

Our Lady Queen of Peace

Catholic High School



Teaching for Learning Policy

Date of Policy	Sep 2025
Date of Review	Sep 2026

Mission Statement

In Christ We Grow – As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

'If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can do even better, there are no limits to what we can achieve.' Dylan Wiliam

Aims

Effective teaching to ensure learning is at the heart of what we do. The aim of this policy is to ensure that all pupils receive high quality teaching, which reduces variability between lessons, and improves outcomes for all. This policy ensures that all pupils, regardless of their background and abilities, can achieve their best in a safe and stimulating environment.

As teachers we are all responsible for high quality teaching in our classrooms. The foundations of this are built on the teaching standards.

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.' DfE (2012)

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect,
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions,
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes,
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these,
- Guide pupils to reflect on the progress they have made and their emerging needs,
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings,
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship,
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics,
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time,
- Promote a love of learning and children's intellectual curiosity,
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired,
- Reflect systematically on the effectiveness of lessons and approaches to teaching,
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively,
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these,

- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development,
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements,
- Make use of formative and summative assessment to secure pupils' progress,
- Use relevant data to monitor progress, set targets, and plan subsequent lessons,
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy,
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly,
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them,
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school,
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support,
- Deploy support staff effectively,
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues,
- Communicate effectively with parents with regard to pupils' achievements and well-being.

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612722/teachers-standards-overview.pdf)

Effective Teaching for Learning at OLQP

*Roseshrine's 10 principles of study are widely recognised by recent research as a strong starting point when evaluating what makes an effective lesson.

The principles are:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions and check the responses of all students.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolding for difficult tasks.
9. Require and monitor independent practice.
10. Engage students in weekly and monthly review.

*[Principles of Instruction: Research-Based Strategies That All Teachers Should Know](#), by Barak Rosenshrine, American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)

Every effective lesson at OLQP stems from well-established positive relationships between staff and students.

To achieve this, the following principles and procedures should be clear.

Before the lesson:

- Teachers should have an organised seating plan and a well-prepared 60 minute lesson.
- Lessons should be in line with the scheme of work and fit within the bigger picture.
- Teachers should have high expectations and adapt teaching to stretch and challenge all pupils; resources should be adapted to the specific lesson's needs.
- Workspaces should be safe and tidy.

During the lesson:

- Teachers should meet and greet students at the door, ensuring a calm and orderly start to the lesson.
- Welcome slide including date and title must be displayed on entry.
- Lessons should have a purposeful and engaging start with a focus on recall and retrieval, ensuring no time is wasted at the beginning. These starters should be completed with a strong pace, self-marked and improved. *Making it Stick*, by Peter C. Brown, Henry L. Roediger III & Mark A. McDaniel states that doing so has long-term learning benefits, helping to consolidate learning in our long-term memory and 'interrupt' our process of forgetting what we've learned (p. 43).
- Homework should be set, according to policy. This should be kept in the front of books and marked.
- Regular and ongoing feedback should be provided throughout the lesson. Pupils should be clear on what is required to improve and respond to feedback.
- During the lesson there should be effective and targeted questions to ensure all students are engaged and understand.
- Teachers must adapt the lesson based on student responses to formative assessment.
- New content should be introduced in accessible chunks of learning that are well explained and modelled by the teacher, with scaffolding provided for more difficult tasks.
- Teachers should provide regular opportunities for students to practise what they have learnt and give sufficient time for students to complete tasks. 'Rosenshine suggests that the most effective teachers gave more time for guided practice, which directly linked to spending more time asking questions, checking understanding and using more worked examples.' Sherrington, 2019.
- Teachers should introduce new tier 2 and 3 vocabulary (using e.g. Frayer model), use it throughout the learning process and encourage students to use it too. 'It is a truth universally acknowledged, that vocabulary knowledge is crucial for pupils' school success.' Alex Quigley 2021.
- Students should have access to key information in their exercise books and on the student landing page to support revision and homework.
- By the end of the lesson, teachers must clear that students have made progress and are able to show they know and remember more. Teachers must then evaluate the effectiveness of lesson. They should use this to inform future planning.
- Lessons should have a calm finish, with sufficient time given to ending the lesson in an organised manner. The positive finish slide must be displayed.

Staff lessons must follow the 'Our Lady's Way' and use the strategies outlines in the Teaching and Learning handbook.

Feedback

Aims

Effective feedback is proven to improve progress for learners. This policy aims to ensure that feedback is useful and informative for learners and teachers, therefore promoting good progress, without having a damaging impact of teacher's wellbeing by becoming onerous and impinging on time that could be used for planning effective lessons.

Teaching standard 6 states teachers should 'make accurate and productive use of assessment.'

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements,
- Make use of formative and summative assessment to secure pupils' progress,
- Use relevant data to monitor progress, set targets, and plan subsequent lessons,
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

EEF recommendations

The most up to date recommendations for the EEF focus on the importance of feedback, which is no onerous on teachers, given in a timely manner and helps to improve students in the future rather than focusing on perfecting the past. They state that effective feedback is an important tool for improving progress.

The EEF recognises that whilst written feedback it beneficial there is an 'opportunity cost', and onerous written feedback tasks should not regular take place at the detriment to well planned, high quality lessons. Therefore, most regularly feedback will take the forms of more time efficient methods such as live feedback.

[EEF Feedback Recommendations Poster.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/EEF-Feedback-Recommendations-Poster.pdf)

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations



Effective feedback at OLQP

- All teachers should be providing live, verbal feedback at regular intervals every lesson.
- Self and/or peer assessment must be used every lesson – with students given appropriate time to make corrections/notes for future improvement. Students mark using a red pen.
- Subject leaders should work with departments to identify key pieces that would most benefit from written feedback and make a plan available at the beginning of every academic year. This must be shared with AHT i/c T&L.
- Teacher written feedback should be well planned (Principle 1 EEF 2021) and recognise the opportunity cost of this activity. Examples of written feedback include whole class feedback, fix it tasks, coding or individual feedback in books if appropriate. Teacher feedback should be in green pen/or printed on green paper.
- In all written subjects there must be a minimum of 2 key pieces per half term.
- In RE, English, Maths and Science there must be a minimum of 3.
- In technology, drama, computer science and Art there should be one key piece per project.
- **This policy must be followed alongside any department specific feedback policies.**
- The identified key pieces should also be marked for literacy using the grid below.

CL	Missed capital letter	Student should fix now with red pen
SP	Misspelt word	Teacher to write correction and student to rewrite 3 times. (Teacher to check spelling is corrected)
//	New paragraph	Remind student to use paragraphs in any redrafts/future work.
P	Punctuation	Identify correction needed and highlight in red.

- Sufficient time should be given to students to act on feedback in a timely manner.
- This policy should be delivered in line with the 'Our Lady's Way' and used alongside the Teaching and Learning handbook.

Homework

Teaching standard 4 states that teachers should 'set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.' The following policy ensures that we are meeting this expectation and support Rosenshine's Principle 9, which states we should be providing regular opportunity for independent practice.

The EEF suggests there are 4 key findings which need to be considered. These include:

- 1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.*
- 2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).*
- 3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.*
- 4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).*

Cathy Vatterott (2010) says that homework should be set with purpose and efficiency. Stating that 'all homework assignments are meaningful & students must also understand the purpose of the assignment and why it is important in the context of their academic experience.' Vatterott also suggests that 'homework should not take an inordinate amount of time and should require some hard thinking.

Based on this research all homework set should:

1. Last for approximately 30 minutes.
2. Consolidate previously taught content or support mastery/greater depth of learning.
3. Be set using the standard heading and should be printed for all students (with spare copies readily available if required)
4. Set on class charts
5. Be submitted in a timely manner
6. All homework should be either self or teacher marked in a timely manner with blank copies available for absent pupils. All error should be corrected with improvement completed in red pen.
7. Homework must be printed with the school heading and glued in the front of books.
8. Homework completion must be logged on Class Charts
9. Positive points should be awarded to everyone who completes and negatives for non-completion.

KS4

- All Examination Subjects– Weekly

KS3

- Maths, English, Science & RE – Weekly
- Humanities & MFL – Fortnightly

Consequences for non – completion

1. Record non completed on Class Charts (with 5 negatives for no homework submitted)
2. Give students a new sheet to complete during self-marking.
3. If pupils fail to bring in the work the class teacher is responsible for organising a detention, if appropriate. The detention is to be completed with the class teacher. Teachers can organise for the following message to be sent home:
'You child has failed to complete their homework. As a result, they now have a detention to complete the homework. This will take place on XXX at XXX in XXX.'

4. If a child persistently fails to hand in homework, then the class teacher should contact home.
5. If there are continued issues, they should inform the subject leader who may issue a further sanction/contact home/seek advice from SLT link.
6. Year Teams will identify pupils failing to complete homework across multiple subjects and put support in place.

Homework Folders

- All Students will be provided with a homework folder to store homework.
- Form teachers should check students have their homework folder daily.
- Year teams should check homework negative points weekly and identify any barriers students may have. They should contact home/offer study support or place on monitoring report as appropriate.

Knowledge organisers

- Departments should provide knowledge organisers and other useful resources e.g. videos for each topic.
- This should be uploaded onto the student landing page.
- These resources should be useful to support with student homework and revision.

Monitoring and evaluation

- Subject leaders will conduct at least fortnightly lesson visits to monitor effective implementation of the 'Our lady's Way' and complete tracking documentation for typicality across their department.
- Where issues are seen subject leaders will discuss with individual staff members and offer support.
- SLT and Lead Practitioners will also conduct regular lessons visits and where issues are identified will feedback to subject leaders to address.
- Subject leaders will conduct a minimum of one work scrutiny per half term.
- Senior Leaders will also conduct regular work scrutiny and feedback to subject leaders.
- Subject and senior leaders have the right to review books at any time.
- Where issues are identified subject leaders will work with individual staff to offer support.
- If persistent issues are identified and progress is not being made further targeted support will be provided.