



## 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 2021 – 2022

*"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 and.....

## 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 incorporate Rosenshine Principles.
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 Assessment, Marking and Homework 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, 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. All staff are expected to be reflective and match their professional development and appraisal to the key principles of this policy.

Formal lesson 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. Lesson 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, Quality of Education 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 observations, coaching & mentoring, and CPD whether internal or external.

## Appendix 1: Learning and Teaching Priorities 2021-2022

Teaching & learning priority 1	Teaching & learning priority 2
<ul style="list-style-type: none"> <li>• Implementing strategies to promote literacy: with a particular focus on reading:               <ul style="list-style-type: none"> <li>- Teachers modelling high quality spoken and written communication</li> <li>- Reading is prioritised through ERIC and the introduction of academic reading texts</li> <li>- Disciplinary literacy foci on general and subject specific reading, writing, speaking and listening.</li> </ul> </li> <li>• Implementing strategies to promote numeracy; enhancing the use of:               <ul style="list-style-type: none"> <li>○ Percentages</li> <li>○ Statistics – Graphs and Charts</li> <li>○ Unit Conversion</li> </ul> </li> <li>• Implementing strategies to support EAL pupils with a particular focus on pupils from the C/D category of levels of proficiency in English (See Literacy and Numeracy Policy)</li> </ul>	<p>Departments to focus on pupil groups from SEND, Boys, PP, LAPs, etc.</p>

## Appendix 2: Quality of Education Folders (Planning Guidance)

Evidence of planning is stored in Quality of Education folders and should include:

1. A seating plan including pupil information (Targets, SEND, PP, HAPs, MAPs, LAPs, EAL) and any differentiation ordinarily available (quality first teaching).
2. 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.
3. In addition, for each term, there should be printed evidence of four lessons that illustrate the:
  - a. Action points identified in the QTA
  - b. Teaching & learning priority 1
  - c. Teaching & learning priority 2
  - d. Lessons where SJW Values are incorporated.
4. Annotated/highlighted quality of teaching analysis (QTA) with clear evidence of the action plan being implemented in lesson design.
5. Up to date pupil progress and assessment data with intervention details.

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 Principles	Why we think this is important	All pupils should have...
	<p><b>ERIC - Everyone Reads in Class</b></p> <p><b>(See Literacy &amp; Numeracy Policy)</b></p>	<p><b>Prepare for learning</b> Provides the opportunity to develop reading skills including reading for pleasure.</p>

<b>1. Daily Review</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Provides an opportunity to take the register and creates a calm, orderly climate for learning.</li> </ul>	<b>Review &amp; Prepare for learning</b> An <b>active starter/bell work</b> upon arrival i.e., retrieval quiz (spaced and interleaved practice), vocabulary, and/or correction of homework. Peer or self-assessed. Provides opportunity to plug gaps in pupils' learning.
<p><b><u>SJW Values - Faith-filled &amp; Hopeful:</u></b>  Our pupils' wellbeing, emotions, judgement and faith, cannot be taken for granted; it has to 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.</p>		
<b>2. Present new material in small steps.</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Agree learning</b> 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.
<p><b><u>SJW Values - Compassionate &amp; Loving:</u></b>  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.</p>		
<b>3. Ask Questions</b> to all pupils over a series of lessons.	<ul style="list-style-type: none"> <li>Questions 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.</li> <li>Pose open ended questions to encourage dialogue i.e., Tell me what you know about ____ .</li> </ul>	<b>Share, Try &amp; Apply learning</b> Access to <b>resources</b> 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.
<p><b><u>SJW Values – Attentive &amp; Discerning:</u></b>  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.</p>		
<b>4. Provide models and worked examples</b>	<ul style="list-style-type: none"> <li>Modelling and teacher thinking aloud, guided practice, allows pupils to gain understanding quicker, it also gives them deeper retention and the opportunity to engage in quality dialogue about their learning. Also, planned opportunities for guided intervention can address underperformance.</li> </ul>	<b>Try &amp; Apply learning</b> Examples of Show & Talk. Show what a good piece of work looks like – pitch the next level up to the right pupils.
<p><b><u>SJW Values - Eloquent &amp; Truthful:</u></b>  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.</p>		
<b>5. Practise using the new material</b>	<ul style="list-style-type: none"> <li>By allowing more time for guidance, questioning and repetition of new learning will lead to pupils progressing in knowledge and skills.</li> </ul>	<b>Try &amp; Apply learning</b> Independent work, including development/ examination homework. Pupils are better prepared for new learning.
<p><b><u>SJW Values – Curious &amp; Active:</u></b></p>		

	We want our pupils to think for themselves, to become lifelong learners who will 'hear what God has called them to be'.	
6. Check for pupil understanding	<ul style="list-style-type: none"> <li>Catching misconceptions and informing the teacher whether any parts of the topic need reteaching.</li> </ul>	<b>Review learning</b> Mini-plenaries to review progress during the lesson and check understanding, to connect new information to existing schema.
	<b>SJW Values- Generous &amp; Grateful:</b> 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. Obtain a high success rate	<ul style="list-style-type: none"> <li>Ensure all pupils in a class are ready to move on to the next stage in the topic, thus preventing pupils from taking misunderstanding into future learning.</li> </ul>	<b>Apply &amp; Review learning</b> Self-marking, multiple-choice questions and short-answers are strategies which enables further intervention and reshaping of knowledge and skills.
	<b>SJW Values – Intentional &amp; Prophetic:</b> 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.	
8. Provide scaffolds for difficult tasks	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Share, Try &amp; Apply learning</b> Examples of scaffolds can include; checklists, cue cards or writing frames. The scaffolds can then be gradually removed as pupil competency grows.
	<b>SJW Values – Curious &amp; Active:</b> 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. Independent practice	<ul style="list-style-type: none"> <li>Repetition of the task will promote a deeper fluency and lead to "overlearning".</li> </ul>	<b>Try &amp; Apply learning</b> Activities which are well-judged, imaginative, presented clearly to ensure learning is pitched correctly.
	<b>SJW Values – Learned &amp; Wise:</b> 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.	
10. Monthly and weekly reviews	<ul style="list-style-type: none"> <li>The best way to develop an expert is through practice. The more the practice, the better the performance.</li> </ul>	<b>Review learning</b> Spaced and interleaved retrieval practice quizzes and exam preparation for scheduled assessments.
	<b>SJW Values: Learned &amp; Wise:</b> We stretch and challenge our pupils in all areas of the curriculum and inspire them to read and discover more about our world.	

Ratified by Governors: 06/10/2021

Due for renewal: 06/10/2022

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