

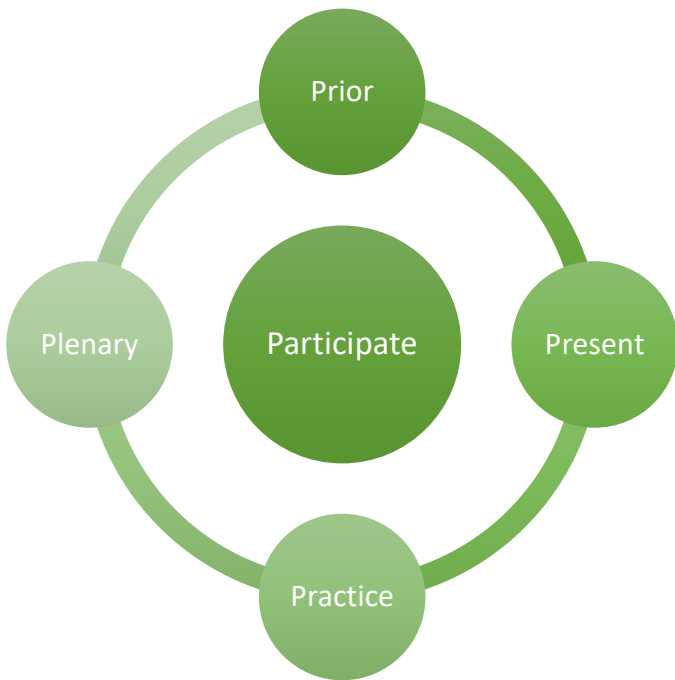
St Monica’s RC High School Teaching and Learning Policy 2024 - 2025

Rationale: To provide a clear outline of the teaching and learning expectations. The policy provides a framework to support staff with the implementation of our ambitious curriculum. We follow the recommendations in ‘Eliminating Unnecessary Workload Associated with Data Management: Report of the Independent Teacher Workload Review Group’ by the Department for Education to ensure that we only collect data which is purposeful and valid and that the process by which it is collected is efficient as possible to eliminate unnecessary workload.

Vision: The teaching and learning policy is rooted in our mission statement: we encourage all pupils to use their God-given talents and recognise the potential of each person in our community. Every student at St Monica’s is entitled to, and deserves, a high-quality learning experience in every lesson: **‘Every child, Every opportunity for success, Every day.’** The expectation is that the curriculum is thoughtfully planned, robust and equitable. We aim to provide clarity for teachers, pupils and parents so that all stakeholders understand what high-quality teaching and learning in our classrooms should look like. Our vision for teaching and learning is based on research and latest ideas about good practice. Our aim is therefore to:

- ✓ Consistently deliver a knowledge-rich curriculum to all students
- ✓ Raise standards of learning, by engaging in professional discussion about effective classroom practice and pedagogy.

Principles of good practice at St Monica’s: All staff are expected to impart the highest standards of subject knowledge. With this in mind, we aim to develop the subject knowledge and pedagogical knowledge of all staff. CPD for all staff continues to be based on the Embedding Formative Assessment Programme (SSAT.) All staff are enrolled on the two-year programme of monthly workshops and are part of a Teaching and Learning Community. We share with staff the following basic principles of what we expect to see in a lesson at St Monica’s.



This is summarised in the guidance to staff St Monica's Lesson on a Page document (Appendix 1.)

Improving reading skills and literacy skills also remain at the forefront of our drive to develop teaching across the school. Developing secure and confident readers is key to unlocking our curriculum. The priority is to deliver an equitable curriculum where all pupils are taught the same core knowledge, with scaffolded support for lower attaining students. We expect all staff to follow principles of good practice as outlined in key research from The Principles of Instruction (Rosenshine.)

In order to support staff to achieve these high standards we provide:

- ✓ Quality INSET with a research informed approach to professional development
- ✓ Dedicated department time which focuses on developing subject knowledge and implementation
- ✓ Dedicated time devoted to participation in the SSAT Embedding Formative Assessment Programme.
- ✓ The opportunity to work as part of a teaching and learning community, discussing pedagogy, carrying out peer reviews and trying different strategies in a supportive way.
- ✓ Support as part of the structured CPD programme and individually assigned as needed
- ✓ On-going CPD opportunities throughout the year to explore a variety of educational settings and relate this to the context of your own teams and classrooms. These are facilitated through the TRUST Learning Network.

We therefore expect all teachers to:

- ✓ Use the guidance outlined in this policy to consistently plan and deliver high quality learning experiences for all pupils
- ✓ Demonstrate a clear understanding of the individual needs of Pupils with SEND and make appropriate reasonable adjustments.'
- ✓ Plan lessons that refer to pupil passports to meet the needs of SEND pupils
- ✓ Plan lessons and sequences of lessons that challenge and extend all learners, making use of Departmental Schemes of Work, Curriculum Maps, Learning Journeys and Knowledge Organisers
- ✓ Prioritise and take responsibility for their professional development, support and training - including rigorous self-evaluation following the completion of CPD.
- ✓ Share best practice with colleagues and contribute to school improvement.

Understanding what strong implementation looks like:

The following document informs our principles of strong planning and teaching:

The Principles of Instruction – Barak Rosenshine

Our teaching policy is based on valid and research-based understanding of the principles of teaching through an engagement with cognitive science and a wide range of educational research. We use research to inform the development of our staff to ensure teaching is of the highest quality. In particular, we expect that all staff to adhere to the following principles of good practice.

See below:

1. Daily review linking to prior knowledge
2. Present new material using small steps with clarity and precision
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding and participation
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Key elements of effective teaching and learning

Strong Subject knowledge

Pupils learn curriculum content best from teachers who have excellent subject knowledge; this ensures that knowledge and skills are imparted accurately. Excellent pedagogical subject knowledge is equally vital to ensure that content is taught in the most appropriate and effective way. We expect teachers to research and develop their subject knowledge and we support teachers by providing links to professional organisations (such as the Historical Association.) In addition, curriculum leaders have expert subject knowledge and are responsible for developing subject knowledge and pedagogical subject knowledge development through whole school CPD. It is important that teachers are knowledgeable about what children have learned previously to ensure that learning is built on what has come before, so that pupils' schemas are developed.

Planning

Lesson planning is based on systematic and accurate assessment of pupils' prior learning so that pupils' next steps and progress are effectively planned for. It must take into account the learning needs of all pupils and apply strategies from pupil passports. Planning is flexible and ensures that all pupils make progress by filling in gaps or moving pupils on. Planning involves choosing, designing and adapting tasks that will challenge all pupils, whatever the level at which they are working. Planning by Heads of Department includes planning for composite end points to ensure effective sequencing. Assessment points are built into long term plans at appropriate points.

Adaptive teaching

Pupils identified as SEND have an individual pupil passport in place. This details their specific needs and strategies for staff to adopt. The information and guidance on the passport should be utilised when planning for pupils. Learning in the classroom should be chunked down and scaffolded. This supports all pupils to best demonstrate what they can do. Teachers will adapt the curriculum according to individual needs by pace, content, task and extension. Pupils receive quality first teaching and adapted tasks to meet their specific needs which enable them to be ready to learn and receive suitable challenge for them to progress.

Features of **effective teaching and learning** will include:

- ✓ Teachers who show strong subject knowledge
- ✓ Teachers who share powerful knowledge with precision and clarity
- ✓ Teachers who have a good understanding of the individual needs of all pupils
- ✓ Having clear communication with Teaching Assistants to ensure the most effective use of the support available to pupils
- ✓ Effective planning with clear learning objectives and appropriate teaching strategies
- ✓ Striving to interest, encourage and engage all students
- ✓ Working to challenge all students; expecting the most of them and scaffolding tasks to support the needs of all learners
- ✓ Using methods and resources that enable all students to learn effectively and make good progress
- ✓ Making effective use of time and insisting on high standards of behaviour, implementing the Five P's of 'The St Monica's Standard' in the classroom
- ✓ Making effective use of teaching assistants and other forms of support in the classroom
- ✓ Where appropriate, using homework and knowledge organisers effectively to reinforce and extend what is learned in school
- ✓ Promote equality of opportunity and inclusive practice

Features of **effective learning** will enable:

- ✓ Students to acquire new knowledge or skills in their work, develop ideas and increase understanding
- ✓ Students to show engagement, application and concentration and are productive
- ✓ Students to develop the skills and capacity to work independently and collaboratively
- ✓ Students to develop resilience and develop a 'growth mindset'

Features of **effective assessment** ensure that:

- ✓ Students' work is assessed thoroughly and constructively
- ✓ Assessment is used to inform planning and target setting to meet the learning and personal development needs of individual students and groups.
- ✓ Students understand how well they are doing and what are their next steps.

Policy Monitoring -This policy will be monitored by the following people:

- ✓ Headteacher
- ✓ Deputy Headteacher
- ✓ Assistant Headteacher responsible for Teaching and Learning
- ✓ Wider Leadership Team
- ✓ Heads of Department
- ✓ Teacher (self-monitoring / self-evaluation)

Monitoring takes place through learning walks, subject reviews, pupil voice and book scrutiny. Heads of Department will monitor according to the termly monitoring and quality assurance process. Heads of Department will then share feedback on their routine monitoring with their SLT line manager in their fortnightly line management meetings.

Quality Assurance of teaching and learning

Review and Evaluation of teaching and learning at whole school level

The Local Governing Body will regularly review and evaluate St Monica's teaching standards through:

- ✓ Regular feedback and updates from the Headteacher about progress towards the School Improvement Plan
- ✓ Regular feedback and updates from Senior Leaders at Local Governing Body meetings in terms of progress towards key priority areas for development.

The Headteacher will regularly review and evaluate St Monica's teaching standards through:

- ✓ Monitoring the curriculum through actively taking part in Subject Reviews
- ✓ Monitoring the progress of department through strategic Headteacher Post Exam Analysis Meetings
- ✓
- ✓ Monitoring pupil progress through meetings with Year 11 pupils
- ✓ The evaluation of relevant data at key points in the year
- ✓ The evaluation of staff voice, parent voice and pupil voice collected at key points in the year
- ✓ Weekly strategy meetings with the Senior Leadership Team.
- ✓ Regular line management meetings with members of the Senior Leadership Team.
- ✓ Appraisal/Performance Management Meetings with members of the Senior Leadership Team.
- ✓ Implementation of the Whole School Improvement Plan.

The Senior Leadership Team will regularly review and evaluate St Monica's teaching standards through:

- ✓ Fortnightly line management meetings which hold middle leaders to account for their monitoring of the curriculum
- ✓ Undertaking Subject Reviews for monitoring what is happening in a curriculum or subject area. The Subject Review's purpose is to:
- ✓ Develop a deep understanding of teaching and learning within the school;
- ✓ Develop a shared vision of every child in every classroom enabled to meet or exceed high standards;
- ✓ Provide clear next steps for whole school curriculum development

Firstly, it is the class teacher's responsibility to self-evaluate the quality of implementation that takes place in his/her classroom. The Head of Department is responsible for monitoring all implementation within their curriculum area while the designated member of the Senior Leadership team will have the overall responsibility for the Quality Assurance of teaching and learning across the school.

Monitoring by Heads of Department follows the shared format and findings are recorded.

Quality assurance of teaching and learning at Senior leadership level takes the form of Subject Reviews carried out by a number of Senior Leaders. Our model includes a dedicated day within the department looking at the quality of implementation in the classroom, the quality of work in exercise books and speaking to the pupils about the progress that they are making. Further additional quality assurance is added through the support of external advisors where appropriate.

Heads of Department will regularly review and evaluate their curriculum each term by carrying out the following in line with Quality Assurance Schedule (Appendix 1.) Each half term the monitoring is based on the whole school focus. (eg Spring Term 1 focus is KS3 boys.)

Head of Department will also:

- share findings with Senior Leader in line management meetings.
- attend Progress Review meetings with Headteacher and Deputy Headteacher.
- carry out appraisal meetings with relevant team members – including possible lesson observations.
- lead dedicated Tuesday department meetings
- attend subject meetings with other Heads of Department from across the Trust.
- Ensure that Seconds in Department analyse KS3 M/S/D Data termly using agreed proforma to identify spotlight pupils

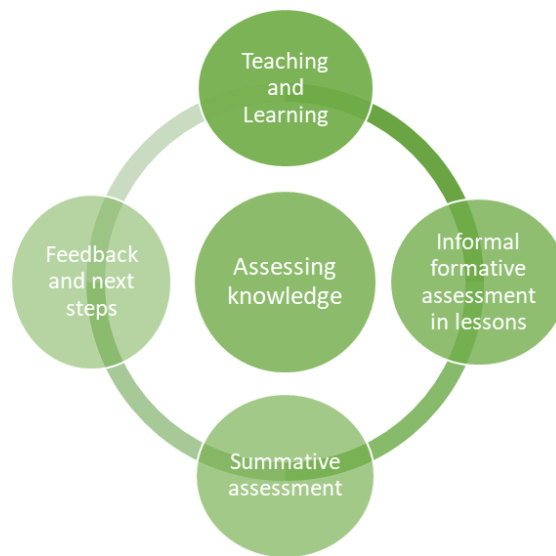
Homework

Evidence from research, including Hattie and the EEF shows the positive impact of homework, especially when used for embedding knowledge and preparation. We believe it helps our students to consolidate and prepare for future learning. Homework is set according to our homework timetable below. Staff set a range of tasks. We provide pupils with a Knowledge Organiser / Revision Guides which help them to consolidate what they have learnt in lessons. Further information on this and a parents’ guide to using Knowledge Organisers is on our website.

Homework Timetable 2024- 2025		
Day	Subjects	
Monday	English	Geography
Tuesday	Science	Art / DT / Food
Wednesday	Maths	History
Thursday	RE	Computer Science
Friday	MFL	Music / Drama

Assessment

Checking that knowledge is embedded is integral to our teaching and learning. Our approach to assessment is synoptic; triangulating the learning that takes place in the classroom.



Regular, informal checks on knowledge take place daily throughout lessons in the form of formative assessment. We use a range of strategies to check knowledge, such as questioning, low stakes quizzes, mini white-board and retrieval tasks. Formative assessment informs daily planning and practice; it enables us to identify current gaps in knowledge and to decide on support and interventions which enhance students' learning. Our assessment model ensures that assessment is purposeful, valid and reliable. It provides a consistent approach to the use of assessment and feedback within and across subjects.

Summative assessment takes place in lessons at the appropriate point in the sequencing of the curriculum. It takes place when composite knowledge has been shared. It checks how much of the new knowledge has been understood. Assessment preparation is strengthened through our Knowledge Organisers. All pupils at Key Stage 3 have a Knowledge Organiser for each term which helps them to learn and retrieve the key knowledge from the lesson at home. Our knowledge organisers are found on the Knowledge Rich curriculum area of our website.

Feedback

Following the assessment, feedback or next steps are then shared with pupils. This takes the form of either written feedback, whole class feedback, personal feedback or verbal feedback. The purpose of giving feedback is to make sure that pupils understand their next steps in their learning. Feedback is clear so that students know how they are progressing within subjects and what they need to do to improve further.

Written feedback helps students to make progress in their learning, encouraging them to strive for high achievement, it promotes positive self-esteem. It should also inform teacher planning and preparation. This is achieved by:

- Identifying aspects of work that need attention/improvement and how it might be improved or developed further
- Promoting accurate and effective use of literacy and numeracy
- Responding to the knowledge shared or learning outcomes for the lesson
- Show what is valued by the school – giving an insight to ethos and expectations for feedback to be effective, it will be different in different subjects.

Whole school expectations - a consistent approach to feedback

As a school, we expect that all staff follow the principles below when giving feedback. Individual departments identify the feedback and format that is most appropriate for their subject and age

group for and task. The department marking non-negotiables should be applied consistently across the subject and remain aligned these whole school feedback principles:

Regular - Feedback should be regular – there should be evidence of regular teacher input. (This may be live marking, verbal feedback, written feedback, whole class feedback, peer and self-assessment - teacher guided.)

Focused - Feedback should be focused on developing and improving knowledge, what students can do to improve their knowledge and cause thinking to take place (next steps.)

Targeted - Feedback may be either whole-class, personal or verbal. It may be in the form of a challenge question or do now statement (formats for this will vary across the departments.) Next steps for students should be clearly labelled in books for all to see.

Respond – Students must be given the time and opportunity to act on feedback received. In most cases this will be in green pen though in extended pieces. Feedback must be focused on the learner and not the piece of work and as such, pupils need time to respond to the feedback using green pen.

Literacy – It is crucial that teachers identify and feedback on literacy errors (in particular, key words from Knowledge Organisers and any subject specific key words or spellings)

Presentation – Staff should insist on high quality presentation of work in exercise books. Include comments/action required to reinforce good and careful presentation. Teachers should only accept students' best work; allow time for students to proof-read and self-correct. Explicit teaching of these skills must form part of everyday teaching.

Middle Leaders are responsible for:

- developing bespoke feedback practices that reflect the nature of their curriculum delivered within the guidelines of the whole school policy. Feedback on assessments is given at appropriate points and outlined in the assessment overview so that all stakeholders understand how assessment takes place across the school. This should be used consistently across the department and reflect the whole school feedback policy.
- monitoring that the above is being undertaken in their departments through regular book scrutiny which is then documented and recorded using the shared template.
- reporting to Senior Leader line manager the findings of their monitoring in the line management meetings.

Senior Leaders are responsible for:

- Holding middle leaders to account in their monitoring of the assessment and feedback policy.
- Supporting Heads of Department with any curriculum choices they make.



St Monica's Lesson on a Page

Activity	Focus	Resource Ideas
Prior	<ul style="list-style-type: none"> ✓ Teacher greets pupils at the door and lessons begin promptly with a sharp, written 'Do Now' / Starter task. ✓ Check that prior knowledge is secure at end of 'Do Now' task. ✓ Share clear learning intention for the lesson to frame the learning. Establish 'where we are going' and make links with prior knowledge. 	Retrieval grid 3 x 'Big Questions' Worksheet which tests recall of formulae, terms, dates, quotes. Diagnostic questions Mini whiteboards Low stakes quiz
Present	<ul style="list-style-type: none"> ✓ New knowledge is presented in the lesson with clarity and precision. ✓ Explanations and concepts are carefully delivered with the aid of visual prompts to avoid cognitive overload. ✓ Challenging concepts are broken down, chunked and scaffolded for SEND learners. 	Models Visualiser Diagrams Key Vocabulary list Video Clips Examples / Anecdotes Podcasts Resources from books / textbooks. Knowledge jigsaws. Worksheets. Class reading
Participate All pupils engage in the lesson; actively participating by asking and answering questions, working diligently to complete all tasks or activities.		
Practice	<ul style="list-style-type: none"> ✓ Pupils are given opportunities to apply the new knowledge through guided and independent practice. ✓ New knowledge is demonstrated by pupils ✓ Teacher walks the room to check for understanding. 	Open Questions / Cold Calling / Tasks 'I do, we do, you do' Metacognitive modelling 'Walking Talking Mock' Learning Triad Listening Triangles Peer feedback Show Me
Plenary	<ul style="list-style-type: none"> ✓ Pupils' knowledge is finally checked again at the end of the lesson before pupils leave. ✓ Class teacher has a clear overall picture of the learning that has taken place. ✓ Pupils stand behind desks for orderly dismissal. 	Mini Whiteboards Quiz-Quiz-Trade Questioning / Cold Calling Show Me Mnemonics Kahoots Quiz Visualiser Exit Tickets / Post It's