



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 VISION

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 they need to flourish as literate, articulate, global citizens, who fulfil the Catholic Mission to bring 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, specifically reading across the curriculum
- Ensure that all learners, including those with SEND, build on their prior learning and develop a rich body of knowledge.

- Use assessment strategies effectively to check that pupils learn the intended curriculum as well as they should.

3.0 TEACHING AND LEARNING: THE ST CUTHBERT'S WAY

At St. Cuthbert's, quality Teaching and Learning is framed by high expectations. High expectations allow teachers to teach and students to learn so that they can be the best that they can be and further their life chances. Using Rosenshine's Principles of Instruction as a springboard, St. Cuthbert's teachers plan lessons which are informed by assessment information and checking for understanding, have clear and appropriate knowledge and/or skill(s) aims and which stretch and challenge all learners at all times. Teachers employ the most appropriate techniques and practices to ensure that students learn, remember and can retrieve and recall what they have been taught over a long period of time.

From 2019, teachers have planned their lessons according to the five part lesson. All teachers included five parts to every lesson: Do Now, Sharing objectives, Building new knowledge, Practise, Review. We still believe that these are hugely important elements to teaching and learning, but want to allow freedom within subjects to shape what excellent teaching looking like in different subject areas.

In 2022, the St Cuthbert's Teaching and Learning Principles were developed in conjunction with Curriculum Leaders. These principles will run alongside the five-part lesson for the school year 2022-23 to ensure that teachers have time to adapt their practice over the year, with an aim to fully replacing the five-part lesson by 2023-24.

St Cuthbert's Teaching and Learning Principles

1. **Knowledge-rich content:** The teacher introduces students to academically challenging material, which pupils then learn in order to broaden their understanding of the world
2. **High Quality teacher input:** The teacher sequences curriculum knowledge in a way that minimises cognitive overload, and delivers clear, planned and precise explanations
3. **Excellent behaviour:** Pupils work calmly, purposefully and in silence when required. The teacher encourages them to do so through clear routines and effective use of the school behaviour and reward policy. SCRCHS standard procedures are embedded.
4. **Retrieval practice:** The teacher identifies key curriculum knowledge, which pupils should commit to long-term memory. Pupils practise retrieving such knowledge using regular low stakes quizzing
5. **Deliberate practice:** The teacher models complex procedures and skills, then pupils practise those procedures and skills for extended periods of time in order to achieve independence
6. **Checking for Understanding:** The teacher is in ongoing dialogue with pupils through questions and discussions which check for understanding, encourage independent thought and keep pupils cognitively active
7. **Assessment and feedback:** The teacher regularly assesses pupil understanding, offers feedback and adjusts their teaching in response to their findings

8. **Reading and Literacy:** The teacher ensures there is an explicit focus on developing literacy and tier 2 and tier 3 vocabulary. Challenging texts and subject specific reading strategies are regularly used.

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 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 monitor and evaluate consistent delivery of the policy at Department level To provide appropriate support to team members by providing coaching, 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 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. To follow standard procedures
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.

6.0 TEACHER QUALITY AND IMPROVEMENT

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Education Endowment Foundation, May 2021

The core aim of all CPD is to improve the quality of every teachers' everyday teaching so that all students experience 'great teaching' every day. This is underpinned by the belief that every teacher can be a better teacher¹ if they are willing to challenge themselves and reflect on their practice in a sustainable way.

The teaching standards lay out all the key teaching skills needed to contribute to strong pupil outcomes. All teachers have different levels of skill in each of these key areas. School priorities for 2022-23 are to focus on improving practice in the following areas:

- Consistent application of the BfL policy to allow pupils to learn in uninterrupted classrooms
- Good delivery of subject curriculums so that pupils can build on their prior learning and develop a rich body of knowledge.
- Effective use of assessment strategies to check pupils have learnt the intended curriculum well

If we believe that every teacher can be a better teacher, then we must also respect the professionalism of teachers. As all teachers are qualified, then all must have met teacher standards. It is therefore assumed that all teachers at St Cuthbert's are meeting the teacher standards and are able to reflect on their own strengths and area for development.

There can be a fear of observation in teaching, often due to bad experiences where teachers have been graded based on one-off observations. This fear consequently causes speed camera behaviour by teachers, as the stakes are so high that they throw everything at one-off lessons, often at the detriment of their other classes and their own wellbeing. At St Cuthbert's we do not grade individual lessons, QA processes aim to uncover typicality. Are the students in a specific class generally getting a good deal by being taught by teacher X. Could teacher X make any small changes in order to improve outcomes for the students they teach? This QA then informs and shapes the professional development sought and completed by teacher X. All teachers reflect on and practise their skills regularly, in order to become better teachers.

Where there is a concern relating to teacher performance, primarily this is picked up and addressed at a department level by Curriculum Leaders (CLs) and their SLT links. CLs respond quickly to QA findings, keeping an open dialogue and aiming to correct any inconsistencies as they arise and before they become ingrained in practice. The SLT link is informed about any issues and these are flagged as lines of enquiry for both departmental and Whole School QA.

Teacher support (informal and formal)

Support processes are underpinned by the belief that every teacher can be a better teacher. Where departmental / whole school QA identifies teacher performance that is not in line with the teacher standards, an appropriate programme of targeted support is put in place.

Phase 1: Informal support

¹ <https://www.youtube.com/watch?v=eqRcpA5rYTE>

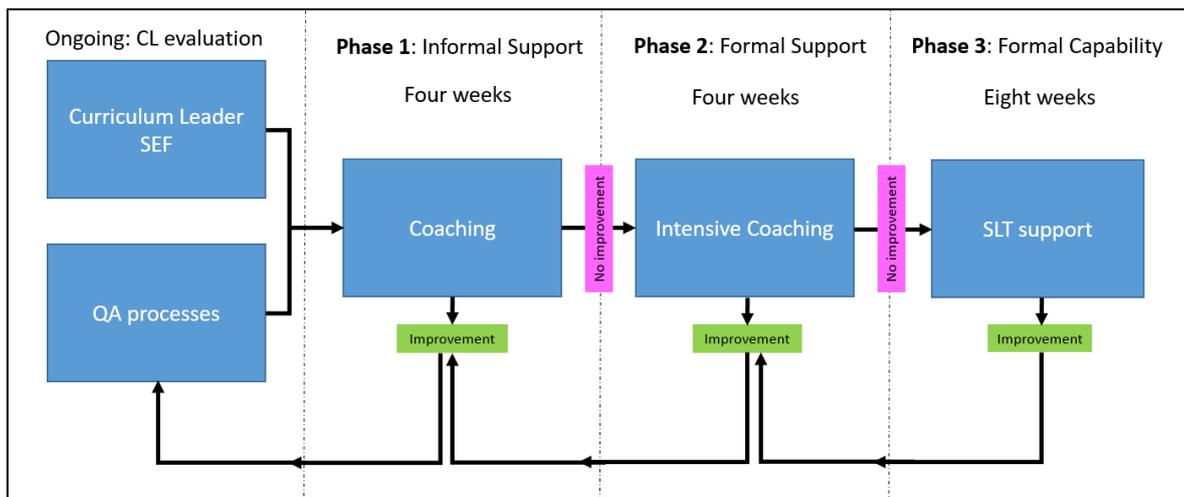
An appropriate teacher within the school coaches the teacher for a period of four weeks. This is organised by the Staff Development Coordinator. An informal support plan is developed with targets based on QA evidence and teachers' self-evaluation. Where there are multiple areas for development, the member of staff must be supported to meet one teacher standard at a time. Progress is reviewed every two weeks. If, following coaching, there is enough evidence to suggest the teacher is meeting all teacher standards they no longer receive informal support. This informal support is concluded by the Curriculum Leader. Whilst not involved at this stage, the relevant Assistant Headteachers (Teaching and Learning, Curriculum Core and Curriculum Specialisms) are notified.

Phase 2: Formal support

Should informal support not lead to the desired standards of teaching, the teacher receives a designated coach and intensive support for four weeks. This is reviewed after four weeks. If following this there is enough evidence to suggest the teacher is meeting teacher standards, they will then receive informal support for a further four weeks. The relevant Assistant Headteachers (Teaching and Learning, Curriculum Core and Curriculum Specialisms) are notified that the formal support has concluded by the Headteacher. Should the Headteacher decide there is insufficient evidence to suggest that the teacher is capable of reaching the teacher standards, they are afforded the support of the formal capability process. Further details of this can be found in the capability policy.

Phase 3: Formal Capability

Where there is a need to move to the formal capability policy², this is done in the most appropriate way, given our distinct nature as a Catholic school. The teacher is supported by SLT (Teaching and Learning).



Linked documents:

- Teaching and Learning Handbook
- Assessment Policy
- Curriculum Policy
- Capability Policy

² Insert link to CES document here