St Edmund Campion Catholic School

Policy: Teaching and Learning

This policy is designed to ensure a consistent and effective approach to Teaching and Learning at St Edmund Campion. Underpinning the policy is an understanding that expert teaching requires teachers who engage with key principles of effective Teaching and Learning and a recognition that expert teaching is defined as that which leads to improved pupil progress. A culture of high challenge and low threat is modelled in our school so that all pupils make good progress and that the impact of the education provided by staff leads to good results, reflecting what pupils have learned. We know that the responsibility for supporting students to excel rests with all members of staff in order to support the Catholic ethos and in recognising the unique dignity of each individual student.

This policy will ensure that all staff members understand the key principles that create effective Teaching and Learning and can apply our Framework for Excellence to support all pupils in achieving their full potential. Teaching and Learning at St Edmund Campion will determine how effectively our ambitious curriculum is taught and assessed within our subjects and classrooms.

All staff should ensure that they are meeting the standards set out in the Department for Education Teachers’ Standards. These can be found here: https://www.gov.uk/government/publications/teachers-standards

Policy Sections

A. Underpinning Research Evidence
B. Key Principles of Effective Teaching and Learning
C. A Framework for Excellence
D. Driving an Ambitious Curriculum
E. Behaviour for Learning
F. Feedback
G. Professional Learning and Development
H. Monitoring the Quality of Teaching and Learning
I. Support for colleagues not meeting the standards
J. Roles and Responsibilities

A. Underpinning Research Evidence

The underpinning principles of this policy are based on the following evidence based research and sources:

<table>
<thead>
<tr>
<th>Teaching and Learning Toolkit</th>
<th>Rosenshine’s Principles in Action</th>
<th>Closing the Vocabulary Gap</th>
<th>Understanding How We Learn</th>
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<tbody>
<tr>
<td>Education Endowment Fund (EEF)</td>
<td>Tom Sherrington</td>
<td>Alex Quigley</td>
<td>Weinstein and Sumeracki</td>
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<th>Metacognition and Self-Regulated Learning - Guidance Report, EEF</th>
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<td>Seven Myths About Education and Making Good Progress Daisy Christodoulou</td>
<td>What makes great teaching? Review of the underpinning research Coe et al</td>
<td>Teach Like A Champion 2.0 Doug Lemov</td>
<td>Why Don’t Student’s Like School? Daniel Willingham</td>
</tr>
</tbody>
</table>

B. Key Principles of Effective Teaching and Learning
Effective teachers have deep pedagogical knowledge of the subject they teach, understand the ways in which pupils think about the content, use successful principles of instruction and recognise the limits of pupils’ working memory and the capacity of their long-term memory. This policy aims to ensure:

- Teachers have deep subject pedagogical knowledge
- Teachers provide opportunities to review material
- Teachers support students to embed key concepts in their long-term memory and help them develop fluency
- Teachers have clarity of explanation and encourage appropriate discussion
- Teachers understanding the stages of practice
- Teachers use modelling to aid learning
- Teachers ask effective questions
- Teachers provide quality feedback in lessons
- Teachers have high expectations of all pupils and deliver challenging work
- Teachers ensure vocabulary teaching is explicit
- Teachers teach pupils metacognitive strategies: how to plan, organise and monitor their learning
- Teachers set a positive climate for learning
- Teachers manage behaviour for learning effectively.

C. A Framework for Excellence

The St Edmund Campion Framework for Excellence translates evidence research into classroom practice. To facilitate pupils’ thinking teachers will use strategies that ensure knowledge is encoded in long-term memory through retrieval practice and deliberate practice - recognising that knowledge is generative. Following the learning signals teachers will ensure that our Framework for Excellence permeates in lessons and over a series of lessons. We recognise that departments will have their own subject approaches/nuances and that they will embed the following:

1. Daily/Weekly Review

Opportunities for retrieval practice that provides a review of daily, weekly and monthly learning. This will include a repertoire of routines to support pupils build knowledge and apply it. Retrieval practice is shown to strengthen automatic recall and free up pupils’ working memory; pupils will need several interactions with information to store information in their long term memory. Departments will adopt good routines at the start of all lessons.

2. Explanation and Reading

Teacher explanations will be shaped around what pupils need to think about in a lesson.

Good explanations will have: brevity, clarity and relevance.

Over a series of lessons there will be opportunities for reading, including explicit opportunities to explore vocabulary choices and to discuss.

3. Modelling

Teachers will use live modelling to provide powerful opportunities for pupils to watch and listen to teachers making their knowledge and application of their thinking explicit.

Teachers will also provide exemplars of excellent responses to tasks so that pupils can see what they are aiming for and how answers are constructed.
Questioning is an important aspect of modelling and clarifying knowledge and understanding. Teachers are expected to ask effective questions of all pupils to support in their learning.

4. Deliberate Practice

Teachers will guide pupils’ practice, using scaffolding techniques (as appropriate) and follow learning signals to ensure a high success rate is obtained from the class. Pupils, when ready, are expected to practise and apply their learning in an independent manner.

Independent practice produces overlearning in order to help pupils recall knowledge automatically.

5. Feedback

Teachers will be able to address misconceptions and check for clear understanding, whilst placing the onus on pupils to correct their errors and improve their work. Pupils will be encouraged to reflect on how to avoid errors and learn from mistakes. This is an important stage in developing metacognition and supporting pupils’ self-regulation.

D. Driving an Ambitious Knowledge Rich Curriculum

The Framework of Excellence and understanding of the key principles will be used to facilitate a high quality knowledge rich curriculum. At Key Stage 3, the framework will be used to support in the implementation of a knowledge rich curriculum where booklets will be used to identify the canons of knowledge. The booklets act as a knowledge guide facilitating our Framework for Excellence and guiding pupils’ learning. The framework will be used to ensure that the curriculum we offer, through the lessons we teach, is appropriately demanding and ambitious. This knowledge rich curriculum will be an entitlement for all pupils. Our Framework for Excellence will support pupils to build and apply their knowledge and equip them with the skills and knowledge for later life.

E. Behaviour for Learning

Staff are required to know the pupils in their classes. This means being aware of individual specific needs, building positive relationships and recognising pupils’ self-worth.

Effective classroom routines must set a positive tone for learning. The behaviour policy is designed to support all staff in the delivery of this teaching and learning policy and all staff are expected to work collaboratively in applying this policy consistently. Staff should ensure they employ a range of techniques in their classroom to secure excellent learning behaviours from all pupils and should refer to the professional development around this area.

St Edmund Campion Teaching and Learning Policy September 2019
Staff will invest time in supporting pupils in how to plan, monitor, and evaluate their learning; this will ensure that they develop good learning systems and routines. This involves attributing student success to effort rather than ability and valuing resilience and grit.

It is recognised that establishing effective rules and routines in a classroom has a positive impact on pupil achievement. In addition to this ensuring that all lessons start and end well aids the establishment of a positive climate for learning.

At the start of lessons all staff are expected to:

- Be at the front of the classroom welcoming pupils to their lesson
- Have resources for the lesson to hand

At the end of lessons all staff should:

- Ensure pupils stand behind their desks with their planners and pencil cases in their hands
- Dismiss pupils in an orderly manner

All staff must ensure that there are well thought through seating plans for each class.

Staff must also ensure that they understand that the improvement of a pupil’s literacy levels lies with all staff members.

F. Feedback

All teachers will ensure high standards are evident in pupils’ exercise books and will ensure that feedback is an essential part of lessons. Pupils will receive timely and effective feedback in the following ways:

1. Responsive feedback during a lesson
2. Whole class feedback on class work and homework
3. Live modelling

All feedback gained this way will be recorded by the pupils in green pen.

4. Teacher marking of formal pupil assessments.

G. Professional Learning and Development

St Edmund Campion School is committed to providing all staff with the guidance, support and professional development they need to be the very best practitioners. Throughout the academic year there will be planned opportunities for collaborative Professional Learning. These sessions will align to our whole school priorities, the Framework for Excellence and subject specific training needs. The needs of individual staff and subject areas will be identified and addressed using data gathered from the usual monitoring and evaluation procedures. Any gaps in subject or pedagogical knowledge will be addressed through this programme of support.

The aim is for all staff to be empowered as educators and staff should be willing to take up all opportunities provided for them to develop themselves professionally. Staff will be able to demonstrate a deep understanding of their subject pedagogical knowledge and be able to impart this knowledge to all pupils.

H. Monitoring the Quality of Teaching and Learning

The quality of teaching and learning across the school is reviewed by members of the SLT, Heads of Department, and other staff via drop-ins, learning walks, lesson observations, work scrutinies, curriculum reviews, DDTA (Data-Driven Teaching Analysis) and student voice. Heads and Subject Leaders of Department are expected to monitor standards within their own subject area and teaching and learning forms an important part of the department self-evaluation process. For middle leaders there is a termly quality assurance linked to the assessment calendar. All staff are expected to be reflective and match their professional development choices and appraisal to the key principles of this policy. Formal learning observations will occasionally take place for new staff, staff who are new to role and staff who have
been identified as requiring additional support to meet the Teachers’ Standards. Learning observations will be carried out by Heads of Department, teachers in charge of subjects and members of the SLT may carry out additional quality assurance actions where necessary. Feedback will be provided based on student learning and progress over time and not solely in the lesson being observed. Grades will not be given for lessons but strengths and areas for development will be fed back. The outcomes of all learning walks are recorded centrally to provide an evidence base for school improvement. SLT will conduct follow-up observations if learning and progress does not meet school expectations. Staff will be given opportunities to strengthen their teaching practice through a range of activities such as lesson study, observations, coaching & mentoring, and CPD whether internal or external.

I. Support for Staff Members not Meeting the Teachers’ Standards

It may be the case that a member of staff requires additional support in meeting the Teachers’ Standards. This will be identified through the school’s monitoring processes outlined in section H. Additional CPD and coaching will be identified and provided. It may be decided that the member of staff concerned will be placed on to an informal support plan. The process for this is outlined below:

I. Initial meeting with senior member of staff and Head of Department
II. Member of staff informed of the issues raised through the monitoring process and that their progress will be monitored via the informal support plan. This will normally last six weeks but is at the discretion of the senior leader
III. Objectives identified around the areas for development identified linked to the teachers’ standards.
IV. Mentor identified. This person may be Head of Department, TLR holder, lead practitioner or member of the leadership team and is the person who will monitor the support plan and conduct the weekly reviews with the member of staff. They will also conduct any lesson observations as required. (Other staff such as Head of Department and Senior Leaders may also be part of this process)
V. Progress against the agreed objectives will be reviewed weekly and RAG rated.
VI. At the end of the six weeks the following decisions can be made by the senior leader:
   a. Sufficient Progress has been made and support plan ends. The plan will be kept in the staff members file for future reference.
   b. Insufficient progress against objectives has been made. The decision will be made to either:
      i. Extend the support plan for a further identified number of weeks
      ii. Move on to capability as per the school’s capability policy

A copy of the support plan template is at the end of this document.

J. Roles and Responsibilities

Headteacher and Governing Body

• To set the direction of the school in terms of what quality teaching and learning looks like.
• To set up the monitoring processes to ensure that high quality teaching and learning is secure in all areas of the school
• To review this policy alongside governors and senior leaders to ensure that it is up to date with up to date evidence based research.

Senior Leaders

• To support the Headteacher in developing and implementing this policy.
• To monitor the quality of teaching and learning consistently
• To implement the support processes as identified in this policy
• To provide high quality coaching and mentoring for identified individuals
• To provide high quality professional development training to staff

Heads of Department
• To consistently monitor the quality of teaching and learning in their subject areas through the processes outlined.
• To keep up to date records of the monitoring and evaluation within their subject area
• To liaise closely with senior line managers on the quality of teaching and learning
• To implement support plans as directed
• To provide high quality subject specific professional development to department members
• To ensure that meetings are focussed on high quality teaching and learning, assessment and curriculum delivery.

Teaching Staff

• To understand this policy and to implement the Framework for Excellence in lessons and over the course of curriculum delivery.
• To be responsible for meeting the Teachers’ Standards consistently.
• To be responsible for own professional development keeping up to date with the latest evidence based research identified in this policy and through the CPD provided.

Approval by Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Signed: ___________________________________________ Chair of Governing Body

Date Approved:

Date for Review:
<table>
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<tr>
<th>Priority Focus</th>
<th>Initial Status (Evidence)</th>
<th>Agreed Actions</th>
<th>Progress Review 1 Date:</th>
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