



Teaching and Learning Policy 2021-22

“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 teaching and learning.
- 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 and success criteria where appropriate.
- Ensure that the school's CPD priorities for 2020.21 (Retrieval and Disciplinary Literacy) are embedded into practice alongside the school's CPD priorities for 2021.22 (Explaining and Modelling and Questioning and Feedback)
- Ensure prior learning is taken into account in order to ensure progress can be made over time.
- Introduce "big picture"/links to prior learning.
- 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 the appropriate use of displays that do not lead to over-stimulation or cognitive overload.
- 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.
- 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.

Reviewed July 2021: C. Farrelly