

St Alban's Catholic High School



Teaching and Learning Policy

Approved by Student Committee on: 08 November 2021

Recommission Date: October 2024

Section 1 Statement of Principles

What is effective Teaching and Learning?

1.1 Effective teaching and learning is the principle purpose of St. Alban's Catholic High School. It is at the heart of securing high quality educational provision. It underpins the successful provision of a broad and balanced curriculum that meets the needs of all students. St. Alban's is fully committed to supporting students and teachers in effective teaching and learning; to promoting enjoyment of and a desire for learning; to securing progress and high standards of attainment for all. We seek to achieve this through the upholding of the Catholic Ethos of the school. *"The Church sees education as a process that...forms the whole child..." Archbishop Michael J. Miller CSB.*

1.2 Conditions for effective learning

The following points underpin effective learning and all school policies will promote this.

- A culture of aspiration and challenge;
- A supportive culture;
- Regular attendance;
- High self-esteem;
- Constructive relationships;
- High levels of motivation.

1.3 Conditions for effective teaching

The following points underpin effective teaching and all school policies will promote this.

- Commitment to professional development and improvement;
- Co-operation and teamwork;
- Independent learning and innovation;
- Effective management of resources

1.4 Enabling all students to reach their potential

The school recognises that many students may, at some point in their school career, require extra support. Arrangements are made to identify and provide support for these needs enabling students to overcome potential barriers to learning.

Children and young people can only demonstrate their abilities if they are given opportunities to do so. All pupils have the right to a challenging, aspirational and appropriate education. All teachers and support staff should ensure that the classroom experience is designed with the needs of all pupils in mind. This might mean enrichment, challenge extension or acceleration, and this provision should be supplemented by additional activities and opportunities outside of the classroom whenever possible.

1.5 The 4Ps

The 4Ps are a clear set of descriptors to clearly articulate to students what good behaviour for learning looks like in practice, building on the foundation set out by the St Alban's Way.

The 4Ps are structured to indicate the four key areas that students need to be mindful of during lesson time:

Pride
Preparation
Participation
Progression

- Teachers will make reference to the 4Ps through their teaching and interactions with students.
- As well as providing a template for desirable student behaviour, students will be rewarded for their demonstration of the 4Ps through our school based points system (named P points).
- The 4Ps will provide a guide for the high expectations we have for all learners at St Alban's High School.
- The 4Ps will support our young people in becoming polite and well organised individuals who contribute to their school and the wider community.
- Quality Assurance of the 4Ps will take place to ensure consistency. This will occur during departmental book scrutinies and lesson drop ins.

Section 2 Features of good teaching and learning

2.1 Students will demonstrate:

- A high level of participation and engagement;
- A willingness to show initiative, take responsibility for their own learning and respond positively to challenge;
- Sustained concentration and application to task;
- A willingness to ask and answer questions and contribute to discussion;
- Acquisition of new knowledge, skills and understanding;
- The ability to reflect on their performance, set new goals and devise strategies to meet them.
- A willingness to make mistakes and take risks in learning.

2.2 Subject teachers will demonstrate:

- Detailed and up to date subject knowledge;
- Effective planning with clear learning outcomes;
- The inclusion of literacy, numeracy and ICT within their teaching;
- A wide variety of appropriate teaching strategies;
- Use of feedback and assessment to inform teaching and planning;
- Use of SAIL to reinforce or extend learning;
- Good pace and effective use of time;
- Good management of students including effective use of praise;
- Effective methods of meeting individual students' needs;
- The ability to challenge and inspire students;
- The provision of opportunities to promote spiritual, moral, social and cultural development;
- An effective contribution to the development of independent learning skills;
- Effective use of resources, including technical and support staff.

2.3 Subject Leaders will demonstrate:

- That the school T&L policy is in operation in their department.
- The encouragement of sharing good practice and regular professional dialogue around teaching and learning in the department.
- An understanding of the progress of pupils in their subject with reference to relevant data.
- Accountability for the quality of teaching and learning in their department and staff development to this end.

2.4 The Leadership Team will

- Provide high quality CPD opportunities to enhance knowledge and practice of effective teaching and learning pedagogy.
- Ensure the dissemination of good practice through the school.
- Support a T&L group to facilitate sharing of cross curricular ideas.
- Complete regular monitoring of teaching standards across the school.
- Have an oversight of pupil achievement and relevant data.

Section 3 Monitoring the Quality of Teaching and Learning

3.1 The monitoring of the Quality of Teaching and Learning is a key element of the school's aspiration to offer a high quality educational experience and to maximise pupil progress, enjoyment and attainment. The subsequent evaluation of the monitoring process is vital for informing action planning for students' needs, staff development and the further exchange of good practice. Our aims are:

- To ensure the highest standards of teaching and learning in all curriculum areas;
- To maximise student progress and attainment;
- To inform staff development through target setting and action planning;
- To facilitate the exchange of good practice.

3.2 Policy into Practice (see also Appraisal Policy for further detail)

The monitoring process will consist of:

- Classroom observation followed by feedback discussion and target setting for improvement;
- Regular scrutiny of students' work followed by feedback and target setting;
- Lesson drop-ins
- The Personal Performance Review ;
- Recording of assessment grades to provide statistical information of the school's progress;

The Heads of Faculty who hold a detailed overview of their areas of responsibility will do much of this monitoring.

3.3 Classroom Observation

- The classroom performance of all teachers will normally be monitored by their line manager by means of formal and informal observations of lessons, these are recorded on the Bluesky package;
- Observations will be constructive and supportive and indicate areas for improvement;
- Observations may have a focus decided by the school, the department or the teacher. Alternatively it may be an observation looking at the holistic effectiveness of the lesson;
- The results of these observations will be used to review success and to set objectives for further development and will later form a basis for discussion at the teachers' annual Performance Management Review;
- The QA process will be regularly reviewed by SLT and at HoF line management meetings.
- Further detail on the school processes for observations can be found in the school Appraisal policy.

3.4 Support for Teachers

- Opportunities to observe skilled teachers both within and outside subject areas;

- Relevant external training;
- In house training;
- Opportunities to discuss teaching and learning at department meetings.
- Coaching and Mentoring opportunities
- Teaching and Learning group membership

3.5 Students' Work

- Subject leaders will monitor students' written work regularly, either choosing a sample from a class or year group for scrutiny
- Feedback will be given to teachers and students, setting targets where necessary
- Departmental moderation of students' work will underpin the rigour of assessment practices

3.6 Criteria - Students

- Books/folders are kept graffiti free
- Students complete tasks effectively
- Students redraft/correct work where necessary
- Work is well organised and students show pride in good presentation
- Progress is chronologically visible
- The quality of content, structure, punctuation, spelling, grammar and handwriting improves
- Work shows evidence of feedback which is regular, constructive and acted upon, in line with the school feedback policy.

Signed by J McCall, Chair of Governors:

Date:
