

# St Martins School

## Teaching and Learning Policy



Policy Date:	April 2024
Next Review Date:	April 2027
Policy Owner:	Senior Leadership Team

## Contents

1. Aims .....	2
2. Our guiding principles .....	2
3. Roles and responsibilities .....	3
4. Planning and preparation .....	6
5. Learning environment .....	8
6. Differentiation .....	8
7. Home learning .....	9
8. Marking and feedback .....	9
9. Assessment, recording and reporting .....	10
10. Monitoring and evaluation .....	10
11. Review .....	11
12. Links with other policies .....	11

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### 1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where students learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all students in our school
- Involve students, parents and the wider school community in students' learning and development

### 2. Our guiding principles

St Martins is a happy, safe and caring learning community where relationships are built on mutual respect and everyone is valued.

Within our aspirational environment learning empowers everyone, through hard work and positive contribution, towards independence and a successful future.

The St Martin's curriculum intent is 'shaping successful futures'.

St Martins is like a family because we trust each other, people are kind, helpful and show respect.

St Martins can support us to reach our goals.

St Martins will help us be positive about our future.

Learning is fun and we can achieve what we think we can't do.

Students learn best at our school when they:

- › Have their individual needs met
- › Feel secure, safe and valued
- › Feel a sense of belonging to the group
- › Are engaged and motivated
- › Can see the relevance of what they are doing
- › Know what outcome is intended
- › Can link what they are doing to other experiences
- › Understand the task
- › Have the physical space and the tools needed
- › Have access to the necessary materials
- › Can work with others or on their own, depending on the task
- › Are guided, taught or helped in appropriate ways at appropriate times
- › Can practice what they are learning
- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

### 3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for students' learning at all times:

#### 3.1 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- › Actively engage Parent Carers in their child's learning by keeping regular communication with parents via phone call, email, newsletters, letters and meetings. Staff will do this in parents' evenings, via newsletters, the school website, letters and open days/mornings. Parents and staff can communicate about learning using the Evidence for Learning app.
- › Update Parent Carers on students' progress. This will take place formally at Parent's' evenings and annual reviews termly but more informally on a weekly basis. Teachers produce an end of year written report on their child's progress.
- › Meet the expectations set out in this policy, the curriculum policy, behaviour policy, and marking and feedback policy.
- › Follow St Martins ten principles of learning (see Appendix 1)

#### 3.2 Support staff

Support staff at our school will:

- Know students well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness, including the active use of St Martins Communication of Learning document (see Appendix 2)
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of students to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy, SEND policy and marking and feedback policy
- Follow St Martins ten principles of learning (see Appendix 1)

### **3.3 Faculty and Subject Leaders**

Faculty and subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans and overviews that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning and support
- Drive improvement in their subject/area, working with teachers to identify any challenges
- Plan their subject to allocate time for students to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/area by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data and quality assure the teaching of the subject across school. (See Appendix 3 – Learning Walk Form – relevant sections to be used)
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/area
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, behaviour policy and marking and feedback policy
- Follow St Martins ten principles of learning (see Appendix 1)

### **3.4 Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy, behaviour policy and marking and feedback policy
- Follow St Martins ten principles of learning (see Appendix 1)

### **3.5 Students**

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning, respecting the rights of others to learn. Where necessary, individual positive behaviour plans are used to support students
- Attend lessons and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve (with the use of their student planners)
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our behavior policy and anti-bullying policy

### **3.6 Parent Carers**

Parents Carers of students at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### 3.7 Academy Councillors

Academy Councillors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on students' progress and attainment
- › Monitor the effectiveness of this policy and hold the Principal to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

## 4. Planning

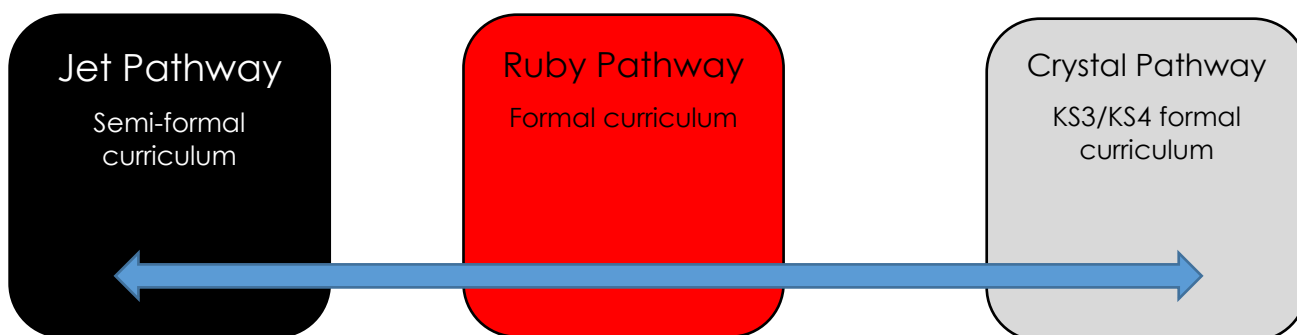
At St Martins School, we are committed to '**shaping successful futures**' by providing a student centred curriculum that enables our young people to achieve the following:

- Develop skills, attitudes and knowledge to enable lifelong learning
- Be self-aware and manage their emotions and behaviours
- Empower students so they can achieve their individual aspirations
- Work independently and as part of a team
- Make positive contributions and become part of their local community
- To develop life skills, preparing students for adulthood and future opportunities

St Martins planning overviews must be used in order to ensure planning is detailed and well thought out. It is also expected that teachers communicate the planning to the support staff in the lesson.

### Curriculum Design

The St Martin's Curriculum has been designed with three pathways in order to provide students with the most appropriate approach and content:



Whilst many students will work within one curriculum pathway in their time at school, as skills and knowledge progress, some students may move between pathways. It may also be appropriate for some students to move to a less formal curriculum pathway in certain subjects or to support their needs.

The curriculum pathways also develop over the phases of the school journey.

Students are baseline assessed on entering St Martins School in Key Stage 3. A suitable pathway is identified using the National Curriculum and their EHCP targets.

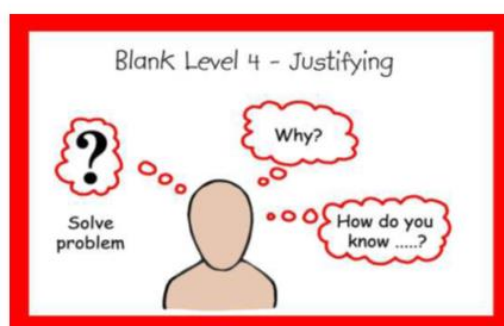
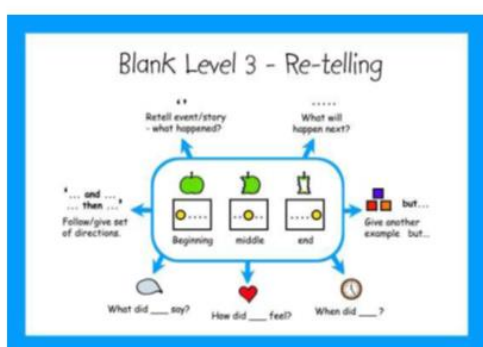
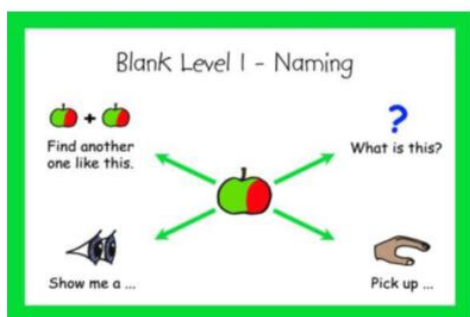
A more formal accreditation pathway is followed in Key Stage 4.

In Key Stage 5, the curriculum focuses on employability and preparing for adulthood.

All students, regardless of the curriculum pathway they are following, study English, Maths and PSHE. They are taught both as discrete subjects and as cross-curricular skills within other subjects depending on the pathway and needs of the student.

Lessons will be planned well to ensure good short-, medium- and long-term progress. All curriculum areas will provide termly overviews with the weekly learning objectives and suggested activities. Teachers will then plan lessons using the Curriculum Overviews. (See Appendix 4)

At St Martins we focus on developing verbal reasoning skills (talking about why things happen and explaining abstract ideas) using the students' Blank Levels. This provides a framework for assessing levels of language that an individual can understand and accurately respond to. It is based on questioning from a concrete to abstract level. BLANK levels will be used to support planning.



### **Planning, preparation and assessment (PPA) time**

Under the [School Teachers' Pay and Conditions Document \(STPCD\)](#), eligible teachers are entitled to **no less than 10%** of their timetabled teaching time as guaranteed planning, preparation and assessment (PPA) time.

This time **must**:

- Be part of a teacher's directed time
- Be provided in units of at least 30 minutes during the school's timetabled teaching week
- Be used to carry out PPA – you can't require teachers to carry out any other duties during this time

At St Martins School we allocate the following PPA time for full-time staff (pro-rata equivalent given to part-time staff):

- Teachers – 5 lessons a week
- Subject Leaders and Early Careers Teachers – 6 lessons a week
- Faculty Leaders – 7 lessons a week
- KS Leaders – 9 lessons a week

As we allocate our staff 20% PPA time a week, we ensure that at least 10% of the time is protected and not directed, however the rest can be directed for cover, annual reviews, parent meetings, staff support, etc.

## 5. Learning environment

When students are at school, learning will take place in classrooms, outdoor spaces, halls, music rooms and ICT suites.

These spaces will be kept safe, clean and ready for students to use them.

They will be arranged to promote learning through:

- Layout of the classroom and types of furniture to suit the cohort and class group
- Displays to celebrate, promote and support learning
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board when necessary and supports the individual's needs and engagement
- Visual timetables and prompts to support learning and understanding

## 6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We will differentiate learning and adapt teaching to cater to the needs of all of our students, including:

- Students with special educational needs and disabilities (SEND)
- Students with English as an additional language (EAL)
- Disadvantaged students
- Students that are gifted and talented

Differentiation strategies used are:

- Using support staff effectively to provide extra learning support



- Using groupings for certain subjects where appropriate
- Providing writing frames, visuals and word banks

## 7. Home learning

Home learning, or homework, will support students to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. We understand that some of our students will struggle to engage in school work at home, this can be discussed with families and pastoral teams and a letter will be sent out at the start of each academic year for parents to agree to.

All home learning will be sent home with the students.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

## 8. Marking and feedback

Feedback will clearly explain to students what they're doing well and what they need to do next to continue to improve their work.













At St Martins marking and feedback is frequent, positive and purposeful. Where possible it is completed alongside the student. We try to give immediate positive and constructive feedback, this includes using a range of marking and feedback methods:

- Clear, incisive feedback.
- Specific, positive praise and comments.
- Clear verbal or written guidance for improvement linked to learning objectives/success criteria.
- Where possible students should be encouraged to respond to the written feedback provided, in **purple pen**.
- Annotations to demonstrate the level of independence or support given.
- Verbal feedback and questioning
- Live marking
- Self-assessment
- Peer assessment
- Use of EfL to capture practical learning opportunities.
- Written marking should be completed in **green pen**.
- Use of highlighters for the Jet and Ruby pathway to visually annotate students' work, **green for greatness** and **orange for opportunities to improve**.
- Re-drafting and editing sections of work planned in to lessons in response to feedback for the Crystal pathway
- Modelling of answers to aid comprehension for some subjects (i.e. mathematics)
- Use of marking for AfL to inform planning to tackle misconceptions from prior learning

## Steps to Success

At St Martins we use 'Steps to Success' as a tool to support feedback to students. Steps to Success should include a clear learning objective and link to why this skill will help shape their future.

Example:

 S	 H	 A	 P	 E	 ← SHAPE  ← Date  ← LO and Why?  ← Non-negotiables  ← Link to blank levels
 S / I / VF / P / OA LO: to identify target audiences Why? So we can understand how advertisements influence our thoughts					
Non-negotiables:		ABC	abc	sat	
Can you:	Name	Describe	Re-tell	Explain	

Symbols below can be used to annotate work and may be highlighted in the Steps to Success.

S	Support given
I	Independent work
VF	Verbal Feedback
P	Peer assessed
EfL	Evidence for Learning
OA	Objective Achieved

Please see our Marking and Feedback Policy

## 9. Assessment, recording and reporting

We will track students' progress using a combination of formative and summative assessment. We use ongoing formative assessment, and formal summative assessment at the end of Key Stage 4.

We will provide regular targets for students, and provide termly verbal reports against these at parents' evenings. Students will receive a written report annually.

Please see Assessment Policy

## 10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting points.

Senior leaders, Key Stage Leaders and Subject Leaders will monitor and evaluate the impact of teaching on students' learning through:

- Lesson visits
- Conducting learning walks

- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from Student Voice
- Planning discussions
- Book scrutiny

## **11. Review**

This policy will be reviewed Academy Council.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives

# 10 Principles of Learning



1. Relationships  
– unconditional  
positive regard

2. Personalised  
– one size  
fits one!

3. Planned –  
considered and  
shared  
with staff

4. Proactive – maximise  
learning time

5. Well-resourced -  
ahead of the lesson!

6. Diversity and  
representation

7. Aspirational  
– no ceiling!  
*Shaping  
Successful  
Futures*

8. Fun - student  
led, practical,  
exciting

We Learn  
We Respect  
We're Family

9. Consistent  
– high quality,  
expectations

10. All staff as  
positive role  
models all the time  
and leaders in  
learning in the  
classroom

<p><b>Monday:</b></p> <p><u>Learning Objective:</u></p> <p><u>Learning Outcome</u></p> <p>All: I can</p> <p>Most: I can</p> <p>Some: I can</p> <p><u>Learning Activities and Resources:</u></p>	<p><b>Tuesday:</b></p> <p><u>Learning Objective:</u></p> <p><u>Learning Outcome</u></p> <p>All: I can</p> <p>Most: I can</p> <p>Some: I can</p> <p><u>Learning Activities and Resources:</u></p>	<p><b>Wednesday:</b></p> <p><u>Learning Objective:</u></p> <p><u>Learning Outcome</u></p> <p>All: I can</p> <p>Most: I can</p> <p>Some: I can</p> <p><u>Learning Activities and Resources:</u></p>	<p><b>Thursday:</b></p> <p><u>Learning Objective:</u></p> <p><u>Learning Outcome</u></p> <p>All: I can</p> <p>Most: I can</p> <p>Some: I can</p> <p><u>Learning Activities and Resources:</u></p>
<p><b>Friday:</b></p> <p><u>Learning Objective:</u></p> <p><u>Learning Outcome</u></p> <p>All: I can</p> <p>Most: I can</p> <p>Some: I can</p> <p><u>Learning Activities and Resources:</u></p>	<p><b>Key Questions</b></p>		

# Learning Walk

LEARNING WALK EVIDENCE			
Member(s) of staff observed			
Observer(s)			
Date and time			
Subject		Class and Pathway	

FOCUS OF WALK / KEY QUESTIONS

QUESTIONS WITH STUDENTS	
Student(s) spoken to	
Students are positive about this subject	
Students are motivated to learn	
Students know what they're learning about, not just what they're doing	
Students are aware of their strengths/weaknesses in this subject	
Students feel they get helpful feedback from the teacher	
Students know <b>why</b> they are learning this	

LEARNING ENVIRONMENT	
The environment is uncluttered and enables learning for each child	
The seating arrangement enables all students to engage in learning	

LEARNING ENVIRONMENT	
Displays reflect current topics and support learning	
Scaffolds and prompts for learning are clearly visible in the classroom	
Resources to support learning are readily available (e.g. dictionaries, number lines)	
DIFFERENTIATION AND CHALLENGE	
The pitch and pedagogy is suitable to ensure maximum progress for all students	
All students in the class are engaged	
Planning explicitly demonstrates material/strategies to stretch more able students	
Planning and teaching supports students' special educational needs (SEN) and English as an additional language (EAL)	
Different groups of students, such as disadvantaged students, are engaged and making progress	

MARKING AND ASSESSMENT	
Praise and verbal feedback is used effectively and in line with the school's marking and assessment policy	
There is a range of assessment types, including peer-to-peer feedback, self-assessment, teacher-led assessment (EFL), and quality questioning	
It is clear how learning objectives and success criteria are being applied to promote students' learning	

BEHAVIOUR	
Students' behaviour is managed well in lessons	
The students' positive behavior plans are followed	

BEHAVIOUR	
The school's reward system is used consistently	
The school's behavior policy is used consistently	

BOOK SCRUTINY	
St Martins Steps to Success are present and marked against	
The lesson and learning meets the Learning Objective	
Students are making progress and their work is improving	
Is the work sufficiently <b>challenging</b> and <b>personalised</b> ?	
Is it evident if the work completed was independent or with support?	

SUMMARY OF LEARNING WALK		
	What went well	Even better if
Student Voice		
Learning Environment		
Differentiation and Challenge		
Marking and Assessment		
Behaviour		
Book Scrutiny		

**Additional Comments:**



## Appendix 4



### KS3 Ruby Pathway Termly Overview – Year 1/2/3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Spring 1	LO: To be able to introduce dribbling in order to keep control and possession of the ball. To be able to control the ball whilst changing direction	LO: To be able to effectively apply a pass (bounce and chest) whilst moving to keep possession	LO: To be able to sequence passing and dribbling	LO: To be able to shoot in a game play situation To be able to shoot from a variety of distances To be able to shoot under pressure	LO: To be able to sequence dribbling and shooting	LO: To put all skills learnt into a game play situation	
	<p>Suggested activities:</p> <p>Warm up: Keep the cone</p> <p>Main: 5v0, 1v4, Time challenge, game play.</p> <p>Cool Down: Stretches (refer to SOW on SharePoint)</p>	<p>Suggested activities:</p> <p>Warm up: Fox Tails</p> <p>Main: Partner pass, Through the gate, Possession 3v1</p> <p>Cool Down: Stretches (refer to SOW on SharePoint)</p>	<p>Suggested activities:</p> <p>Warm up: 5 Minute HIIT workout</p> <p>Main: Recap, Zig-Zag, Sprint dribble.</p> <p>Cool Down: Stretches (refer to SOW on SharePoint)</p>	<p>Suggested activities:</p> <p>Warm up: Capture the flag</p> <p>Main: Free shooting, pressure shot, Team shooting, <a href="#">2v2</a>.</p> <p>Cool Down: Stretches (refer to SOW on SharePoint)</p>	<p>Suggested activities:</p> <p>Warm up: Fox Tails</p> <p>Main: Dribbling task, Zig Zag and shoot, Reaction.</p> <p>Cool Down: Stretches (refer to SOW on SharePoint)</p>	<p>Suggested activities:</p> <p>Warm up: Bean bag clap</p> <p>Main: 3 team tournament.</p> <p>Cool Down: Stretches (refer to SOW on SharePoint)</p>	
Spring 2	LO:	LO:	LO:	LO:	LO:	LO:	