

St Matthew's RC High School

Teaching & Learning Policy



Rewritten : December 2015

**To be reviewed: September 2016
Deferred to March 2017**

Teaching and Learning Policy

St Matthew's RC High School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church. This means that everything we aim to achieve will be based on the teachings and practice of the Catholic Church.

Our motto is "Quaerite primum regnum dei" - "Seek first the Kingdom of God" - and our aim is to achieve this motto in our school life. We will work to build God's Kingdom and be happy together because we believe that Jesus died and rose again for us and that He is always present in our school and in our world.

Our mission statement is:

We **pray** as a community with Christ and the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.

We **achieve** the best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra – curricular activities.

We **care** about everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.

We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and treat each other with courtesy and respect at all times.

Key Rationale: In line with the Mission Statement, to develop the potential of every member of the school community and to ensure that all pupils can achieve.

Core Aims

- To ensure that all pupils experience high quality teaching and learning and therefore are given every opportunity to fulfil their academic potential.
- To ensure that teaching and learning across the school is consistently good or outstanding.
- To provide opportunities for pupils to discover and pursue their own interests, ideas and vocations
- To ensure that marking across the St Matthew's is effective, informs progress and encourages pupils to be a part of this discussion in their responses. To ensure the effective use of data to enable staff to plan to meet the needs of individual pupils enabling them to make maximum progress.
- To ensure that all pupils receive high quality pastoral care through which their welfare and academic progress are monitored and supported
- To ensure the curriculum offers pupils the opportunity to enhance their understanding of the factors contributing to their positive physical and mental health and emotional and spiritual well-being.

- To foster a school ethos where respect for others, learning and the environment, informed by the teachings of the Gospel are paramount and where praise, recognition and encouragement are central to our philosophy and practice.
- To ensure a culture of sharing good practice and striving to be the best among all staff at St Matthew's.
- To seek to include all members of the community in life-long learning and partnership in shaping the direction of the St Matthew's R.C. High School

Roles and Responsibilities

Governing Body:

- Hold the Headteacher and the senior team accountable for the quality of teaching and learning and will be regularly updated through its regular meetings and those of the Curriculum Sub Committee.
- The Curriculum Sub Committee will be consulted regarding initiatives to improve the quality of teaching and learning and be involved in discussions in relation to curriculum development.
- Ensure that sufficient resources are allocated to deliver an effective and engaging curriculum.
- Monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement
- Monitor and evaluate the impact of continuing professional development on improving staff performance and pupil outcomes.

The Headteacher and Senior Leadership Team:

- The senior team hold teachers accountable; monitoring and evaluation principally takes place through departmental and pastoral line management and quality assurance procedures.
- Ensure that monitoring of teaching, learning and progress supports the progress and monitors the impact of the progress of different groups of pupils
- Implement clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement.
- Continue to develop curriculum pathways that enable pupils to achieve, make the most progress and ensure a progression beyond St Matthew's.
- Ensure that there are systems of appropriate intervention to support any pupils identified across the curriculum or within any single subject area.
- Ensure a rigorous and fair system of performance management which challenges staff to provide high quality learning experiences for all pupils and supports them in doing so.
- Encourage and support activities that help pupils to learn also outside of the classroom and monitor and reward pupils and staff involved in enrichment.
- Gather the views of pupils and parents in relation to the quality of teaching and learning and take appropriate action in response.
- Ensure that there is a programme of CPD focused improving staff performance and pupil outcomes.
- Celebrate and reward success and achievement and encourage a culture of aspiration for both staff and pupils.

All teaching staff:

- Plan lessons that are of good pace and challenge all pupils to extend and maximise learning; differentiating teaching/ tasks to ensure that all pupils are challenged and employing meaningful assessment for learning strategies to inform future teaching.
- Assess work appropriately and formatively in keeping with the department marking and school assessment policy.
- Use assessment/prior attainment data to effectively plan lessons that are interesting and stimulating and meet the needs of individual pupils.
- Maintain high expectations are for pupil behaviour and the quality / presentation of all aspects of work
- Created a positive classroom climate through genuinely constructive praise, assessment feedback & rewards.
- Develop the learning environment of their teaching space to include; regularly changing stimulating displays (including pupil work) that reinforce learning across the curriculum area; a classroom and furniture layout that promotes learning and health & safety and which is kept tidy.
- Set homework which is meaningful and provides the opportunity for pupils to extend or consolidate their learning.
- Where an additional adult is available make best use of their skills and availability to ensure that SEN pupils make at least expected progress.
- Form Tutors, House Leaders and pastoral managers should monitor the progress of all pupils academically and pastorally.
- Subject Leaders monitor the teaching and learning within their department through our quality assurance procedures– they should take action as appropriate. Subject leaders are expected to monitor progress and hold staff accountable for the learning of all students.

Pupils and Parents

- Pupils should arrive at school prepared for lessons with the correct equipment (pens pencils, books etc.) and complete any homework set.
- Pupils should make positive contributions to lessons and support the school mission statement of we pray, we care; we achieve
- Pupils should always endeavour to do their best and not be involved in disrupting the learning of others.
- Parents and pupils are encouraged to share any concerns or views about the quality of teaching and learning with relevant teachers or members of the leadership team.

Monitoring of Teaching & Learning

Monitoring of the quality of teaching & learning has the aim of raising attainment, encouraging the sharing of good practice, individual professional development and overall school improvement. The monitoring of teaching and learning is a key part of the School quality assurance procedures

Teaching & Learning are monitored in the following ways:

- 1) the Headteacher & SLT through classroom observation, learning walks, analysis of pupil progress data, quality assurance meetings with subject leaders, scrutiny of pupil work, evaluation of the impact of CPD activities.

- 2) by Subject Leaders through regular and planned learning walks , pupil voice activities, sampling of pupil work/marking, classroom observation, analysis of pupil progress data and progress meetings with departmental staff.
- 3) by Governors through regular and planned reports by and discussions with subject leaders, SLT and the Headteacher.

This policy for Learning and Teaching will be reviewed annually by the governors and updated when necessary.

November 2015

Appendix 1 Guidance for staff on teaching and learning

1. Effective lesson planning

Lessons planned by teachers at St Matthew's R.C High School should demonstrate the following characteristics: -

- 1) Learning objectives and outcomes of the lesson are clear and are understood by pupils and adults. (WALT & WILF)
- 2) Lessons have a clear structure, linked to the subject scheme of work.
- 3) Resources are well prepared, in good condition, and used appropriately
- 4) Different learning styles (visual, auditory and kinaesthetic) are all planned for, resulting in high levels of engagement
- 5) Expectations are high for behaviour and quality / presentation of work (see behaviour for learning policy and presentation expectations)
- 6) The pupils are given opportunities to develop as independent learners and make decisions and choices for themselves.
- 7) High Quality questioning and ongoing assessment for learning makes the lesson flexible and responsive to the individual pupil's learning needs. (ref Assessment policy)
- 8) Differentiation throughout the lesson challenges all pupils (with specific reference to SEN/More Able) and encourages creativity and reflection.
- 9) A positive classroom climate is created through genuinely constructive praise, assessment feedback & rewards.
- 10) The teacher's subject knowledge is extensive to allow him/her to pick up any misconceptions and answer any pupil's question.
- 11) Teaching assistants' involvement is well planned to allow them to support, reinforce and extend the lesson
- 12) Cross curricular themes are developed explicitly where appropriate (Literacy, Numeracy, SMSC etc)
- 13) Homework/Extended Learning is integrated into the lesson plan to consolidate or extend learning

2. Effective learning environments.

At St Matthew's R.C. School, classrooms, workshops, laboratories and other learning environments should demonstrate the following characteristics:

- 1) Well maintained & stimulating displays (including pupil work) that reinforce learning across the curriculum area(s). They are regularly changed.
- 2) Resources are organised, respected, relevant and accessible.
- 3) Classroom and furniture layout promotes learning and health & safety.
- 4) Rules, rewards and learning objectives/outcomes are clearly displayed.
- 5) The environment is welcoming and shows that adults and pupils respect each other.
- 6) The environment is clean and tidy

3. Effective learning.

In planning for effective learning and teaching at St Matthew's R.C. High School, colleagues should apply the following basic principles about how pupils learn:

Pupils learn most effectively when: -

- the purpose of the learning is clear
- goals and targets for the learning are agreed
- they realise that there is something worth investing effort in
- the learning maintains an element of challenge
- the learning is surprising and spontaneous.

In planning the learning targets, tasks & activities will be carefully selected to take account of individual needs. In this respect, it is important for St Matthew's R.C. High School pupils that:

- schemes of work are designed for all pupils, catering for differing abilities
- activities and tasks are planned to allow pupils to progress at an appropriate pace
- individual targets are based on pupil assessment and prior learning
- individualised educational plans (IEPs & PSPs) are used in planning appropriate learning experiences
- relevant skills are integrated in the SoW

We also believe that pupils need to develop the following personal skills to enhance learning:

- listening skills,
- use of time,
- use of the school environment,
- use of books and presentation skills,
- personal organisational skills,
- use of equipment

as well as these key learning (thinking) skills

- Information processing
- Reasoning
- Enquiring
- Creative thinking
- Evaluation;

and the 6 key skills which help pupils improve their learning and performance in education, work and life:

- Communication
- Application of number
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving.