

ST GREGORY'S CATHOLIC COLLEGE



TEACHING AND LEARNING POLICY

Key Information

Title	Teaching and Learning Policy	
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V01.0	Date 08/02/18	Final approved at Curriculum and Achievement Committee



Saint **GREGORY'S**
Bath

TEACHING AND LEARNING POLICY

At St Gregory's we are committed to providing the highest quality of learning and teaching both in and out of lessons. We strive to give our students a depth of learning that allows them to build their learning on solid foundations.

OUR MISSION

Every child is created in the eyes of God and each is uniquely gifted. As a Catholic school, our aim is to promote the dignity and wellbeing of every child and ensure that they flourish in the course of their journey with us in a safe, happy and enriching environment.

We aim to provide our students with the personalised deep learning which will help them to gain the skills, knowledge and understanding of self, others and the world which they will need for a fulfilled and happy adult life.

All that we do to develop the quality of teaching and deep learning within the school should be guided by the following principles which make clear our desire to:

- Embed all that we do in a learning environment based on Christian values where we see all learners as individuals, provide the best possible structures and provision to support their learning and enable them to achieve their full potential;
- Reflect our aim to achieve excellence in all that we do by exhibiting a passionate commitment to provide the very best teaching and learning experiences we can, with learning at the heart of all that we do;
- Foster independence, co-operation and creativity in all those we teach;
- Hold high expectations of all, from all, with an aim to raise the aspirations of young people of all abilities.
- Ensure a mastery of concepts and secure this learning before moving on to build upon it.
- In line with the OfSTED framework, not to focus on a preferred style but rather on the impact of teaching on learning.

POLICY



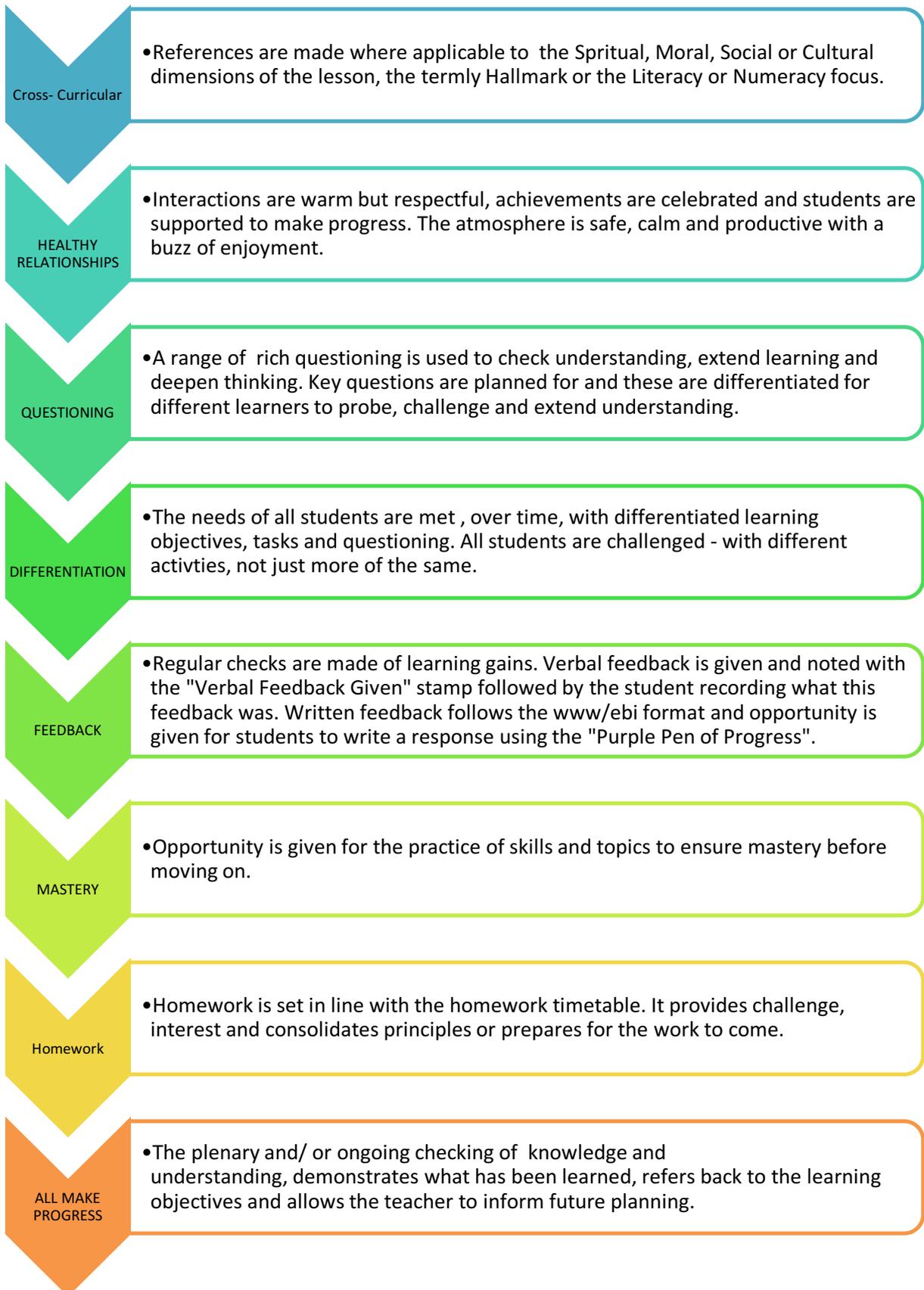
EXPECTATIONS



CHARACTERISTICS OF A SUCCESSFUL LESSON (1)



CHARACTERISTICS OF A SUCCESSFUL LESSON (2)



ASSESSMENT AND MARKING

Presentation of Work

It is important that we adopt a uniform and consistent approach with regard to our expectations about students' presentation of work so that they know what to expect in every lesson.

The first impression should be one of pride and a positive attitude towards learning. Books should be kept free of graffiti.

Students should only write in blue or black pen, unless different colours are being used for the purposes of annotation or other similar activity. Pencil should only be used for appropriate tasks, not for handwriting. Students should not start a new page at the beginning of each lesson but should simply rule off the last piece of work. The following standardized heading should be used:

H/W or C/W			<u>Date (underlined with ruler)</u>
		<u>Title (underlined with ruler)</u>	

MARKING EXPECTATIONS

We will expect to see a variety of marking in students' exercise books and folders (see faculty guidelines), but we will also expect to see the following consistency of practice:

- It is important that **meaningful feedback** to students is frequent and of a **consistently high standard** so books should be marked regularly, and, as a guideline, once every two weeks or once every five lessons, depending on the level of contact time that teachers have with their students.
- A balance of different types of marking for different purposes:
 - ✓ There should be evidence of students **responding to feedback** that has been given. This should be done by providing DIRT time in lessons for students to respond or setting a homework where students can reflect on their progress in more detail.
 - ✓ A light touch "tick and flick" may be appropriate for day-to-day work;
 - ✓ Regular formative assessment with **detailed comment marking** that provides students with clear guidance about how to improve the quality of responses but where no formal grade or level is given – all staff should use the www/ebi format;
 - ✓ Regular summative assessments at the end of modules/units which give an indication of students' **current progress or grade**
 - ✓ Use of resources that make explicit the next steps for learning such as progress ladders, student friendly mark schemes and assessment criteria;
 - ✓ Students' involvement in the marking process through peer and self-assessment, and reflective comments about progress and attainment.

Homework

The benefits of Homework:

- To encourage regular study habits, perseverance and self-discipline for lifelong learning;
- To offer opportunities for work, including research independent of the teacher;
- To open up the curriculum, exploiting materials/resources unavailable in the classroom;
- To encourage motivation, creativity and initiative;
- To enable students to meet the particular demands of courses;
- To provide opportunities for reinforcing and consolidating skills learned in class;
- To provide an important bridge between home and school, involving parents and others.

The setting of Homework:

All homework should be set using the “Show My Homework” platform.

Whilst all students work at different rates we believe it is important to give guidelines of time so that students and their families know what to expect. These guidelines as to the amount of homework and when it is set will be determined in the Homework Timetable that will be issued to students at the start of the academic year.

Extended homework can be set covering more than one homework session but teachers must ensure that students record the work towards the extended project on a weekly basis so that they are supported to complete it in an organized manner.

It is vital that homework is set at a point of the lesson when it is possible to give instructions, allow time for explanations and questions and for students to record the homework in their planners.

Careful consideration needs to be given to the needs of EAL and SEND students when setting homework. Teachers should make reference to the student’s individual education plan and be very clear of the individual needs of the student concerned. In addition, teachers should also be sensitive to the responsibilities some students may have outside of school and be flexible where reasonable requests are made by families.

Types of Task:

Good homework will involve a variety of activities or tasks and have clear learning objectives that are shared with the students. As a result, subject leaders and teachers should plan homework as an integral part of the learning experience. Finishing work from class should generally be avoided and tasks should either be discrete or be leading to, or informing, another task or outcome.

Homework tasks should be clear in terms of:

- what is expected of each student ;
- when it is to be completed;
- where it is to be done (which book etc.)

Tasks could include:

- Extended writing, factual or imaginative or preparation of drafts of such work;
- Illustrations, charts, map work, design and artwork;
- Reading books, magazines, journals, newspapers, articles, etc.;

- Research work, fact finding, gathering information, gathering or analysing sources;
- Designing and/or making a model;
- Structured tasks within larger projects;
- Revising a unit of work for assessment;
- Collecting materials , perhaps from a library or items not immediately available in school;
- Listening to/watching a particular relevant broadcast or film
- Practising a particular skill.

Recording of Homework:

All students will be issued with a homework timetable at the start of the academic year. All homework will be set using the “Show My Homework” platform. Where possible, worksheets and PowerPoints should be added as attachments to aid student learning. Deadlines will be explicit.

Marking of Homework:

The nature of the feedback given for homework tasks will depend on the nature of the homework that is set. It is appropriate to provide oral feedback, to encourage peer or self-evaluation or to provide diagnostic marking. It is expected that students will receive some form of feedback on their completed homework **within two weeks of the homework being set**. If students have not completed the homework, they will receive an C2 in line with the guidelines in the Behaviour for Excellence Policy.

Monitoring of Homework

The setting and completion of homework will be monitored in the following ways and appropriate action taken as necessary:

- By parents who will have “Show My Homework” log-ins
- By tutors and Heads of Year who will monitor the number of C2s and merits within their tutor or year group on a regular basis;
- By tutors and Heads of Year who will use the progress snap shots to monitor the progress of students across subjects with regard to attitude to learning;
- By Heads of Subject who will check that teachers within their subject area are setting homework according to school and faculty guidelines as outlined in policies and schemes of work;
- By Heads of subject who will use the regular progress reports to monitor the progress of students across subjects with regard to attitude to learning;
- By the Director of Studies who will use the regular progress reports to monitor the progress of students across subjects with regard to attitude to learning, looking especially at vulnerable groups.

PROGRESS REPORTS

Progress snap shots will be completed throughout the year. In addition, a full written report will be produced once a year. They will include a target grade or level based on prior attainment. They will also include a current working level or grade and a predicted level or grade for the end of key stage.

Progress reports will have three numbers based on teacher judgement. They are “Progress”, “Attitude to Learning” and “Attitude to School”. All three will be based on a four point scale.

The criteria are as follows:

PROGRESS

Number	The student...
1	Is predicted to achieve BEYOND their target – a grade / level higher than their target, OR they are achieving the maximum grade / level possible
2	Is predicted to be on target.
3	Is predicted to achieve below their target – there is some concern.
4	Is predicted to achieve WELL below their target – there are serious concerns.

ATTITUDE TO LEARNING (ATL)

Number	The student...
1	Puts in a great deal of effort into all aspects of their work. Their book is well looked after, written work is thorough and well presented. They contribute in class and work well with others. Homework is always completed to a high standard and all deadlines are met.
2	Tries hard with their studies for the majority of the time. Their book is well looked after and most written work is thoroughly completed. They contribute in most lessons and work well with the majority of students. Most homework is completed well and handed in on time.
3	Try hard sometimes, but have some areas where they need to try harder. Their book may be untidy and written work may need more detail. They may find it hard to work with others in class. Homework is sometimes late or incomplete.
4	Causes concern with their effort in class. Their book is often untidy and work is often incomplete. They seldom contribute and do not work well with others. Homework is frequently late or incomplete.

ATTITUDE TO SCHOOL (ATS)

Number	The student...
1	Is always on time to class. Their uniform is immaculate and they always bring the correct equipment. They approach their studies diligently and are always respectful and polite.
2	Is usually on time to class. They are usually smart and have the correct equipment. They approach their studies diligently and are usually respectful and polite.
3	Has been late to lesson without good reason on occasions. They can forget equipment and lack organisation. They can sometimes show a lack of respect for others and fail to be polite to the teacher. They can cause disruption to others' learning in lessons.
4	Is often late to class without good reason. They often fail to bring the correct equipment or books. They often disrupt lessons and show a lack of respect for others. There are serious concerns about their behaviour.

MARKING FOR LITERACY – COMMON CODES TO BE USED

(Please see separate policies for literacy and numeracy across the curriculum)

Sp.	Check your spelling, correct it & write correct spelling 3 times.
Gr	Inaccurate grammar. Check word order, verb tense, subject-verb agreement.
P	Punctuation error. Make a correction. (commas, full stops, semi-colons, colons, question marks, exclamation marks).
//	Use a new paragraph here.
?	Not clear. Rewrite this short section again to improve your expression.
^	A word is missing here. Reread and add the correct word.
✓✓	Exceptionally good point or use of language.
Voc	Use more specific or sophisticated vocabulary.
D	You need to add more detail.

Comments in your feedback

WWW

What went well = your successes in a particular piece of work.

EBI

Even better if = some feedback that will help you to improve a similar piece of work.

Students should be encouraged to add a comment or provide their own EBI.

A question here is a useful way of encouraging an extended response. Rich questioning should extend learning. Simple admin tasks like sticking in sheets should be avoided for EBI.

STUDENT RESPONSES

Students should be allowed time to write a written response to feedback given, demonstrating that they understand how to improve on the work or on future work.