

Teaching & Learning Policy

St Bernard's High School



Approved by: Full Governing Body

Date: June 2026

Last reviewed on: June 2026

Next review due by: June 2027



**ST BERNARD'S
HIGH SCHOOL**



PACE Teaching and Learning Handbook Year 7 – Year 13



**ST BERNARD'S
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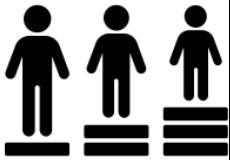
Teaching and Learning – PACE

Our Teaching and Learning PACE Principles

Progress	Designing and delivering a broad and balanced curriculum model with clear intent, ensuring progress in lessons and over time.
Assessment	Assessing the progress of students within lessons and over time.
Challenge & Adapt	Providing equity of access to a high-quality ambitious curriculum in each lesson to ensure each student's progress.
Expectations	Enabling students to meet our high expectations of engagement, behaviour and progress.

Teaching and Learning Key Terms

Word	Definition	Examples	Why?
Retrieval 	Knowledge or skills that students are asked to 'recall' or remember from their prior learning.	'Do Now' task that draws on prior learning from last lesson, last week, last unit. Retrieval questions that are adapted for different target levels.	Memory of new knowledge is aided when we can connect it to prior knowledge. Our curriculum should be sequenced to interleave new and prior knowledge. The curriculum is sequenced to enable consolidation of all learning.
AFL 	Assessment for Learning. Assessment taking place in lessons to check the understanding of all students.	Questioning (cold calling, think-pair-share, ABC.) White board tasks to check for learning. Peer and self review.	Questioning draws answers from students that are accurate, precise, ambitious and include subject specific vocabulary. It allows teachers to assess the retention of learning.
Modelling   	When we demonstrate how to do something.	White board modelling of a task. Physical modelling of a skill. Visualiser used to demonstrate how something is done. Using student exemplars to show WAGOLL. "I do, We do, You do."	To demonstrate to students the process by which a successful task is completed. Ideally models should be accompanied by a verbal or written narrative explaining why the method is successful.

Scaffolding 	Resources we put in place to ensure students can complete a task.	Framework for writing. Sentence starters Formula. Templates.	To support those with barriers to progress. To develop towards independent learning. To ensure students can correctly follow a process.
Teach to the top 	Making sure we pitch the lesson to a higher level and scaffold to support students to achieve it.	Show high level examples. Expect subject specific vocabulary in verbal answers.	Students all have equitable access to a rich and aspirational curriculum.
Independent Practice 	Ensuring students can demonstrate a skill or knowledge without the need for scaffolding and support.	Removal of scaffolding over time.	To ensure students can perform under controlled or timed conditions.
Speaking like an expert 	Using key terms in your spoken responses. Students speak clearly and in full sentences.	“The writer’s use of metaphor here shows...”	To reinforce expectations of oral accuracy.
SPAG 	Spelling, Punctuation and Grammar	Capital Letters Apostrophes Standard English	To instil in all students the accuracy required in writing throughout life.
Tier 2 command words	Imperative verbs that are used frequently in your subject.	Define Summarise Evaluate Explain	These command words have common meanings but will have specific requirements in each subject. Students should know the expectations for these command words.
Tier 3 vocabulary	Subject specific vocabulary.	Metacarpal Synecdoche	All students need to be able to deploy key vocabulary in your subject.

PACE Teaching and Learning Checklist

PACE	In every lesson:
Progress	- Start with silent retrieval using the SBHS template. Students must recall from memory. 1-3 key words are pre taught. Challenge is included and discussed with students. - The objectives and purpose of the lesson are shared with students. They should be made aware of how the lesson fits into wider schemes of work or units of learning. - MWB are used each lesson in addition to a range of other AFL strategies to check progress frequently (Think/Pair/Share, group discussion etc). - No hands up policy. Cold Calling/MWB/Think-Pair-Share to assess understanding. - A range of modelling strategies are used to show processes and review ideas eg. I do/We do/You do, board work or visualisers. - Scaffolding is provided for early stages of learning or those who require additional support.
Assessment	- Students should know what their target grades are. They should know how to make progress towards their target using the summative assessment tracker. 1 X teacher Feedback loop per half term in red pen. Each term, one of these must be a summative assessment with the SBHS cover sheet. - Summative assessment tracker filled in from the 3 summative assessments over the year. - Feedback loop: Meaningful Assessment, WWW and EBI, handwritten personalised AOF, close the loop with a department stamp. - Subject Literacy is corrected in every teacher feedback loop. 1-2 x peer/self-assessed quizzes per half term* (to include a vocabulary/spelling element), green pen tick/cross + 'How to improve' comment from student. No loop. - For Sixth form: 1 x peer/self-assessments.
Challenge and Adapt	- Teach to the top; scaffold and support upwards. Learning Objectives are not differentiated. - Literacy support in the form of literacy mats, key words, sentence starters and spelling support is provided to relevant students and referred to in every relevant lesson. Reading follows PRC 'Prepare, Read, Check'. - Know your students; have student passports printed out and in your class folder with the seating plan. Enact the T&L adaptive practices outlined in the passport. - Scaffolding (I do/We do/You do or sentence starters) is provided for relevant students to support confidence and accuracy. - Provide frequent opportunities for further challenge every lesson. Always review answers to challenge tasks to promote the value of academic rigour.
Expectations	- A prayer starts each lesson. - The seating plan is purposeful and is always shown (in the teaching folder) to visitors upon entry. - Students are expected to behave with respect for themselves, others and their learning by completing work to the best of their ability and always striving to progress. - Students and teachers are expected to be just in their interactions with others and in upholding the values of the school. - Students are expected to serve one another by displaying attention, focus, kindness and engagement. - The learning environment is optimal: the room is clean, clear and engaging. The clear desk policy is enacted. - Meaningful and visible positive praise is given in each lesson, using the rewards ladder. - Tasks should be timed to maintain student focus. - Students and teachers are actively engaged in the process of learning throughout the lesson. Teachers are active in circulating during lessons to support learners. - Students are expected to speak in full sentences and with key words.

*For practical subjects, this would be one quiz per term.

Teaching and Learning – PACE

Monitoring

Teaching and Learning in the classroom is evaluated across the year to ensure high standards of provision for our students. There are no formal pre-booked observations.

SLT will quality assure the T&L provision in the form of PACE learning walks which will take place in the first half term of each term. A Book Look will also take place in the second half term, and feedback will be provided to each teacher. If there are any areas for improvement, these would be managed by the HOD. Both will be recorded on BlueSky.

Student progress walks will be conducted routinely over the full course of each term. Any feedback required will be informal, verbal and will not be recorded. These student progress walks are designed to be brief drop-ins on classes to ascertain the progress of specific students. The student progress walks may occur in pairs with the HOD.

What?	Who?	How?	How frequently?
SLT Learning Walks	SLT	To be recorded on BlueSky with verbal and written feedback	One in the first half term of each term.
Book Look	SLT & HOD	Book Looks to be recorded on BlueSky, feedback to teacher & HOD.	One in the second half term of each term.
Student Progress Walks	SLT & HOD	To be informal, brief visits to classrooms to check student progress. Verbal feedback to teacher/HOD/HOY.	Routinely across the term.

Teaching and Learning – PACE

Book Look

Our Book Looks will be scheduled into the calendar and will take place each term. There will be one SLT Book Look each term.

Book Look Dates:

Subject Leader Book Look:	Autumn Half term 1
SLT Book Look:	Autumn Half term 2
Subject Leader Book Look:	Spring Half term 1
SLT Book Look:	Spring Half term 2
Subject Leader Book Look:	Summer Half term 1
SLT Book Look:	Summer Half term 2

Teaching and Learning – PACE

Book presentation

Books must reflect the learning progress students are making. Books should be used in **all** subjects in KS3 and KS4. There will be **no folders** used at KS3 or KS4.

Books will include the following:

1. Year-specific curriculum pathway journey Map –**front inside cover**
2. Summative Assessment tracker – **back inside cover**
3. A target sticker is on the **front of the book cover**

*Students can complete assessments on paper which can then be glued into the book.

For KS5 Folders:

- All students should buy their own folders for each of their subjects.
- Students will have at least one folder per subject* (in some cases it may be necessary to have more than one folder)
- Students bring folders to every lesson
- Work completed on computers should be printed and kept in folder

All folders should include the following:

1. Specification and learning journey at the front of folder and the folder checklist.
2. Labelled topic dividers
3. A specific section for assessed work, including summative assessments
4. A section for classwork notes
5. A section for evidence of homework and supra curricular reading/ notes created from this.
6. A section for revision

Heads of Department (HODs) will be responsible for setting up the organisation/structure of the folders (i.e. what dividers should be included for specific topics). A copy of this should be shared with the Head of Sixth Form.

All folders should have evidence of assessment, the frequency of which follows the schools summative and formative assessment routines as laid out in the subject's assessment booklet. The marking should include personalised, actionable feedback that students have responded to.

If staff do use exercise books as sections, they should ensure that the exercise books have clear sections identified to ensure all of the above is present.

*It is recognised that some practical-based subjects may not have folders (for instance, art) and will have different expectations of students' work. Work presentation will be directed by the HOD.

Teaching and Learning - PACE

Assessment

Assessments are divided into two types: formative and summative.

Formative assessments are designed to move students' knowledge and skills further.

Summative assessments are designed to test the knowledge and skills of students at a precise time.

Each **term** there are **2 teacher assessments**

One of the teacher assessments must be a **summative** assessment.

Here is an **example** of how this might look in a term:

Formative Assessment	Summative Assessment
Teacher feedback loop	Teacher feedback loop
Personalised WWW Personalised EBI Hand written personalised AOF explanation CTL (Close the loop)	Grade + % + Score + progress v target Personalised WWW Personalised EBI Hand written personalised AOF explanation CTL (Close the loop)

1 Term

Subject Leaders will determine when their

summative assessment takes place in each

term.

Summative assessments will have a St. Bernard's summative assessment marking sheet which all subjects will need to use. Teachers fill these in after each summative assessment.

Each student will have a St. Bernard's summative assessment tracker at the front of their books to track their progress against their target, and these are filled in by the student.

Summative assessments will follow test conditions. Scaffolding is not permitted in these assessments.**

*Subjects with one lesson per fortnight will only be required to complete one peer/self-marked quiz over a term. **If a student requires extra time according to their passport this must be allowed.


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St. Bernard's Summative Assessment Tracker

Name _____
Subject _____

EOY target _____
End of KS target _____

Term 1
Test %
Grade
Progress

			Cause for concern Developing Meeting Exceeding
--	--	--	---

To reach my target I must:

Term 2
Test %
Grade
Progress

			Cause for concern Developing Meeting Exceeding
--	--	--	---

To reach my target I must:

Term 2
Test %
Grade
Progress

			Cause for concern Developing Meeting Exceeding
--	--	--	---

To reach my target I must:

Expectations – one per half term	
1	Teachers mark the work for subject specific SPAG in red pen, following the school SPAG symbols. If there are multiple errors, only <i>three</i> should be identified for the student to correct. Students need to correct their errors and copy out spellings x 3.
2	Teachers provide: WWW Specific to the success criteria. (max 3) EBI Specific to the success criteria. (max 2)
3	Students are provided with a personalised handwritten Acting on Feedback instruction in red pen which is designed to aid the progress of the individual student linked to the EBI. Students should understand the task and be able to complete it.
4	Students are given ample time to complete the Acting on Feedback task appropriately.
5	Closing the feedback loop is acknowledged by the teacher with a stamp to ensure the student has made progress in the task. If a student has not understood the AOF task, or repeated the same mistake, you should provide verbal feedback.

Teaching and Learning- PACE

Disciplinary Literacy in the classroom

St. Bernard's recognises the importance of literacy in the lives of all young people. High standards of literacy are vital to the development of well-read and articulate individuals. We follow the disciplinary literacy model, where literacy is embedded in the subjects we teach.

SPAG

1. Feedback loops should include subject specific SPAG marking. You should use the SPAG marking criteria in each classroom.
2. If there are multiple inaccuracies with spelling, focus on key subject specific vocabulary. A maximum of three to be corrected by the student.
3. Students will correct their inaccuracies as part of the feedback loop.
4. SPAG targets for EBI or AOF should be in addition to the main targets.

Reading like an expert

1. Ensure students can access the reading material you provide and that it is purposeful reading with a focus.
2. Use reading age information on the seating plans to help provide scaffolding and support with reading and understanding.
3. Explain what 'reading like an expert' looks like in your subject, so students can read with intention.
4. All reading of extended texts should follow: PRC Prepare + Read + Check to ensure students all understand the meaning of the text.

Vocabulary

1. Students are given a subject specific vocabulary list for each unit at the start of the unit. The key words (no more than three or four) for each lesson are explicitly taught at the start of the lesson and specific key words for the lesson are visible on the opening retrieval slide and explicitly taught.
2. Students are expected to utilise these key words in their work and are recognised when they do.

Speaking like an expert

1. Explain what 'Speaking like an expert' looks like in your subject. This includes clear expectations for vocabulary.
2. Provide opportunities for all students to speak in the context of the subject and verbalise their ideas.
3. Support and guide students towards your expectations by using verbal prompts.
4. Model 'Speaking like an expert' to provide scaffolding for students.
5. Expect and reward students for providing verbal answers that are precise, accurate and complete (full sentences).

Teaching and Learning- PACE

Adaptive Practice – creating an inclusive classroom

St. Bernard's has an inclusive school ethos, and we provide opportunities for all our students to succeed in the classroom every day. As part of our inclusive ethos, teachers understand their students and provide support needed for them to succeed. We recognise each student is an individual and this support will vary, however, we aim to encourage independence in all learners. Below are some initial expectations for adaptive practice in the classroom.

- **Class folder:** this must include a printed seating plan and the learning passport for any SEND/EAL students. Enact the T&L adaptive practice strategies indicated on the passports.
- **Literacy support:** supportive literacy resource must be available and visible to students in each lesson. Students should be reminded to use them where relevant.
- **Seating plan:** Ensure you have a meaningful seating plan in your class folder annotated to consider the needs of the students. Reflect on prior attainment levels, reading age data, targets, SEND status and attainment in the subject when arranging a seating plan. Grouping students by profile is not recommended.
- **Visual needs:** Provide resources for the needs of students with dyslexia, those requiring overlays, enlarged text or resources printed on coloured paper.
- **Time:** Ensure you plan in each lesson for those students who require additional time for processing and cognition. This may include extra time in assessments (both formative and summative) or simply being given additional time to complete class work. Printing slides or resources in advance can help avoid time consuming copying from the board.
- **Literacy:** Utilise the literacy mat and other literacy support resources. Texts that are provided for reading will need to be checked for reading age so teachers can help them read and process the text. Spelling may need to be checked more regularly with some students to support them with their subject specific vocabulary.
- **MWB:** These are helpful in enabling students to plan, edit and refine their ideas before committing them to paper.
- **Scaffolding:** This can take the form of writing frames, sentence starters, formula help sheets, visual guides, essay plans, checklists, WAGOLLS etc. These are used with a clear plan for building towards independence.
- **One to one support from the teacher:** this can provide clarity, depth, clear up confusions and misconceptions and provide verbal cues to prompt students to think for themselves.
- **Instruction:** Provide students with staggered instruction so they can move through tasks without being overwhelmed