



Teaching & Learning Policy

Working Together to Achieve Excellence

MISSION STATEMENT

At St Anne's we aim to meet people where they are on their faith journey and accompany and guide them on their way to achieving their full potential. We strive to create a Catholic community which shares common beliefs and where, following Christ's example, we recognise the unique and equal value of each member. Our commitment to each person's growth is reflected in the quality of our school's provision which seeks to maintain the highest possible standards of achievement and outcomes for students post 16.

Policy Adopted: 11th October 2018

Review date: October 2019

Signed:

(Chair of Governors)





Background

We believe that teachers make the complex, understandable; the mindboggling, magical; they make sense of matter and what matters. Teachers make students look again and change their perspective; they make eyes widen and mouths drop; they make the unmotivated ambitious and the interested, passionate. Teachers make the curious expand their horizons and they make futures into reality.

This policy aims to clarify:

- what we see as best practice
- the expectations the school has for staff and students

Principles

At St. Anne's RC High School, we strive for excellence in all aspects of our teaching and learning pedagogies and practices. We make learning personal. We pay careful attention to individual learning styles, motivations and needs. We make rigorous use of assessment linked to student target setting and respond appropriately so that not a minute is wasted; lessons are well paced and enjoyable. Students and staff are further assisted by high quality, professional training and support, both in-house and in partnership with others beyond the confines of the classroom and the school.

We have high expectations for learning and behaviour and reinforce our belief in our students as children of God, who at this stage of their development are focused on learning about the world and their place in the world, in relationship with one another and with God.

We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. St. Anne's RC High School will, through successful teaching and learning, develop the whole child and enable our students to become lifelong learners by creating and maintaining the right climate for learning.

Aims

- To provide a personalised learning experience for every child that takes full account of their individual needs', interests and aspirations.
- To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To make links with the learning that students do outside the classroom.
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate students and staff.



- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment consequently.

Practice, Roles and Responsibilities

Learning

Students are motivated to:

- take an active interest in their studies through encouragement and support from their parents/carers
- improve their performance and be willing to learn from areas for development as well as strengths
- enjoy lessons and respond to the tasks set
- demonstrate through various forms of assessment and tests that they are performing as well as they possibly can
- take pride in their work and look after resources.

Students take responsibility for their own Behaviour for Learning by:

- improving their own learning by acting on feedback quickly
- evaluating their achievement of learning outcomes
- concentrating on tasks set and listening attentively when appropriate
- making positive contributions to class discussions
- helping each other and working collaboratively as well as independently.

Students develop the following skills to:

- persevere with tasks they find difficult
- respond positively to opportunities given to extend their learning
- meet deadlines
- retain knowledge, apply it unfamiliar contexts and make connections across other areas of the curriculum.

Students understand the implications of social learning by:

- being prepared for lessons with the correct equipment
- completing homework to enhance their learning
- following school expectations
- asking for help if required
- feeling that their teachers value them and that their achievements are recognised.

Teaching

Planning and Preparation

Seating plans should be created for every teaching group through “show my homework.” They must include the following information about a pupil: name; PP status; SEN status; Target grade; Reading age; HAP. Target grades must be clearly visible on the inside cover of all exercise books.



Teachers should plan lessons that:

- allow all students to progress in their learning
- have clearly stated objectives, which are shared with pupils, visible during the lesson and recorded in teacher planners.
- use a clear four-part structure: connect, activate, demonstrate, consolidate
- use plenaries to summarise learning at key points, helping students to improve and set the scene for follow-up learning
- allow students to develop and practise higher order thinking skills
- are differentiated for varying needs by task, resources, outcome, responsibility, etc.
- provide pace and challenge for all students
- use stimulating resources including use of new technologies and e-learning
- contain highly effective questioning to engage, direct and challenge students
- incorporate reading, writing, communication and maths, SMSC, British Values and Gospel Values
- are informed by liaison across Key Stages i.e. in line with schemes of work.
- allow students to take an active part in evaluating their own learning and identifying areas for improvement (metacognition and self-regulation)
- are enjoyable, creative, motivational and interesting

Teaching Strategies

Teachers should use teaching strategies that:

- allow students to learn in visual, auditory and kinaesthetic ways
- provide for independent and collaborative work e.g. whole class, group work, working in pairs, individual (one-to-one)
- use positive behaviour management and encouragement for students to achieve, including praise and rewards (Restorative Approaches)
- use topics which are relevant and within or extend students' experience
- draw on a variety of other sources e.g. links with external organisations

Assessment, Feedback and Marking Policy

Teachers should:

- assess students' work regularly according to the school's policy
- use analysis of assessments to inform their teaching and support students' progress
- use data to ensure students are working at their full potential and set targets to achieve this
- inform parents/carers and appropriate staff within the school of students' progress and achievement against potential

Learning support

Teachers should:

- be aware of the specific learning needs of all their students
- consult with the SENDCo about the needs of individual students when appropriate
- work with Teaching Assistants and other adults to ensure students are best supported in their learning
- use Access Plans and other specific assessments of need as working documents

Homework



All assigned homework should have a purpose and be set using Show My Homework. Teachers should set meaningful, relevant work that extends the learning of students within each area of study beyond the allotted curriculum time. The work should be linked closely to topics that are being studied and students should feel that it is both challenging and worthwhile, having a positive effect on progress and attainment whilst fostering a passion for the subject. Students develop the independent study skills and positive learning habits that are essential for success both within the 11-16 school and into further and higher education.

For students who find it hard to work at home or for tasks, which require resources, more readily available in school, opportunities are provided for this to be completed at school. Every student should always be given this opportunity when required, regardless of background or circumstance.

Homework tasks

These will be decided by the teacher as appropriate and will involve tasks that may vary greatly to suit a range of factors such as subject, year group, teacher, etc. Each task is designed to either enable a student to develop a deeper understanding of a topic; research a topic; consolidate in class learning; assess skills and knowledge. Examples of homework tasks set may include:

- guided research
- pre-reading
- preparing a presentation
- note making
- exam/test questions
- skill rehearsals
- overlearning

Frequency of homework

KS3

Subject	Frequency
English	1 per fortnight and 1 'reading for pleasure' per week
Maths/Science/RE	1 per week
Geography/History	1 per fortnight
MFL	1 per fortnight and vocab learning once per week
Art/Drama/Music/Tech/ Computer Science	2 per half term
PE	None – extra-curricular instead



KS4

Subject	Frequency
English/Science*/RE	1 per week
Maths	5 minutes after every lesson and 1 lengthier per week
Options subjects	1 per fortnight (and 1 vocab learning per week for MFL)
Core PE	None – extra-curricular instead

* Separate (Triple) Science in Year 10 & 11 will get a third homework as per options; Y9 should get a third per fortnight

The amount of time spent on homework

Homework may take anywhere between 10 minutes and 1 hour and at key stage 4 it may take longer if required. Evidence suggests that challenging (but not too difficult), shorter (20/30 minutes) tasks are most useful. Some tasks set may require basic support or encouragement from parents and carers, but generally, the work should be accessible enough to be completed independently.

Feedback

Feedback on homework is determined by departments and should identify areas of success and areas for improvement. Where appropriated it will create a structure for students to act on feedback. In addition to the techniques described in the Assessment, Feedback & Marking Policy, teachers may also provide feedback on homework.

Non-completion of homework

Students who do not complete their homework on time or to the required standard will be set a detention *and* be asked to complete the homework.

Reasonable Adjustments - Equality Act 2010

We have a duty under the Equality Act 2010, to ensure that reasonable adjustments are made to homework for some students due to their diagnosed disability or learning challenges. In such circumstances, differentiated or adjusted tasks may be more appropriate. In a small number of cases, exemption from homework may be necessary. Adjustments will be negotiated with the student at SEN review meetings and by discussions with parents and carers.

Quality Assurance



All heads of department will quality assure that homework is being set and assessed appropriately. Student voice will include a focus on homework and offer students the opportunity to discuss the work set by their teachers. Homework will be checked as part of regular department book/work scrutiny.

Continuous Professional Development of staff

Teachers should:

- seek to continuously improve their practice by updating their subject knowledge in line with current initiatives
- discuss teaching and learning at all departmental meetings in order to share good practice
- plan their own CPD programme together with their line manager as a result of the Performance Management process
- take an active role in the St Anne's Coaching Programme, CPD programme and Action Research Teams to reflect on their own practice and strengthen it

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Monitoring and evaluation of teaching and learning

- **Classroom teachers**
Classroom teachers are responsible for the progress of students in their classes and for monitoring that progress to ensure they achieve well against prior achievement and attainment, and against similar groups nationally. They are responsible for evaluating their own professional development to ensure they are continually experts in their field. This is achieved by self-evaluation of their own subject knowledge and teaching pedagogies, the quality and effectiveness of their own classroom teaching and management, and their contribution to the policies, expectations and aspirations of the school.
- **Form Tutors**
Form Tutors are responsible for monitoring the progress and well-being of students in their form group and for providing support and advice, both socially and academically. They should form strong relationships with families to ensure lines of communication are always open between home and school. This is achieved by monitoring academic progress and attitudes through tracking, encouraging and developing the ability of students to evaluate and take responsibility for their own learning, monitoring behaviour, completion of homework, maintenance of planners, monitoring rewards and sanctions given to members of their form, maintaining high standards in uniform, attendance and punctuality. Form Tutors should ensure time is used effectively, working in partnership with key staff to provide stimulating topics for discussion.
- **Heads of Department**
Heads of Department are responsible for the effective teaching of the subjects within their area, evaluating the quality of teaching and standards of students' achievement and attainment and setting targets for improvement. This is achieved by ensuring appropriate curriculum coverage, continuity and progress for all students. Heads of Department should evaluate the teaching of their subject, implementing clear policies for assessment, recording and reporting, monitoring students' work by regular work scrutiny, observing teachers regularly and giving constructive feedback. They report back to SLT and other staff/Governors as



required.

- **Progress Leaders**
Progress Leaders are responsible for the monitoring and evaluation of the overall experience of groups and individuals within their year group. This is achieved by monitoring the progress of students and using data to set targets according to their needs, maintaining an overview of the students' experiences, monitoring the work of Form Tutors and quality of tutor time, monitoring attitudes to learning through attendance, homework etc. They report back to SLT and other staff regularly.
- **SLT**
The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the SEF and School Improvement Plan. Monitoring and evaluation takes place principally through self-evaluation procedures and classroom observations of learning and teaching. The PDP (Personal Development Plan) process is used where subject areas/individual staff are identified as needing targeted support. PDPs are monitored closely by SLT to ensure swift improvement.

Monitoring and Evaluating Teaching and Learning Protocols

The Head teacher and SLT meet regularly with Heads of Department, Progress Leaders and other Middle Leaders in order to:

- monitor the effectiveness of leadership and management of the departments
- analyse performance data and setting targets for improvement
- give support and arrange training for development
- ensure that minuted departmental and pastoral meetings take place regularly

We have an agreed format for monitoring and evaluating teaching and learning at St. Anne's on an annual basis and using our internal Quality Assurance framework. This consists of:

- A minimum of one formal lesson observation by SLT
- A minimum of three Learning Walks (one per term) conducted by SLT/ELT of no more than 15 minutes each
- A minimum of one departmental Work Scrutiny conducted by SLT with HoD
- Student Voice
- An annual department review to include work scrutiny, lesson observations and student voice

This allows us to monitor and evaluate teaching over time for Performance Management purposes, in line with our Ofsted Action Plan and Teacher Standards. Action plans are produced by Heads of Department and Progress Leaders to identify areas for development. Progress with these is closely monitored by relevant line managers on SLT. On-going monitoring takes place to focus on particular issues or to support where the need for development has been identified. This may result in further individual lesson observations. The monitoring aims to:

- identify and share good practice
- evaluate the quality of teaching in line with OFSTED criteria (adapted for use at St. Anne's) and set targets for improvement



- identify key aspects of teaching for development by departments and for the whole school
- identify and support teachers to become leaders within their field
- identify and offer structured support to teachers using the PDP process as required
- standardise monitoring procedures including lesson observation and work scrutiny

(Links to Assessment, Feedback and Marking Policy)

This policy will be reviewed annually and developed through consultation with staff, students and Governors.

Next review date: October 2019