



SaintGREGORY'S  
Bath

*“In Christ we flourish”*

## Teaching and Learning Policy

Title	Teaching and Learning Policy	
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### Version History

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V01.1		
V01.2		

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## **1. Statement of intent**

At St Gregory's Catholic College, we believe every young adult has the right to the best possible education. We aim to ensure that all students, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond.

Through implementing this policy, we aim to embed good practice and consistency in the quality of teaching across the school and ensure we deliver a unified focus to monitoring learning. Through these practices, we aim to continually improve our standards, help every student reach their potential and enhance the professional development of staff.

## **2. Legal framework**

- a. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
  - Equality Act 2010
  - DfE (2020) 'Secondary accountability measures'
  - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
  - DfE and STA (2020) 'School reports on student performance: guide for Headteachers'
  - DfE (2019) 'School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions' (STPCD)
- b. This policy operates in conjunction with the following school policies:
  - Marking and Feedback Policy
  - SEND Policy
  - Curriculum Policy
  - Behaviour for Excellence Policy
  - Homework Policy
  - Literacy Policy
  - Numeracy Policy
  - Remote Learning Policy

## **3. Roles and responsibilities**

The Governing Body is responsible for:

- Ensuring reports are provided by the Headteacher or Director of Studies
- Taking action where areas for improvement have been identified.
- Ensuring the curriculum and achievement committee meets three times a year to monitor the school's progress against targets.
- Visiting the school to observe lessons, view samples of students' work and talk to students about their experiences with learning at the school.
- Ensuring governors report the findings from any visits to the school to the governing body.

The Senior Leadership Team is responsible for:

- Visiting classrooms and undertaking lesson observations.
- Talking to staff and students to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicating with parents and carers to ensure all students' needs are being met.
- Contributing to setting goals and targets across the school.
- Undertaking self-evaluation on the school's quality of teaching.

- Commenting on the quality of teaching and learning as part of the report to the Governing Body.
- Holding Heads of Faculty to account for the effectiveness of teaching, learning and assessment in their subject.

Heads of faculty are responsible for:

- Shaping an exciting, relevant and enriching curriculum and reviewing the curriculum intent, implementation and impact regularly
- Taking accountability for the progress of students in their department.
- Reporting on the effectiveness of the curriculum to the Senior Leadership Team and the Governing Body.
- Providing professional advice to the Curriculum and Achievement Committee.
- Keeping up-to-date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department.

Teaching staff are responsible for:

- Contributing to the curriculum development of their subject area
- Monitoring and evaluating their teaching.
- Seeking professional input and constructive criticism from their Head of Department.
- Reviewing and evaluating their lesson planning regularly
- Collaborating with colleagues to moderate students' achievement.

Students are responsible for:

- Being on time for school.
- Being ready to learn.
- Keeping their learning environment organised and tidy.
- Being attentive and contributing to lessons.
- Listening to and following all reasonable instructions.
- Acting on feedback both verbally and in exercise books
- Treating everyone with respect.

External monitoring

- The support of leaders from local schools is sought to help evaluate the school through professional discussion and joint lesson observations.
- Our School Improvement Partner advises and supports us via observations, discussions and CPD
- Ofsted inspections are used to identify strengths and weaknesses, and to develop an action plan for improvement.

#### **4. Ethos on teaching and learning**

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.

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 that will help them to gain the skills, knowledge and understanding of self, others and the world that 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 that 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;
- Empower students by teaching them how to learn ;
- 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.
- Ensure marking and feedback show students how to progress
- Identify and share best practice
- Raise and sustain levels of attainment and achievement
- Make learning exciting and enjoyable
- Develop resilient and focused learners with an awareness of how to make progress
- Master concepts and secure these gains in knowledge
- Use rich questioning to develop critical thinking
- Plan lessons to take account of the learning needs of the students using prior data and any other information, e.g. SEN or more able student information.

Through our teaching and learning ethos, students are encouraged to:

- Listen to one another.
- Adopt various roles when working in groups.
- Volunteer their thoughts and opinions.
- Respect the thoughts, ideas and opinions of others.
- Give honest and positive feedback.
- Act upon the feedback they are given

To help all students learn and engage effectively, teachers are encouraged to:

- Ensure students engage with lessons and respect others' contributions.
- Respond courteously and allow their peers the chance to contribute without interruption.
- Allow students time to think about their response to a question.
- Allow students time to discuss a response or topic in their group or with a partner, where required.
- Adopt a personal approach to teaching students as individuals.
- Set meaningful homework.
- Set sufficient challenge for all students through a differentiated and/or scaffolded/adapted approach.
- Act as a role model for students when speaking and listening, by allowing them the opportunity to share their thoughts, ideas and feedback without interruption.

- Use varied activities to allow all students to contribute to lessons, catering to various learning styles.
- Respond to and act on feedback received from students, parents and colleagues.
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Achievement is recognised in the following ways:

- Writing positive feedback on written work
- House points
- Class charts positives
- Commendation stickers and stamps
- Calling the student's parents/carers praising the student
- Sending an email, letter or postcard home praising the student
- Inviting the student to see the Headteacher
- Rewards assemblies
- Congratulating students verbally
- Writing positive comments in a student's planner

The teacher manages disruptive behaviour by:

- Ensuring the school's Behaviour for Excellence Policy is adhered to at all times and giving RTL sanctions appropriately, allowing for any reasonable adjustments where appropriate.
- Using non-verbal cues, e.g. raising eyebrows or frowning.
- Referring to the student by name.
- Quietly speaking to the student while the rest of the class is engaged.
- Giving the student a task to encourage responsibility.
- Reminding the student of the sanctions that follow poor behaviour.
- In exceptional circumstances, calling for support from another member of staff.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Keep their subject knowledge up to date
- Creatively plan and deliver lessons.
- Motivate students effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all students.
- Understand how thinking and questioning develop learning.
- Always remain professional.
- Engage students of all abilities.
- Seek out and accept constructive feedback from peers, students and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

### **Self-evaluation**

Discussion with senior leaders

Senior leaders discuss the following questions to assess the quality of teaching at the school:

- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?

- To what extent do teachers use assessment within the lesson to ensure that all students understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do LSAs employ to support learning?
- Do students work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if students are absent or fall behind with their work? What support is in place to help them?

### **Discussion with students**

The following questions are discussed with students to assess the quality of teaching at the school:

- How do you know you are making progress in this subject?
- Do you always know what you are meant to be learning in lessons?
- Does the homework you are given help you to learn?
- Does your teacher have high expectations and are you encouraged to challenge yourself in this subject?
- Do you receive regular, useful feedback from your teacher about how you can improve your work?
- Are you encouraged to develop independent learning skills?
- Is behaviour in lessons good in this subject and does the atmosphere allow you to learn?

## **5. Learning environment**

- The teacher sets the formal tone for lessons at the beginning of the session and indicates that the lesson has started. Lessons begin with a prayer.
- The teacher decides and plans the seating arrangements for students to maximise educational attainment.
- Seating arrangements are changed to suit different activities, e.g. group work.
- The learning environment is designed to maximise students' opportunities to learn
- Displays are changed regularly and geared towards aiding learning – displays do not facilitate distraction.
- Desks are free from clutter and arranged in a manner that provides suitable space.
- The room is well ventilated, well lit, and maintained at a suitable temperature.
- Students are encouraged to drink water during lessons, except in science laboratories where water could create a risk.

## **6. Teaching strategies**

### **The curriculum**

- The curriculum is broad and balanced, with proportionate time spent on statutory and non-statutory subjects.
- The school week is carefully timetabled, and curriculum content is suitable for the age and ability of all students.
- The curriculum is made accessible to all students through differentiation/scaffolded/ adapted or graduated approach and the provision of the necessary resources.

- Wider aspects of learning, such as the development of social skills and self-esteem, form a significant part of students' education.

### **Lesson planning and delivery**

- Lessons are clearly linked to the curriculum, show continuity and are age-appropriate. They are sequenced to allow students to develop, build on prior learning and embed their learning.
- Lessons have clearly identified learning outcomes and success criteria – these are made available at the start of the lesson.
- Lessons are planned to ensure LSAs are deployed to enhance learning.
- Lessons are planned to include resources to complement teaching and learning.
- Lessons are balanced in terms of interactive learning and quiet time, to allow opportunities for both active and passive learners to engage with lesson content.
- Lessons are balanced in terms of teacher-led and student-led activities.
- Lessons are planned to include retrieval practice.
- Lessons are delivered with confidence and using good verbal projection.
- A range of lesson types are used, including practical, visual, dramatic, investigative and group work.
- The school gives teachers adequate preparation, planning and assessment (PPA) time, in line with the STPCD.
- Resources are:
  - Prepared in advance and made readily available to students.
  - Accessible to all and appropriate for the learning objectives of the lesson.
  - Suitable for students' different learning styles.
  - Shared between teachers and departments to facilitate good practice.
- LSAs are:
  - Actively involved in the lesson to aid students' learning.
  - Able to demonstrate that they possess a good knowledge of the needs of individual students.
  - Expected to support different focus groups, e.g. students with SEND and academically more able students.
  - Utilised on a one-to-one basis with a child in need of additional help, where required.
- All students are actively involved in lessons through:
  - Discussions about the teacher's marking on their work.
  - Opportunities to mark their work and that of their peers, under the teacher's direction.
  - Discussions about the learning objective of each lesson at the start of the session.
  - Being set high expectations and being presented with adequate challenge.
  - Being given DIRT and encouragement to respond to feedback and act upon it.

### **Students with SEND**

- Students with SEND are supported through effective teaching and learning by being:
  - Treated as individuals.
  - Provided with the appropriate support.
  - Provided with additional professional support, where necessary.
  - Asked for feedback (or their parent/carers' feedback) on the effectiveness of the support they receive.
  - Supported in line with procedures and strategies set out in the **SEND Policy**.
  - Being given Edukey 'Passports'.



- Teachers discuss, informally, the needs of individual students, enabling all teachers to be aware of students who require support.

### **Quality first teaching**

- We know our students and have developed their respect.
- Students have access to a well-planned sequenced curriculum that meets their needs and extends their learning.
- AFL is strong in lessons – summative and formative assessment is used well to support our understanding of our students and our next steps as teachers.
- Key subject specialist vocabulary is taught and used. Our students have highly skilled specialist teachers who model the use of technical language and subject specific vocabulary. High expectations ensure this language is used in the classroom.
- Lessons are well planned with explicit instructions.
- Questioning is effective and targeted. A range of questioning techniques is used regularly.
- Deliberate Practice - The five steps involved in deliberate practice are: Isolate the skill, Develop the skill, Assess the skill, Final performance, Retrieval practice later. This learning cycle is evident in lessons.
- Differentiation/scaffolding/an adapted or graduated approach is used effectively
- We have high expectations for all - reinforcing effort and providing recognition.
- We make good use of collaborative Learning.
- There is explicit teaching of thinking skills and problem solving techniques.
- Modelling and scaffolding are used to aid learning.

## **7. Assessment**

### **GCSEs**

Students in Year 9 will be provided with adequate guidance when choosing their GCSE options in preparation for KS4 and will be encouraged to choose subjects that challenge and interest them. The selection and assessment of GCSE subjects will be undertaken in line with the Curriculum Policy.

### **Baseline assessment**

Students joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include:

- Cognitive ability tests, which test verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.
- Information from Primary schools
- Reading and spelling scores

### **Formative assessment**

Formative assessment creates a positive learning environment where students can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for students' continuing progress.

Formative assessment is a powerful way of raising students' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify students' strengths and gaps in their skills and knowledge.
- Identify the next steps for learning.

- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the student's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment is not punitive. It is used to guide teaching and learning and help students achieve their targets. It is not used to judge a teacher's performance.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

### **Summative assessment**

Summative assessment is important for:

- Providing accurate information regarding a student's attainment and progress.
- Informing both parents and teachers of a student's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a student's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of students.

Methods of summative assessment include:

- Internal examinations
- Assessments in class
- Projects, which contribute to a final grade.
- External examinations

### **Use of ongoing assessments**

Teachers use ongoing assessments in the form of:

- Focussed marking on students' work, including feedback.
- Observations of students' work against learning objectives and success criteria.
- Assessing students' ability to meet success criteria and progress to the next step in their learning.
- In class tests to identify progress and gaps in learning.

Lessons contain clear learning outcomes, based upon the teacher's detailed knowledge of each student.

All assessments are appropriate to each student's needs and level of ability. Students are given DIRT and encouraged to act upon feedback.

Teachers use a range of assessment tools and materials, such as:

- Analysis of students' work in books.
- Reading records.
- The results of class tests and published tests.
- On-going marking.

The results of published tests are used to contribute to overall teacher assessments.

## **8. Reporting**

Reporting to parents and carers provides the opportunity for communication about their child's achievements, abilities and future targets. Reports are sent home at least four times a year so that they have a positive effect on students' attitudes, motivation and self-esteem.

We provide opportunities for parents' evenings so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

We give parents the opportunity to discuss their child's progress, by appointment. Reports for students include individual attainment data, progress data and attendance data.

## **9. Homework**

Homework is set and collected on a regular basis, in accordance with the **Homework Policy**, and is designed to:

- Encourage independent learning and skill development.
- Encourage students to take ownership of their education.
- Be meaningful, age and ability-appropriate, and linked to the curriculum.
- Enable students to explore their own learning style.
- Enable students to develop a home-learning routine.

## **10. Monitoring and reporting**

This policy is reviewed on an annual basis by the Curriculum and Achievement Committee.

The governors' annual report contains updates and analysis regarding teaching and learning at the school.

The Chair of Governors ensures any changes to this policy are communicated to all relevant staff members.

The next scheduled review date for this policy is February 2023.

Appendices:

- 1) Characteristics of a successful lesson (1)
- 2) Characteristics of a successful lesson (2)
- 3) Quality First Teaching

## CHARACTERISTICS OF A SUCCESSFUL LESSON (1)

### A PURPOSEFUL START

- The lesson starts promptly, students are greeted, there is an engaging activity immediately and a register is completed on Class Charts in the first ten minutes of the lesson.

### HIGH EXPECTATIONS

- Students sit in a seating plan and this is on Class Charts with all contextual information. Teachers and students take pride in their appearance, attitude and work. Positive language is used and the Behaviour for Excellence policy is applied skilfully and with intelligence.

### KNOWLEDGE OF STUDENTS

- Teachers know the students well - especially who is Pupil Premium, CIC, EAL, SEND and most able. Progress summaries are used effectively and assessment informs planning.

### SHARED LEARNING OBJECTIVES

- The lesson objectives are shared and discussed in student friendly language. They are differentiated/scaffolded/adapted as outcomes as appropriate to ensure challenge. The learning objectives are revisited throughout the lesson in a variety of ways.

### EXERCISE BOOKS

- Exercise books are well kept and have a progress tracker sheet in them. Minimum Estimated Grades are clearly communicated. Students record assessment marks and plan what to do to achieve their MEG.

### ENGAGING LEARNING ACTIVITIES

- The lesson is well planned with expert subject knowledge communicated clearly and with passion. Resources are stimulating and in class support is used judiciously and effectively.

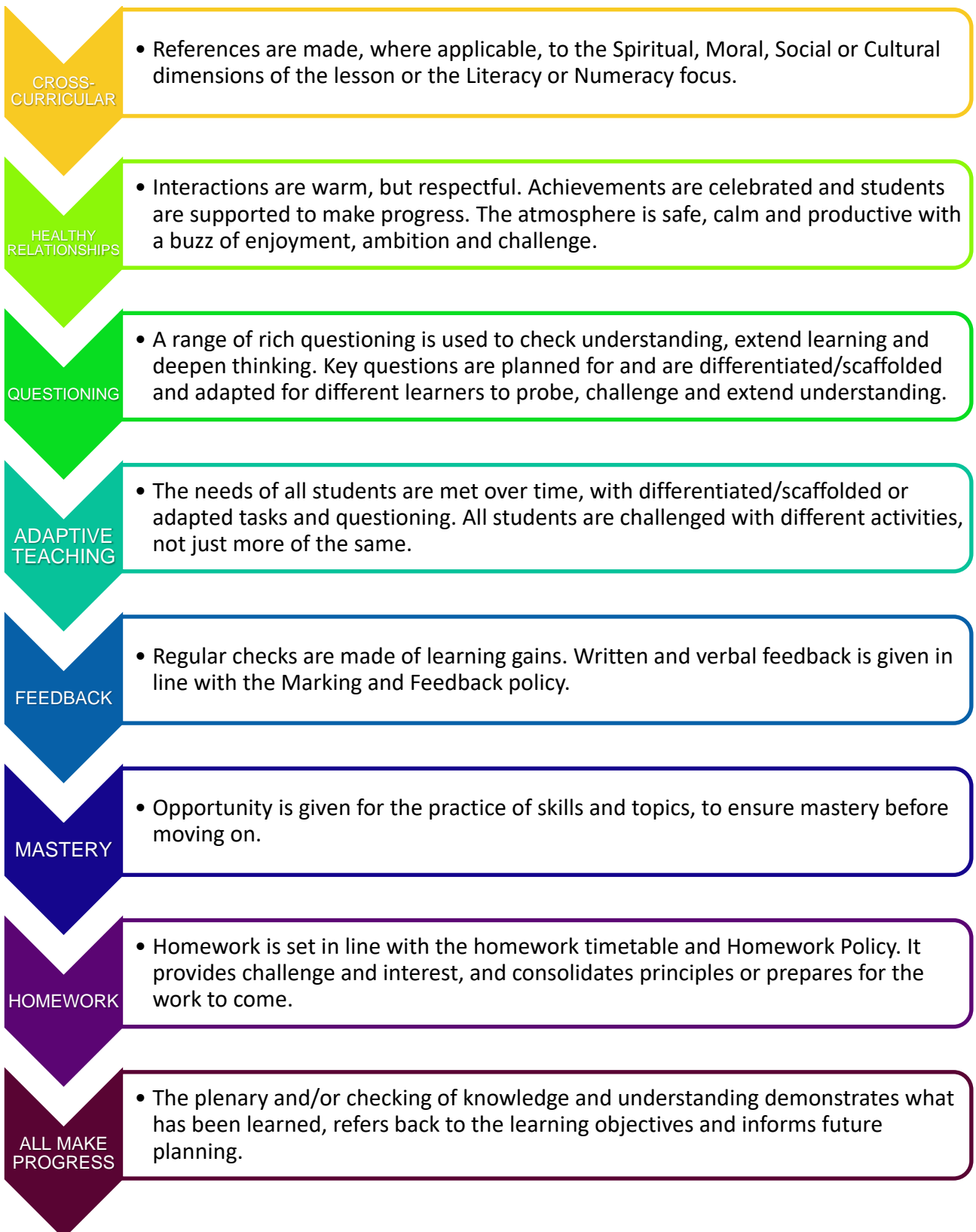
### PVC - PACE, VARIETY AND CHALLENGE

- Timings are well managed to maintain pace realistically. Opportunities for individual, paired and group work are given and tasks are differentiated/scaffolded or adapted to accommodate the needs of vulnerable students, the most able and all individuals.

### EMBEDDED AFL

- Success criteria are shared and explained. Exemplars are shown and deep questioning is used. Students are made aware of their current progress and next steps in their learning.

## CHARACTERISTICS OF A SUCCESSFUL LESSON (2)



## Quality First Teaching Strategies to Implement in your Lessons

- Metacognition and Modelling - thinking about thinking. It has become widely recognised as one of the most important study skills for students.
- Explicit Teaching of Subject Specific Vocabulary - The explicit teaching of new vocabulary should be a fundamental part of our teaching.
- Examples and Non-Examples - Linked to the above is the idea of non-examples. It is clear to teachers that one way to show new ideas is through examples. However, showing 'non-examples' can be more effective than just sharing examples. For example, when teaching odd numbers, you could depict sets of both odd and even numbers as visual representations in groups.
- Ensure 100% participation - it is important that we make pedagogical choices that ensure 100% of the students are participating in the lesson. There are a variety of ways to achieve this — examples include mini whiteboards and 'Cold Calling'. Effectively, we get rid of the notion of 'hands up', as this creates a culture where the less confident students or low ability students can hide behind the more confident students. What cold calling does is create a culture in which the teacher may call on a student at any time to answer a question. There are a couple of key ways this is done. The other thing to consider is that if a child does not know the answer, they can ask a classmate but then you return to the original student to repeat the answer. This is referred to as no opt out.
- Purposeful Practice - Often referred to as 'deliberate practice', this is where the component parts that make a new skill are broken down and each component is practiced over and over again, with appropriate feedback from the teacher to ensure it is practiced to a point that students can't go wrong. This must be repeated regularly as retrieval practice to ensure that students have truly committed the topic to their long-term memory.
- (Pedagogical) Content Knowledge - The most effective teachers have deep knowledge of the subjects they teach. Being able to impart the knowledge you possess effectively is of the utmost importance.
- Small Step Planning - According to cognitive load theory, because of the limits of working memory it is very difficult for children to juggle more than around 4/6 items in their working memory at any one time. One way to overcome this limitation is by having plenty of information in our long-term memory. This allows the limits of working memory to be 'chunked'.
- Plan for Error - When planning lessons, it is important that we not only plan for what our students should do but also plan for the errors that students could make. This way we can make these errors explicit through direct teaching, as well as the strategies that we can use to overcome these errors. By considering these errors, we can also anticipate the prior learning that will be required for students to be successful in the lesson and plan for this knowledge to be retrieved back into working memory. This could be achieved through a short starter that will help make the links between the prior knowledge and the new learning more explicit.
- Assessment for Learning (AfL) Strategies - Ensuring students know what they are meant to be learning, finding out what the students have learnt, providing feedback that improves students' learning, having students help each other learn, developing students' ability to monitor and assess their own learning.

**Common Acronyms:**

- AfL = Assessment for Learning
- CLG = Curriculum Leaders Group
- CPD = Continuing Professional Development
- DIRT = Directed Improvement and Reflection Time
- EBI = Even Better If
- EPQ = Extended Project Qualification
- NEA = Non Examined Assessment
- PLG = Pastoral Leaders Group
- PSHE = Personal Social and Health Education
- SLT = Senior Leadership Team
- SPAG = Spelling, Punctuation and Grammar
- WWW = what Went Well