



Learning and Teaching Policy

"A family of faith and learning"

At Mount Carmel RC High School we believe in the worth and dignity of each individual. Our aim is to nurture their gifts and talents by providing a caring, challenging and stimulating environment in which effective learning and teaching takes place. We want all of our pupils to achieve as well as they possibly can. Our staff aim to plan, assess and teach effectively in order to allow our pupils to reach their potential with the support they need to get there. The intention is to provide a structure that enables teachers to provide a challenging, supportive and enjoyable learning climate where pupils can excel.

Aims of the policy:

- To create a consistent, whole school approach to learning and teaching.
- To equip all pupils with the knowledge and skills they need at each end point of their high school career.
- To ensure that teaching supports students in **knowing** and **remembering** more and being able to apply this knowledge fluently and in new contexts.
- To support students in their ability to read fluently and at an age appropriate level

Pupils learn best when they:

1. Feel safe and happy in their learning environment.
2. Are clear about their learning journey and can see how new learning builds on prior learning and understand what the key knowledge is for each unit of work and how, and when, they will be assessed on this
3. Are engaged, challenged, stimulated to think and motivated to learn.
4. Know how well they are doing and what they need to do to progress.



Planning and delivery of lessons: Teachers should follow the Mount Carmel behaviour policy and plan and deliver lessons which:

- Have high expectations for all pupils regardless of their starting points.
- Set appropriate, relevant learning objectives, recorded in exercise books, outcomes and success criteria where appropriate.
- Provide pace and challenge for all pupils through learning activities
- Ensure prior learning is taken into account in order to ensure progress can be made over time.
- Use a clear structure, including an engaging starter activity and include progress checks (plenaries) at appropriate points in the lesson, in order to inform the next stage of learning.
- Introduce “big picture”/links to prior learning.
- Make learning enjoyable and engaging.
- Use a range of approaches to reward pupils appropriately and use sanctions in line with the school policy where necessary.
- Enhance the climate for learning through stimulating displays preferably showing exemplar work from Mount Carmel pupils.
- Seat pupils strategically in accordance with the tasks planned to maximise their effectiveness to promote learning.
- Allow pupils to develop and practise higher order thinking skills, by using effective questioning.
- Use a variety of learning styles and strategies that are differentiated for varying needs by task, resources, outcomes and/or method.
- Use stimulating resources, including ICT, which are differentiated as appropriate to meet pupils’ needs.
- Use a variety of AfL techniques, including opportunity for reflection to direct, challenge and assess progress.
- Teach literacy and numeracy skills within the subject context.
- Set appropriate, relevant and challenging homework.
- Use assessment data to inform teaching and support pupils’ progress.
- Work with TAs, and other adults, to ensure pupils are best supported in their learning.



Mount Carmel

Roman Catholic High School

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