



# St Bede's Catholic High School

## Teaching and Learning Policy

At St Bede's we strive to create a world class education that encourages our students to make the world a better place. This vision is propelled by the gospel values of love, faith and hope. We believe that we are part of God's creative process, providing the opportunity for each individual to flourish in order to serve the Common Good.

As a school community we will nurture the growth of each pupil in our care through the artistic, academic, creative, practical, social, moral, physical and spiritual aspects of school life.

At St Bede's Teaching and Learning is central to achieving our vision.

Our teaching and learning policy has been developed through a process of collaboration, analysis and review. We have worked together as a community to evaluate our current practice. We have listened to staff, pupils, parents and ex pupils to develop a collective understanding of what makes outstanding teaching and learning. We have combined this with a wide range of educational theory in order to create a Teaching and Learning policy that upholds our school ethos and supports every pupil at St Bede's.

### **What makes a successful learner at St Bede's?**

At St Bede's we recognise the importance that a pupil's attitudes, aspirations and work habits play in the progress that they make.

### **Successful learners at St Bede's demonstrate the following attitudes and habits:**

- I have high expectations of myself
- I welcome feedback
- I take responsibility for my learning and demonstrate independence
- I am a resilient learner
- I am engaged in my work
- I make connections between different topics and ideas
- I am able to think creatively and logically
- I learn from my mistakes and realise they are steps to success
- I communicate effectively with my peers and teachers
- I always proof read, check and review my work

# **To ensure every pupil at St Bede's makes the very best progress their teachers follow these five principles:**

## **1. Teachers at St Bede's organise and use subject knowledge in a way that enhances pupil learning.**

Teachers have a deep knowledge and understanding of their subject. They know how to introduce new content in a way that integrates it with pupils' prior knowledge. This is achieved by effective lesson planning which has clear learning objectives and outcomes. Teachers can relate the current lesson to other subject areas, and they can adapt the lessons according to pupils' needs. Because of how they view their approach to teaching, they have a greater stock of strategies to help pupils and they are better able to predict when pupils will make errors and respond when they do. They seek out evidence of who has not learned, who is not making progress, and they problem solve and adapt their teaching in response.

## **2. Teachers at St Bede's are proficient at creating an optimal classroom climate for learning.**

Teachers make sure their classroom is a safe place where trust is fostered between teacher and pupil, and between pupil and pupil. Teachers encourage all pupils to work with positive attitudes and behaviours so that they can apply themselves and make strong progress. Pupils focus well on their learning because teachers reinforce expectations for conduct. Pupils recognise that mistakes are an important, welcome, and expected part of the learning process. Teachers work closely with teaching assistants and learning support colleagues to meet the individual learning needs of the pupils in their classroom.

## **3. Teachers at St Bede's monitor learning and provide feedback.**

Teachers gain insight and information about their lessons' successes through the monitoring of pupil progress. They have a high ability to problem-solve, to be flexible, and to improvise ways in which pupils can master the learning.

## **4. Teachers at St Bede's believe that all pupils can reach the success criteria.**

Teachers believe that intelligence is changeable rather than fixed. They have full faith in the potential of their pupils and are passionate about ensuring that their pupils are learning. Teachers have high expectations for every pupil in their class.

## **5. Teachers at St Bede's influence a wide range of pupil outcomes not just their test scores.**

Teachers exert positive influences in a wide range of ways: encouraging pupils to attend school regularly, helping them to develop deep and conceptual understandings, teaching them to develop multiple learning strategies and encouraging them to take risks in their learning. These strategies ensure all pupils make good progress over time.

Additionally, teachers help their pupils to develop respect for themselves and others, becoming individuals who contribute positively to their community throughout their lifetime.

# Teachers at St Bede's carefully consider these five essential elements of learning:

## 1. Challenge

Teachers create challenge because this is the essence of how pupils learn.

Teachers realise that challenge depends on what pupils already know, so they carefully consider pupils' prior levels of achievement and individual learning characteristics.

Teachers ensure that all pupils experience the appropriate level of challenge through differentiated activities.

Teachers set challenging homework that supports pupil progress.

## 2. Commitment

Teachers create lessons in which pupils are committed to the learning.

Teachers know pupils are committed to the learning when they demonstrate the habits and attitudes of a successful learner.

## 3. Confidence

Teachers work to ensure that every pupil has the confidence in themselves to achieve their learning goals. This confidence can be fostered by:

- ✓ The pupil (from past success in learning)
- ✓ The teacher (from quality teaching and feedback)
- ✓ The tasks (from appropriate scaffolding and support)
- ✓ Peers (from feedback and competition)

## 4. High expectations

Teachers ensure that all pupils set themselves high, challenging and appropriate expectations. This is among the most powerful influences in improving pupil achievement. Rapid progress will follow if pupils have an accurate understanding of their current levels of achievement and are given opportunities to predict their future performance against clear success criteria.

## 5. Conceptual understanding

Teachers use a wide range of questioning and learning strategies to ensure that all pupils develop their conceptual understanding. Pupil must develop surface, deep, and conceptual understandings and to do so, all three levels are integrated into learning objectives and success criteria.

## How do we work continually to plan, develop, monitor and review teaching and learning across the school?



### Notes:

- The appraisal process will contain 2 formal lesson observations per academic year. One observation will be by the Curriculum Leader while the other will be done by the Senior Leader linked to the department. Feedback will be given via a developmental discussion alongside judgements made on 9 aspects of the teachers' standards.
- Work in books is reviewed 6 times during the year. Three of these times are paired reviews between Curriculum Leaders and senior Leaders. The other three times are within the department. These reviews are discussed with departments as a whole and with individual staff following the review.
- Work in books reviews will have a specific focus on context groups such as More Able and Talented, Pupil Premium and students with Special Educational Needs. Feedback will be given to the staff as a whole following these reviews and used to inform whole school CPD.
- Senior Leaders will conduct specific learning walks to review context groups or pastoral concerns. Teaching staff will be given one week's notice prior to such a themed learning walk. Senior leaders will keep a record of who is visited in order that there is a balance to the staff who are visited. No written notes are made during such a learning walk.
- Pupil voices, staff voice and parent voice will be collected throughout the year at calendared points and with a specific focus. Such feedback should not name individuals.
- Alongside whole school professional development, each member of staff should have specific teaching and learning development areas as part of the appraisal process.

To be Adopted by Governors September 2018

Next Review TBA