



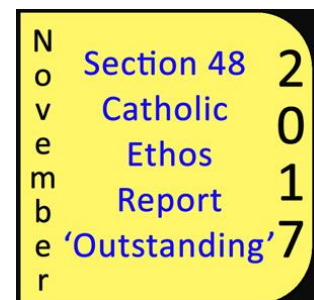
Saint John Wall Catholic School

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'



Teaching & Learning Policy

2020 - 2021

"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



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 and the government guidance linked to COVID19 and the school's associated risk assessment policy and procedure.

Key Principles

1. Lessons should be planned with a blended approach which includes remote learning and what this might mean for:
 - a. regaining pupils' confidence in learning;
 - b. addressing the learning gaps our pupils have experienced
 - c. using formative assessment to judge the appropriate sequence of curriculum content
 - d. reviewing the curriculum to judge the appropriate progression of core knowledge and skills to be taught
 - e. incorporating technology in teaching practice to facilitate online learning for all pupils.
2. Although there is no preferred teaching style, all sequences of lessons should be structured around the Learning Cycle and Key Ingredients for Learning.
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. Teachers intervene or reshape learning as soon as the need arises.
6. Pupils receive regular formative assessment feedback, as outlined in the Marking, Homework and Assessment Policy.
7. Behaviour for learning is supported by following the school's Behaviour Policy.
8. Pupil feedback is valued as a tool for improving teaching and learning.
9. 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, DDTA (Data-Driven 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. All staff are expected to be reflective and match their professional development and appraisal to the key principles of this policy.

Formal learning observations will occasionally take place for new staff; staff who are new to role following careful analysis of examinations or following any of the monitoring listed. Learning observations will be carried out by Heads of Department, teachers in charge of subjects and members of the SLT. Additional quality assurance actions may be carried out where necessary.

Feedback will be provided based on pupil learning and progress over time and not solely in the lesson being observed. In order to evaluate progress over time, LOT folders and progress trackers will be reviewed. 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. Staff will be given opportunities to strengthen their teaching practice through a range of activities such as lesson study, observations, coaching & mentoring, and CPD whether internal or external.

Learning and Teaching Priorities 2020-2021

Teaching & learning priority 1	Teaching & learning priority 2
<ul style="list-style-type: none"> Provide continuity of the curriculum through remote lessons and resources for all pupils. (See Remote Learning Policy). 	<ul style="list-style-type: none"> Implementing strategies to promote literacy, numeracy & EAL across the curriculum. (See Literacy & Numeracy policy and Appendix 3).

Planning Guidance

Evidence of planning is stored in LOT folders and should include:

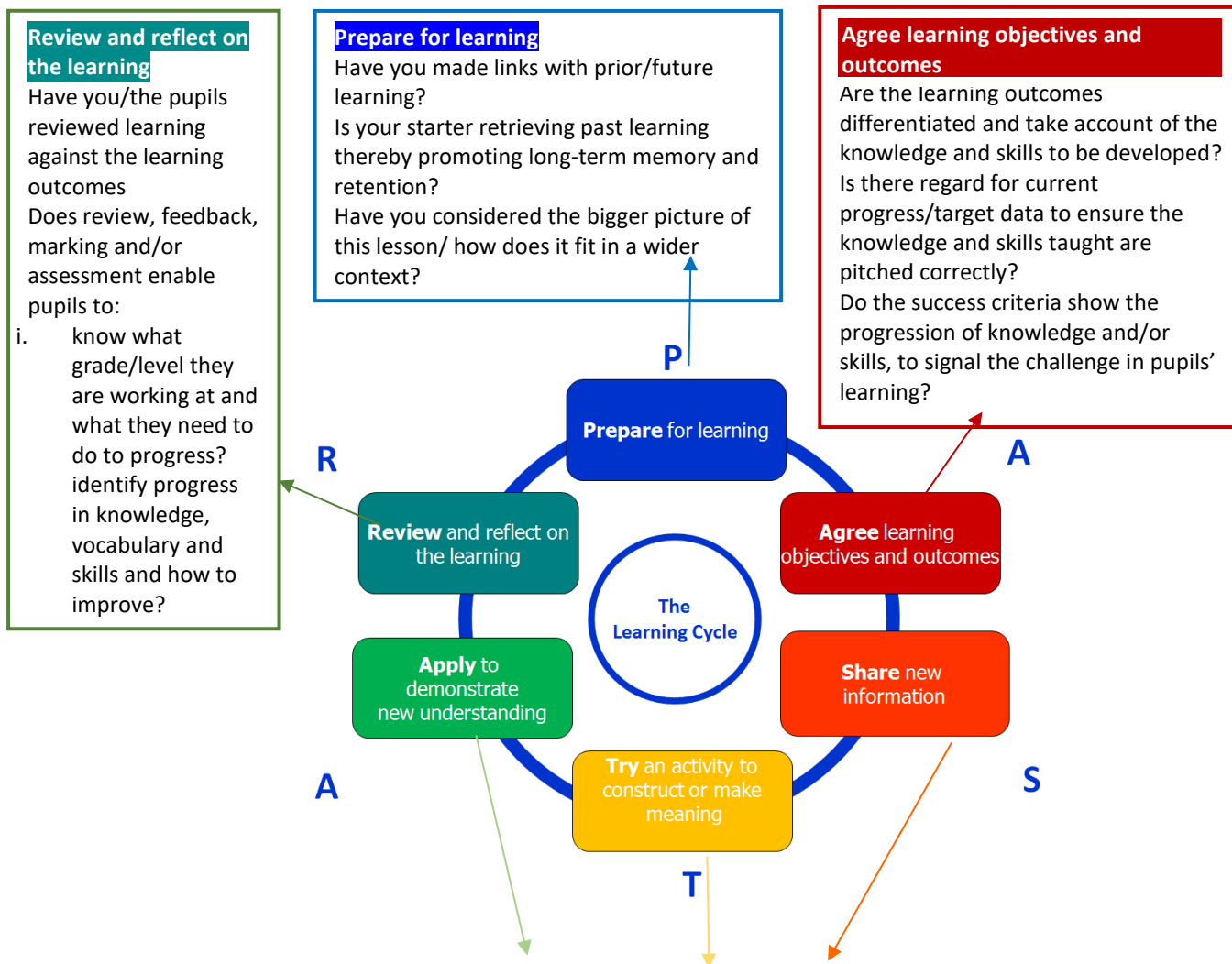
- A seating plan including pupil target data, pupil groups (SEND, PP, HAPs, MAPs, LAPs and EAL,) and any differentiation ordinarily available.
- Up to date pupil progress and assessment data with intervention details.
- Annotated/highlighted DDTA with clear evidence of the action plan being implemented in lesson design.
- Schemes of work and evidence of lessons taught – this should consist of a medium-term plan or scheme of work to show learning over time, sequence of learning and progression.
- In addition, for each term, there should be printed evidence of a lesson(s) which address the:
 - Action points identified in the DDTA
 - Teaching & learning priorities for the current academic year.
 - Lessons where SJW Values are incorporated.

6. Appendix 1: Key Ingredients for Learning (Pedagogy)

All pupils should have...	Why we think this is important	Learning Cycle
Year 7 & 8 * ERIC (Everyone Reads in Class)	<ul style="list-style-type: none"> Provides the opportunity to develop reading skills including reading for pleasure <p><i>*ERIC will be temporarily suspended due to COVID 19 as line up of pupils will occur at the start of the lesson.</i></p>	PREPARE
An active starter/ settler/bell work upon arrival	<ul style="list-style-type: none"> Creates a calm, orderly climate for learning. Helps pupils adjust from one subject to another. Provides an opportunity to take the register etc. Stimulates the brain in retrieving prior learning (through low stakes tests and quizzes for example). Provides opportunity for spaced/interleave practice of previously taught knowledge/skills to assess/plug gaps in pupils' learning. Creates enquiry for the next phase of learning. 	PREPARE AGREE
An understanding of the learning objectives, outcomes and success criteria	<ul style="list-style-type: none"> Pupils are more motivated if they understand what they are learning, why they are learning it and how they will know if they have been successful lesson sequencing. 	AGREE

	<ul style="list-style-type: none"> Sharing them in an interesting way creates engagement, signals the progress developed within the lesson and how it fits into the bigger picture (curriculum progression). 	
Access to resources which engage, challenge, or create relevance	<ul style="list-style-type: none"> Hooks can generate a desire to learn, explore and extend thinking. Resources should support the learning objective and wider skills. Making links with the real world adds a wider value to the learning. 	SHARE TRY APPLY
Opportunities for collaborative learning <i>Temporarily suspended due to COVID19</i> <i>See Risk Assessment for particular curriculum areas.</i>	<ul style="list-style-type: none"> Modelling and scaffold key skills which facilitate pupil access to the curriculum Focus on practical application of knowledge to ensure that pupils are able to articulate learning for themselves effectively Group or paired work encourages deeper learning through dialogue. <i>(Suspended due to COVID 19)</i> Enables different learning styles and intelligences to be included. <i>(Suspended due to COVID 19)</i> Pupils are more willing to take risks or engage in open enquiry with others. <i>(Suspended due to COVID 19)</i> 	SHARE TRY APPLY
Chances to engage in quality dialogue about their learning	<ul style="list-style-type: none"> Build in study skills to promote self-efficacy Provide opportunities for feedback from out of school hours learning Teacher and TA input and feedback during the learning process is needed to ensure that individual pupils make appropriate progress. Planned opportunities for guided intervention can address underperformance. 	All
Mini-plenaries to review their progress during the lesson	<ul style="list-style-type: none"> Pupils are more motivated when they can see they are making progress. Self-marking, multiple-choice questions and short-answers are strategies which enables further intervention and reshaping of knowledge and skills. 	REVIEW
Well- paced learning with clear transitions	<ul style="list-style-type: none"> A crisp pace maintains the learning momentum. Dips in pace or lengthy transitions are often times when the learning climate deteriorates and progression slows down. 	All
Activities which allow them to ask and answer challenging questions	<ul style="list-style-type: none"> Plan when questioning will happen helps to embed the learning. Have pupils work problems out loud. Pose open ended questions to encourage dialogue i.e., Tell me what you know about ____ . Higher order questioning encourages deeper learning and understanding. 	SHARE TRY APPLY
A plenary which reviews their progress and makes links with future learning	<ul style="list-style-type: none"> Creates an opportunity to evaluate and celebrate progress. Identifies personal priorities for future learning. Pupils can see the bigger picture for the learning in that lesson. 	REVIEW

Appendix 2: Planning Checklist.



Share, Try, Apply

Have you considered the different abilities/needs of groups of pupils in the class and differentiated resources, activities, strategies, pupil groups, to match learning to their needs? Especially EAL pupils, Pupil Premium and pupils with SEND.

Will the teaching strategies/style impact on learning? Are they well-judged, imaginative, presented clearly to ensure learning is pitched correctly?

Have you used AfL strategies throughout to check progress against the learning outcomes and to highlight how to reach the next level?

Have you included literacy, numeracy or SJW Values?

Ratified by Governors: 07/10/2020

Next Review Due: 07/10/2021

(This policy will remain in force beyond the review date if no updates are required)