



Mount Carmel

R.C. HIGH SCHOOL



Teaching and Learning Policy 25.26

A Family of Faith & Learning

"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
3. Understand what the key knowledge is for each unit of work and how, and when, they will be assessed on this.
4. Are engaged, challenged, stimulated to think and motivated to learn.
5. Know how well they are doing and what they need to do to progress.

Learning environment

Classroom environments should be conducive to learning. Teachers should ensure that:

- Classrooms and desks are tidy.
- Any displays do not lead to overstimulation or cognitive overload.
- Show-me boards are on all desks at all times and spare whiteboard pens are available on the teacher's desk.
- Pupils are seated strategically in accordance with the tasks planned. Pupils should have an appropriate partner for 'think, pair, share' activities.

Planning of lessons:

Teachers should plan lessons which:

- Have high expectations for all pupils, regardless of their starting points.
- Set appropriate, relevant learning objectives. Learning objectives must be shared with pupils but do **not** need to be written down.
- Set clear success criteria.
- Introduce the bigger picture / links to prior learning.
- Teach literacy and numeracy skills within the subject context.
- Set homework that consolidates prior learning and provides opportunities for pupils to recall this knowledge.
- 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.
- Make use of the school's coaching programme to help support the development of quality first teaching.

Delivery of lessons:

Teachers should ensure the following takes place every lesson:

- **Silent entry**
 - Pupils enter the classroom in silence and begin an independent task that links to prior learning or sets pupils up for the lesson. Instructions for this task should be clearly displayed to pupils. Expectations of pupils' behaviour for learning should be visible throughout the silent starter task.
- **Strategies are used to ensure that all pupils are thinking**
 - Teachers should structure lesson activities to maximise pupil thinking by using strategies such as *think, pair, share*; *show-me boards* and *cold calling*.
- **Checking for understanding and addressing misconceptions**
 - Teachers should use in-class formative assessment strategies, such as show-me boards, to regularly identify misconceptions in pupils' understanding. Any misconceptions identified should be addressed immediately if possible, or in a near future lesson if more appropriate.
- **Orderly exit**
 - Pupils stand behind their chairs at the end of the lesson and, when dismissed, file calmly past the teacher, who is standing at the door.
- **Consistent application of the school rewards and behaviour policies**

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The following CPD strategies should be embedded into practice, as appropriate to the subject.

- **Show-me boards** (*Teaching WalkThrus, Vol. 1 p.94*)
- **Think, pair, share** (*Teaching WalkThrus, Vol. 1 p.92*)
- **Cold calling** (*Teaching WalkThrus, Vol. 1 p.90*)
- **Metacognitive talk** (*Teaching WalkThrus, Vol. 1 p.82*)
- **Live modelling** (*Teaching WalkThrus, Vol. 1 p.78*)
- **Worked examples and backward fading** (*Teaching WalkThrus, Vol. 1 p.68*)
- **Scaffolding** (*Teaching WalkThrus, Vol. 1 p.80*)
- **Success criteria** (*Teaching WalkThrus, Vol. 2 p.112*)

Linked policies:

- Feedback policy
- Behaviour and attitudes policy

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