



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

TEACHING AND LEARNING



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

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TEACHING AND LEARNING POLICY

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1.0 CURRICULUM INTENT

Rooted in the teachings of Jesus Christ and His Church, the curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics to flourish as global citizens bringing about the Common Good.

Our holistic curriculum enables us to be the best that we can be.

2.0 AIMS

- To ensure high quality teaching and learning experiences for students of all abilities
- To provide a flexible yet clear framework for teaching and learning
- To provide coherence of approach and consistency of expectation
- To make explicit the entitlement of all students
- To promote the 'St Cuthbert's Way' of teaching and learning
- To raise attainment by increasing levels of student motivation, participation and independence
- To promote an understanding of how learning takes place
- To make explicit a baseline for quality assuring the teaching and learning that takes place
- To provide a focus for development
- To inform teachers, students, parents, Governors and the wider community about the aims and processes of teaching and learning at St Cuthbert's
- To identify specific areas of responsibility at whole school, at Department and individual staff level

3.0 RATIONALE

This policy gives clarity about what the expectations of all teachers are at St Cuthbert's RC High School. Based on research on how students learn, in particular Rosenshine's Principles of Instruction, the key teaching strategies outlined below ensure that the planning of lessons is effective, meets the needs of students and that there is a consistent approach across the school. The strategies outlined in this document can be found in depth in the Teaching and Learning Handbook. These processes work alongside the Behaviour for Learning policy and should be applied routinely.

Subject specialists should deliver the curriculum in the most effective way for their students but all must explicitly address the following areas for development:

- Improving whole school literacy
- Building independent, resilient learners
- Improving students' ability to retain and recall information
- Improving student levels of engagement and develop a love of learning

3.0 TEACHING AND LEARNING: THE ST CUTHBERT’S WAY

To enable our students to be the best that they can be, all lessons at St Cuthbert’s will include the following five parts:

- Do Now
- Sharing objectives
- Building new knowledge
- Practise
- Review

If these are included then all lessons will be designed to ensure maximum retention of knowledge by every child. In the Do Now, knowledge will be reviewed daily, weekly and monthly. Whilst sharing the learning objective for the lesson, the ‘Big Picture’ will be shared with students so that they understand where they are travelling to on their learning journey. New knowledge will be built in small enough steps to prevent overload with the teacher constantly checking for understanding. Students will spend time independently practising skills which will have been modelled by the teacher. At the end of the lesson, the teacher will review the learning that has taken place. This will then inform planning for subsequent learning.

More detailed information regarding the rationale behind the five part lesson can be found in the Teaching and Learning Handbook.

4.0 ROLES AND RESPONSIBILITIES

All stakeholders: To be aware of the principles behind the Teaching and Learning policy and how they can contribute to it.

Governors	<ul style="list-style-type: none"> • To ensure the effective and rigorous implementation and monitoring of the policy.
Leadership Team	<ul style="list-style-type: none"> • To provide appropriate support, training and resources for Departments and staff. • To use the Teaching and Learning Template (TLT) to monitor and evaluate the delivery and impact of the policy. • To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.
Heads of Department	<ul style="list-style-type: none"> • To use the Teaching and Learning Template (TLT) to monitor and evaluate consistent delivery of the policy at Department level • To provide appropriate support to team members by providing training materials or advice and guidance.
Teaching staff	<ul style="list-style-type: none"> • To ensure that their own teaching meets the national Teachers Standards; ensuring teaching and learning is at least good. • To read the Teaching and Learning Handbook and to ensure that strategies outlined in this are employed in lessons. • To implement this policy by planning and delivering high quality learning experiences. • To work collaboratively with colleagues to share best practice and improve teaching. • To ensure that the Curriculum Intent is met in all lessons by following Schemes of Learning as directed by Heads of Department. • To direct support staff in the lesson to ensure that all learners are able to access the curriculum.

	<ul style="list-style-type: none"> To follow standard procedures as outlined in the Teaching and Learning Handbook.
Support staff	<ul style="list-style-type: none"> To support learners in accessing all elements of the curriculum. To provide intervention as directed by the teaching staff.
Students	<ul style="list-style-type: none"> To work positively within lessons to enable staff to implement the policy effectively. To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework. To follow the standard procedures.
Parents and Carers	<ul style="list-style-type: none"> To support the policy of the School by providing support for students at home, allowing them to continue to develop their learning effectively.

Linked documents:

- Teaching and Learning Handbook
- Assessment Policy
- Curriculum Policy

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