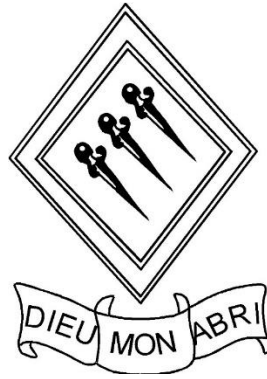


ST BERNARD'S HIGH SCHOOL



TEACHING & LEARNING POLICY

Drafted: June 2022

Approved by Full Governing Body: 12 July 2022

Signed by Chair of Governors:

Contents

1. Aims	2
2. Roles and responsibilities.....	2
3. Planning	5
4. Learning environment	5
5. Adaptive Teaching	5
6. Home learning	6
7. Assessment and feedback.....	6
8. Monitoring and evaluation	7
9. Links with other policies	7

1. Aims

St Bernard's is a school community, which aims to live by Jesus' commandment, "Love one another as I have loved you." We are a Catholic learning community committed to the ongoing development of every person, achieved through a broad, balanced and relevant curriculum. We care for each other as individuals of equal worth, regardless of status, sex, race, or religion and thus actively seek to promote safeguarding, justice and fairness. We provide an atmosphere in which all can grow in our Faith and encourage this faith by a lively relevant liturgy. We work with parents, parishes, local communities and industry to prepare our students for the opportunities of adulthood.

We aim to:

- Raise levels of attainment for all students, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- To ensure that high expectations and achievement are the norm.
- Foster a love of learning which will extend beyond their school experience.

Through these aims we will:

- build a positive learning culture, by all and for all, that is Christ centered.
- ensure equal opportunities in relation to gender, race, class, special needs and belief.

As a community we are very aware that our success depends on working in collaboration with many groups outside the school e.g. Partner primary schools, parishes, local communities, Southend Education Trust, and many others. There are also external expectations to be met in terms of student outcomes to all stages of student development. A student's learning experiences at St Bernard's should enable her/him to leave as a self-confident, active, independent learner with a desire to continue their learning for life. The attached 'What makes Great Teaching and Learning' document outlines best practice and is the means by which this policy will be implemented.

2. Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for students' learning at all times:

2.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Follow the agreed framework for 'What makes Great Teaching and Learning'
- Actively engage parents/carers in their child's learning through parents' evenings, email communications, telephone calls including clearly communicating the purpose of home learning

- Update parents/carers on students' progress as necessary and produce an annual report on their child's progress

2.2 Support Staff

Support staff at our school will:

- Know students well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective feedback as required
- Engage in supporting the provision of inspiring lessons and learning opportunities
- Feedback observations of students to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

2.3 Subject Leaders

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for students to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice with reference to the framework of 'What makes Great Teaching and Learning'.

2.4 Senior Leaders

Senior Leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff by assigning coaches
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly

2.5 Students

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn

- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

2.6 Parents and Carers

Parents and carers of students at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

2.7 Governors

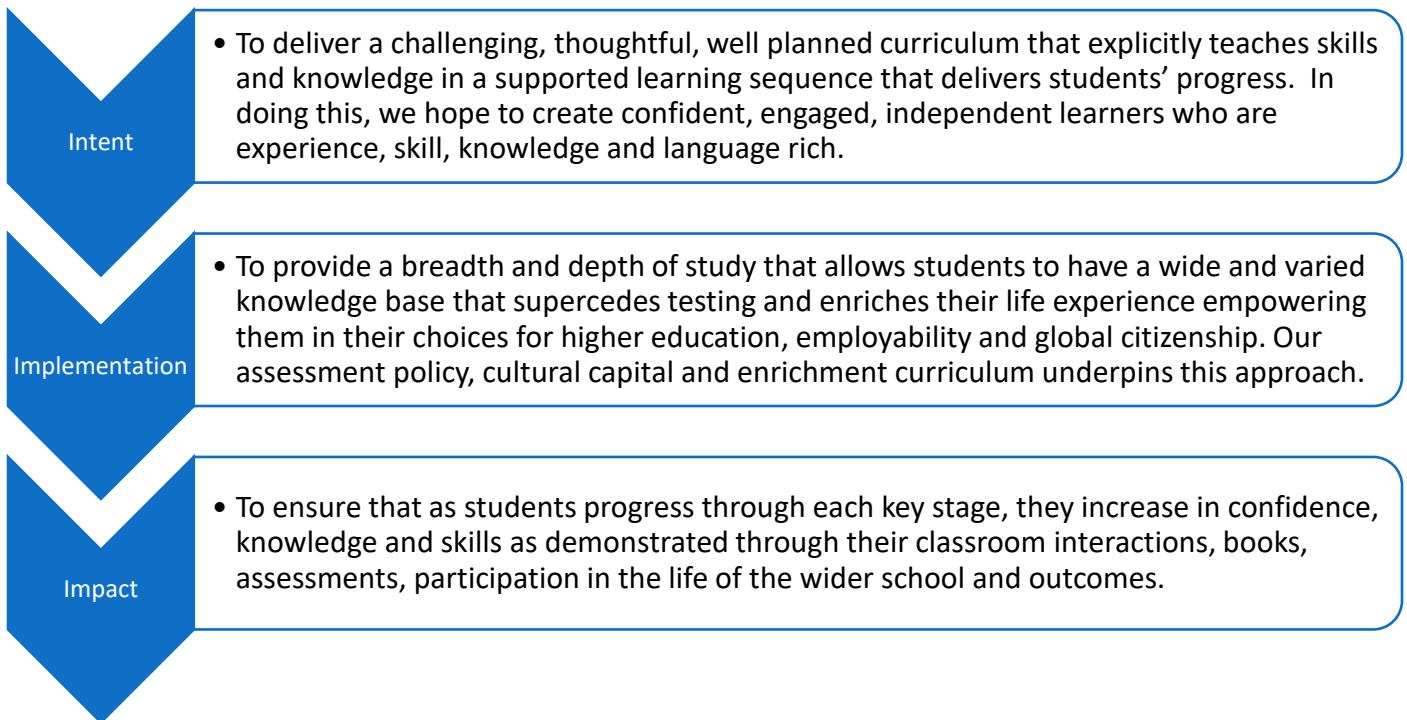
Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

3. Planning

At St Bernard's High School, our Catholic mission drives us to provide the best holistic educational provision for all the young people we serve. We aim to deliver an exciting and dynamic curriculum that will be ambitious and inspire our students to have a love of learning that translates into their success in achieving happy, purposeful and fulfilling lives. Through an inclusive, relevant and challenging curriculum all students will not only succeed academically but spiritually, morally and ethically as they understand the importance of fairness and justice in an ever-changing complex world. Students are nurtured to develop analytical and critical thinking skills and use expert knowledge alongside their own talents and abilities to grow into the best versions of themselves, allowing them to contribute to the St Bernard's community and to the wider society beyond our school gates.

Our Curriculum intent, implementation and Impact:



4. Learning Environment

When students are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and ICT suites. These spaces will be kept safe, clean and ready for students to use them. They will be arranged to promote learning through:

- › Displays of material students learn about and can identify with
- › Accessible resources for learning such as books, worksheets and other equipment
- › A seating plan for each class that ensures a positive working atmosphere
- › Displays that celebrate and support students' learning

5. Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We will differentiate learning to cater to the needs of all our students, including:

- › Students with special educational needs and disabilities (SEND)
- › Students with English as an additional language (EAL)
- › Disadvantaged students
- › Higher ability Learners

This will be achieved through:

- › Using support staff effectively to provide extra support

- Working with our SEN Co-ordinator (SENCO), our students with SEND, and their parents to establish the appropriate level of material to support these students to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing scaffolding in lessons particularly at the early stages of learning. These should be removed slowly as students become more independent
- Using adaptive resources when necessary

6. Home Learning

Homework will support students to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Homework should either provide opportunity for extended practice (Type A) or develop a student's capacity for independent thinking (Type B). Type A homework should be the main staple.

- Type A homework includes, revision activities, routine questions, knowledge retrieval tasks, spelling practice etc.
- Type B homework includes research, open-ended projects, creative product-making etc.

Homework must be:

- accessible and screen based homework should be limited
- given a time limit as students work at different paces
- *valued* by both the students and teacher. A behaviour point should be issued if a student has not completed a homework and another deadline set. If the student fails to meet the second deadline, the student should be referred to homework club to complete it or a time arranged for it to be completed with the teacher. This is not the same as a detention.
- set on Teams to ensure instructions and success criteria are clear

Year 12 and 13 should be given directed reading to complete prior to the lesson on the topic where appropriate

7. Assessment and Feedback

Feedback will clearly explain to students what they're doing well and what they need to do next to continue to improve their work.

- Students should know their target grade and their current working grade. Target grades stickers should be visible to students on the inside cover of their books. Current working grades should be shared at least once a term
- Students should be comfortable with making mistakes
- Success criteria for each piece of work should be shared
- Students are to assess their own work regularly
- Students should be given model answers regularly- both teacher and student exemplars may be used. These should be analysed during lessons.
- Assessed tasks may be marked by the teacher using a marking system agreed by the department.
- Response to feedback should be evident in student work
- There will be no more than 3 written comments on an assessed piece of work so as not to overwhelm students
- All self-assessment, peer-assessment and response to feedback should be written in green pen
- Verbal feedback and *precise praise* should be frequent
- Formative assessment (AFL) strategies should be used frequently in lessons e.g. MWBs
- A range of skills should be assessed including oracy (e.g. through presentation); literacy (e.g. through spelling test); numeracy (e.g. through data handling task)
- Books should be monitored by the class teacher to ensure they are being kept well. Students should take pride in their work

8. Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all our students make the best possible progress from their starting points. Subject leaders and Senior leaders will monitor and evaluate the impact of teaching on students' learning through:

- > Conducting learning walks
- > Book scrutinies
- > Shadowing of identified student groups
- > Discussion with students (focus groups)
- > Self-evaluation (RAG rating of framework of 'What makes Great Teaching and Learning')
- > Department reviews
- > Pupil progress meetings

9. Links with other Policies

This policy links with the following policies and procedures:

- > Behaviour Policy
- > Curriculum Policy
- > SEND Policy
- > Appraisal Policy

What does Great Teaching and Learning look like?

Entry	<ul style="list-style-type: none"> • Teacher at lesson a few minutes before the students to ensure learning space is ready • Teacher greets students at the door; welcomes warmly- positive energy, smile • Remind students of what equipment they should have out • Entry task ready for students to get on with as soon as they come in. There should be a 'hook' for learning e.g. image/ video/ reading material/ interesting questions • Students should <i>know</i> the routines
First 10 minutes	<ul style="list-style-type: none"> • Recap previous learning or lesson e.g. MWB quiz; post-it response to question on board; 3 things from last lesson • Purpose of the lesson shared with students. They should be made aware of how the lesson fits into wider schemes of work or units of learning. • Review entry task • School prayer to focus the mind
Last 10 minutes	<ul style="list-style-type: none"> • Recap of knowledge learned- link back to purpose of the lesson • Vary plenaries e.g. bingo; MWB questions; exit passes; students asking each other questions; tweets • Review progress e.g. RAG; WWW/EBI; What I want to know next • Organised dismissal. Teacher determines when the lesson ends
Behaviour for Learning	<ul style="list-style-type: none"> • Relationships are positive and built on mutual respect. Gentle cajoling and persuasion are usually more effective than early stern warnings. • Expectations are made explicit and modelled. The teacher should seem enthused by the lesson e.g. out of seat; engaged; happy to be there! • Create engagement opportunities and <i>plan</i> how the time will be used in the lesson • Always start with praise- catch moments of great behaviour and reward it from Key Stage 3 to 5 • Designate quiet time within the lesson for focused independent work • Low level disruption addressed <i>every time</i>. Persistent disruption should result in SIMS button being pressed. Warning to be given. • Transitions between tasks should be quick to limit off-task behaviour • Be consistent and fair- establish the routines (<i>not rules</i>), <i>listen</i> to students and use sanctions where needed • Seating plan is in place and reviewed regularly • Tasks should be timed to maintain student focus
Assessment and Feedback	<ul style="list-style-type: none"> • Students should know their target grade and their current working grade. Target grades stickers should be visible to students on the inside cover of their books. Current working grade should be shared at least once a term • Students should be comfortable with making mistakes • Success criteria for each piece of work should be shared • Students to assess their own work regularly • Students should be given model answers regularly- both teacher and student exemplars may be used. These should be analysed during lessons. • Assessed tasks may be marked by the teacher using a coded marking system agreed by the department. A feedback sheet will include WWW/EBI to be written by the student and will include response to feedback • There will be no more than 3 written comments on an assessed piece of work so as not to overwhelm students • All self assessment, peer assessment and response to feedback should be written in green pen • Verbal feedback and <i>precise praise</i> should be frequent • Formative assessment (AFL) strategies should be used frequently in lessons e.g. MWBs • A range of skills should be assessed including oracy (e.g. through presentation); literacy (e.g. through spelling test); numeracy (e.g. through data handling task) • Books should be monitored by the class teacher to ensure they are being kept well. Students should take pride in their work

Questioning	<ul style="list-style-type: none"> • Should be planned and should be a regular feature of lessons • Questions can be used for simple recall but follow up questions should be used regularly to extend student thinking and/or to confirm understanding • Teachers should use cold-calling where appropriate and should not rely on hands up; allow time for think, pair, share as appropriate
Modelling and deliberate practice	<ul style="list-style-type: none"> • Students should understand the bigger picture of their learning – ‘what’s the point?’ • Teachers should model all aspects of learning including thinking/writing/speaking/learning • Instructions should be clear and precise with opportunities for students to clarify their understanding of what they need to do. • Teachers should model answers in a ‘live’ way so that students see how they get to the finished article • New knowledge should be presented in incremental steps and linked <i>explicitly</i> to prior knowledge • Scaffolding should be provided for early stages of learning and removed slowly as students become more independent • Adaptive resources should be used when necessary • Retrieval practice should be built into most lessons to aid recall
Homework	<ul style="list-style-type: none"> • Should either provide opportunity for extended practice (Type A) or develop a student’s capacity for independent thinking (Type B). Type A homework should be the main staple. • Type A homework includes, revision activities, routine questions, knowledge retrieval tasks, spelling practice etc. • Type B homework includes research, open-ended projects, creative product-making etc. • Must be accessible (check!); screen-based homework should be limited • Should be given a time limit as students work at different paces • Should not be used as a form of assessment • Must be <i>valued</i> by both the students and teacher. A behaviour point should be issued if a student has not completed a homework and another deadline set. If the student fails to meet the second deadline, the student should be referred to homework club to complete it or a time arranged for it to be completed with the teacher. This is not the same as a detention. • In order to show that homework is <i>valued</i>, on the date it is due in it should be marked in class or collected in by the teacher • Make explicit what you want to see (and what you don’t want to see). Homework should be set on Teams to ensure instructions and success criteria are clear • Year 12 and 13 should be given directed reading to complete prior to the lesson on the topic where appropriate