> | |
| <ul style="list-style-type: none"> • make use of formative and summative assessment to secure pupils' progress. <i>AfL. Modelling. Peer assessment. Self assessment. Creative resources.</i> | |
| <ul style="list-style-type: none"> • use relevant data to monitor progress, set targets, and plan subsequent lessons. | |
| <ul style="list-style-type: none"> • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. <i>Peer assessment. Self assessment. Marking policy. Highlighted boxes. Next step marking.</i> | |
| TS7. Manage behaviour effectively to ensure a good and safe learning environment. | |
| <ul style="list-style-type: none"> • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. | |
| <p>Areas of strength</p> <ol style="list-style-type: none"> 1. 2. 3. | |
| <p>Areas for development</p> <ol style="list-style-type: none"> 1. 2. 3. | |

Planning Scrutiny

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|---|---|--|
| 1. Advanced Clear evidence, an example to others | 2. Secure Consistent routines established. | 3. Area for development. Lack of evidence or missed opportunities (MO). |
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| TS1. Set high expectations which inspire, motivate and challenge pupils | |
| <ul style="list-style-type: none"> • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | |
| TS2. Promote good progress and outcomes by pupils | |
| <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes. • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. • guide pupils to reflect on the progress they have made and their emerging needs. • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. • encourage pupils to take a responsible and conscientious attitude to their own work and study. | |
| TS3. Demonstrate good subject and curriculum knowledge | |
| <ul style="list-style-type: none"> • have a secure subject and curriculum knowledge, foster and maintain pupils' interest in the subject, and address misunderstandings. • promote the value of scholarship. • Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. | |
| TS4. Plan and teach well structured lessons | |
| <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time. • promote a love of learning and children's intellectual curiosity • set homework to consolidate and extend the knowledge and understanding pupils have acquired. | |
| TS5. Adapt teaching to respond to the strengths and needs of all pupils | |
| <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to overcome these. • have a clear understanding of the needs of all pupils, and be able to use and evaluate distinctive teaching approaches to engage and support them. | |

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| TS6. Make accurate and productive use of assessment | |
| <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | |
| <ul style="list-style-type: none"> • make use of formative and summative assessment to secure pupils' progress. | |
| <ul style="list-style-type: none"> • use relevant data to monitor progress, set targets, and plan subsequent lessons. | |
| <ul style="list-style-type: none"> • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | |
| TS7. Manage behaviour effectively to ensure a good and safe learning environment. | |
| <ul style="list-style-type: none"> • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | |
| <ul style="list-style-type: none"> • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. | |
| <p>Areas of strength</p> <p>1.</p> <p>2.</p> <p>3.</p> | |
| <p>Areas for development</p> <p>1.</p> <p>2.</p> <p>3.</p> | |

Review

This policy will be reviewed annually at the start of the Autumn term by the School Improvement Committee, on behalf of the full Local Management Board.

Reviewed & amended: **August 2016**
To be 'Approved by Governors': **September 2016**
Review Date: **August 2017** (or sooner if necessary)

Chair of Governors:

Headteacher: