Saint John Wall Catholic School
A Catholic School For All

Mission Statement
'To educate each and every unique child in our care to hear and respond to what God calls them to be'

FORTES IN FIDE

Teaching & Learning Policy
2023 – 2025

"Give instructions to a wise man, and he will be still wiser; teach a righteous man, and he will increase in learning."

Proverbs 9:9

QUALITY OF EDUCATION - TEACHING AND LEARNING POLICY

Rationale

In order to realise our Mission statement 'to educate each and every unique child in our care to hear and respond to what God calls them to be' and to offer the highest quality of teaching and learning, which will equip pupils for life, St John Wall Catholic School has a teaching and learning policy that is mindful of the Catholic nature of the school, its continued pursuit of excellence and the protection of pupils' education in all areas of school life. This policy is also mindful of the expectations placed on all teachers in the National Teacher Standards.

Key Principles

1. Lessons should be planned to:
    a. address any learning gaps and enable pupils to develop into confident learners.
    b. use formative assessment to judge the appropriate sequence of curriculum content.
    c. review the curriculum to judge the appropriate progression of core knowledge and skills to be taught.
    d. incorporate technology in teaching practice, and when necessary to facilitate online learning.
2. Although there is no preferred teaching style, all sequences of lessons should include the school's pedagogical model – Rosenshine+.
3. Progress is actively planned for and reviewed in every lesson, utilising techniques which promote independence, as well as long-term memory and retention.
4. Learning activities are planned to meet the specific needs of individuals and groups of pupils (including SEND, EAL, Pupil premium and the more able) as identified by assessment and other data.
5. Pupils receive formative assessment feedback, as outlined in the Assessment and Marking policy. Feedback is valued as a tool for improving teaching and learning for teachers to intervene or reshape learning as soon as the need arises.
6. Behaviour for learning is supported by following the school's Behaviour Policy.
7. Weekly English and Maths homework, development homework tasks, examination homework, and other remote learning resources are provided to support independent learning.

Monitoring

The quality of teaching and learning across the school is reviewed by members of the SLT, Heads of Department, and other staff via drop-ins, learning walks, lesson observations, work scrutinies, Quality of Teaching Analysis and pupil voice. Heads and Subject Leaders of Department are expected to monitor standards within their own subject area and teaching and learning forms an important part of the department self-evaluation process. For middle leaders there is a cycle of quality assurance linked to the assessment calendar.

Formal lesson observations will occasionally take place for new staff; staff who are new to role; following analysis of examinations; or following any of the monitoring listed. Lesson observations will be carried out by Heads of Department, teachers in charge of subjects and members of the SLT. Additional quality assurance may be carried out where necessary. Feedback will be provided, based on pupil learning and progress over time and not solely on the lesson observed. Grades will not be given for lessons but strengths (WWW) and areas for development (EBI) will be fed back. SLT will conduct follow-up observations if learning and progress does not meet school expectations. All staff are expected to be reflective and match their professional development and appraisal to the key principles of this policy. Staff will be provided with opportunities to strengthen their teaching practice through a range of activities such as observations, coaching & mentoring, and CPD whether internal or external.

Appendix 1: Learning and Teaching Priorities 2023 - 2025

Teaching & learning priority 1	Teaching & learning priority 2

• Implementing strategies to promote literacy: with a particular focus on reading and oracy:
  - Teachers model high quality spoken and written communication.
  - Reading is prioritised through ERIC (everybody reads in class). Teachers provide opportunities for academic reading texts.
  - Disciplinary literacy foci on general and subject specific reading, writing, speaking and listening.
  - Provide opportunities for structured talk.
• Implementing strategies to promote numeracy; with a particular focus on cross-curricular teaching of common methods to support pupils':
  o confidence and competence with numbers and the number system;
  o ability to solve problems through decision-making and reasoning in a range of contexts
  o ability to apply mathematic knowledge and skills across the curriculum
  o practical understanding of the ways in which information is gathered and presented;
  o ability to explore features of shape and space, and develop measuring skills in a range of contexts;
  o ability to understand the importance of mathematics in everyday life.
 	
• Utilise teaching strategies to support SEND, vulnerable and EAL pupils with a particular focus on pupils from the C/D category of levels of proficiency in English.
(See Literacy and Numeracy Policy)
	Departments to focus on pupil groups from SEND, Boys, PP, LAPs, etc.

Appendix 2: Quality of Education Folders (Planning Guidance)

All teachers should utilise a Quality of Education folder to effectively plan for the classes they teach. Evidence of planning should include:

1. A seating plan including pupil information (Targets, SEND, PP, HAPs, MAPs, LAPs, EAL) and any adaptive teaching methods (quality first teaching).
2. Quality First Intentions information which includes the criterion to meet the needs of learners.
3. Schemes of work and evidence of lessons taught – this should consist of a medium-term plan or curriculum plan to show learning over time, sequence of learning and progression.
4. QTA (quality of teaching analysis) and Curriculum Review with clear evidence of an action plan responding to the learning gaps identified in assessments.
5. An up-to-date QLA (question level analysis) to inform adaptive teaching, including retrieval, spaced and interleaved practice.

Further information regarding the rationale and electronic resources for QofE folders can be found in the staff shared > teaching and learning > quality of education folder.

Appendix 3: Key Ingredients for Learning (Pedagogy)

Rosenshine+	Why we think this is important	All pupils should have…
	ERIC - Everyone Reads in Class **(See Literacy & Numeracy Policy)**	**Prepare for learning** Provides the opportunity to develop reading skills including reading for pleasure.
1. **Daily, weekly, monthly review**	• This helps to build and strengthen the schema of knowledge in the pupil's mind, enabling new information to be understood. Automatic recall frees working memory and creates enquiry for the next phase of learning. • At this point in the lesson, it is a good opportunity to take the register and creates a calm, orderly climate for learning.	**Review & Prepare for learning** An **active starter/bell work** upon arrival i.e., retrieval quiz (spaced and interleaved practice especial for scheduled examinations), vocabulary, and/or correction of homework. Peer or self-assessed. Provides opportunity to plug gaps in pupils' learning.
	SJW Values - Faith-filled & Hopeful: We want our pupils to achieve a balance in their school life, directing their time and energy so that they are not overwhelmed but proceed to build a quality of life and be an example to others.	
2. **Present new material in small steps.**	• Presenting new information in small, bite-sized chunks will increase the motivation and progress made by the pupils. Introducing too much at once will see progress rates fall as they can only process so much at one time.	**Establish clear learning goals** An understanding of the learning objectives, and success criteria. Pupils are more motivated if they understand what they are learning, why they are learning it.
	SJW Values - Compassionate & Loving: We should take our pupils to horizons of experience that may be very unfamiliar, and provide them with perspectives which allow them to see the world, and in doing so, we increase our understanding of the pupils we serve.	
3. **Explicit Instructions**	• Teaching that establishes clear goals. Knowledge and skills that are sequenced logically. Teachers ensure they use clear and concise language to explain new material in small steps. Activities are well-judged, imaginative, and pitched correctly. Teachers provide guided and supported practice to build pupils' confidence. Keep pupils active and attentive by frequent responses and assists checking for understanding.	**Share, Try & Apply learning** Access to **resources** which engage and generate a desire to learn, explore and extend thinking: (1) Tell the answer to a neighbour; (2) write answers on a mini-whiteboard, (3) Think, Pair, Share. Pupils are more willing to take risks and open to enquiry with others.
	SJW Values – Attentive & Discerning: We want our pupils to be engaged in seeking, asking and challenged until the truth is plain; discerning what is good for us and what is not.	
4. **Provide models and worked examples**	• Modelling and teacher thinking aloud, guided practice, allows pupils to gain understanding quicker, and provides opportunity for deeper retention engagement in quality dialogue about their learning. Planned opportunities for guided intervention enables teachers to address underperformance.	**Try & Apply learning** Examples of Show & Talk. Show what a good piece of work looks like (WAGOLL) – pitch the next level up to the right pupils.
	SJW Values - Eloquent & Truthful:	

	We want our pupils to engage in conversation truthfully, express their beliefs, which in turn, encourages them to express their identity as well as their God-given talents.		
5. **Independent practice using the new material**	• By allowing more time for guidance, questioning and repetition of new learning will lead to pupils progressing in knowledge and skills. • Repetition of the task will promote a deeper fluency and lead to "overlearning".	**Try & Apply learning** Independent work, including development/ examination homework. Pupils are better prepared for new learning.	
	SJW Values – Curious & Active: We want our pupils to think for themselves, to become lifelong learners who will 'hear what God has called them to be'.		
6. **(a) Check for pupil understanding (b) Ask questions to all pupils over a series of lessons**.	• Questions assess prior learning, determine how well knowledge and skills have been learnt, highlight misconceptions, keep a lesson flowing and challenge pupils to think deeper into a subject; this strengthens and deepens memory. • Catching misconceptions and informing the teacher whether any parts of the topic need reteaching. • Pose open ended questions to encourage dialogue i.e., Tell me what you know about _____ .	**Review learning** Mini plenaries to review progress during the lesson and check understanding, to connect new information to existing schema.	
	SJW Values- Generous & Grateful: We want to create opportunities for our pupils to be generous with their time, talents and energy, encouraging them to know their gifts and be generous in serving others.		
7. **Metacognition - obtain a high success rate**	• Develop pupils' ability to self-review their work for Excellence, Achievement and Respect (EAR) for learning. Teachers will then judge if pupil(s)/class are ready to move on to the next stage in the topic, thus preventing them from taking misunderstandings into future learning.	**Apply & Review learning** Self-marking, multiple-choice questions and short-answers are strategies which enables further intervention and reshaping of knowledge and skills.	
	SJW Values – Intentional & Prophetic: We want our pupils to know when and how to apply their learning. As pupils "know more, and are able to do more", they will know themselves and will be able to identify their own strengths and weaknesses.		
8. **Provide scaffolds for difficult tasks**	• Provide pupils will instructional support, consider commonly made errors and build tools into the scaffold tasks that reduce the chances of pupils making the same mistakes.	**Share, Try & Apply learning** Examples of scaffolds can include; checklists, cue cards or writing frames. The scaffolds can then be gradually removed as pupil competency grows.	
	SJW Values – Curious & Active: Using the appropriate strategies, our pupils will be supported to sustain learning; helped to persevere in their education and take increasing responsibility for their own learning.		
9. **Flexible grouping**	• Teachers know their pupils well and use formative/summative assessments for temporary groupings, based on clear learning objectives, for specific activities.	**Try & Apply learning** Activities which are well-judged, imaginative, presented clearly to ensure learning is pitched correctly.	

	SJW Values – Learned & Wise*:* Our pupils' wellbeing, emotions, judgement, and faith, cannot be taken for granted; it must be revisited constantly and built-up day by day so that they become more resilient, develop the appropriate self-confidence, and step out into the unknown.		
10. **Use digital technology**	• The addition of technology into the classroom can help transform the learning experience and provide opportunities for teachers to deliver clear explanations, annotations, demonstrations and encourage pupil engagement.	**Share, Try & Apply learning** Learning can be enhanced using technology rather than it being an add-on or distraction and a good tool to foster teamwork and peer learning.
	SJW Values: Learned & Wise: We stretch and challenge our pupils in all areas of the curriculum and inspire them to read and discover more about our world.		

Link documents:
Education Endowment Foundation
EEF – Moving Forward – The Five-a-day approach for teaching SEND in mainstream schools
Assessment & Feedback Policy
Literacy & Numeracy Policy
Homework Policy
Behaviour Policy

Ratified by Governors: 11/10/2023
Due for renewal: 11/10/2025
(This policy will remain in force beyond the review date if no updates are required)