

St Joseph's RC Middle School



Teaching and Learning Policy

September 2018 - 2019

Name of Policy	Teaching and Learning Policy
Named Person(s)	Kate Seddon
Review Committee	K Seddon, K Coulson, C Miller, L Dotchin, P McMullon
Last review date	September 2018
Next review date	September 2019

Introduction

Every pupil at St Joseph's RC Middle School will be given an equal opportunity to learn. This is crucial to our central aims of raising achievement, developing a thirst for learning, promoting social inclusion and ensuring all pupils are ready to embrace the next stage in their education.

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire content through variation and differentiation.
- To promote positive attitudes, good behaviour and moral understanding. To nurture self esteem so children are motivated to learn and develop an ability to co-operate and work with others
- To create and maintain a culture of high expectations for all pupils in order to raise their aspirations.
- To meet the needs of all pupils and ensure they learn in a variety of ways and through challenging learning experiences.
- To provide a stimulating learning environment where pupils feel safe and valued and where the achievements of all are celebrated and reported.

Teaching and learning

Plan to teach

We expect lessons to:

- be engaging, enjoyable and challenging. They should include questioning to encourage higher order thinking skills.
- be planned using pupil data appropriately for all groups of children and make effective use of adult support and access high quality resources.
- include learning objectives that will be shared with the pupils that precisely cover the knowledge and skills they will learn.
- include homework as appropriate, which must be designed to facilitate learning. (See Homework policy)
- show evidence of a thorough understanding of the age related expectations in the subject area.
- show differentiation over time to ensure a 'quality first' approach which meets the needs of all pupils and maximises the use of any additional adult in the room.
- Have pupils seated according to a seating plan for in order to meet the needs of all the pupils and inform classroom interventions.
- include strategies that ensure the learning is brisk and purposeful from the start of the lesson.

Teach

We expect teachers in the classroom to:

- use a range of strategies and tasks to engage pupils in their learning.
- include regular opportunities to develop pupils numeracy and literacy skills.
- deliver lessons in an engaging and stimulating environment.
- share clear learning outcomes which develop pupils knowledge and skills.
- challenge pupils with different starting points to ensure maximised learning opportunities.
- use a range of effective questioning to challenge, check understanding and stimulate higher order thinking skills.
- regularly assess pupils progress and understanding during the lesson.
- have high expectations of presentation, quality and quantity of work.
- allow opportunities for peer and self – assessment, self-reflection opportunities and feedback.
- ‘meet and greet’ and ‘end and send’ pupils every lesson.
- set homework which is relevant and appropriately challenging.

Marking and Feedback

We expect marking to:

- reflect the starting points, progress and context of all pupils.
- be primarily formative, may be selective and include the ‘amber to green’ methodology which is clear about what students must act upon.
- be regular with feedback requiring action to move the learning forward given within 4 hours of teaching. Eg Science taught 3 lessons a week. Some teacher feedback and pupil action taken after the fourth lesson/ first lesson of the following week.
- adhere to the school marking and feedback policy. (See the quality assessment, feedback and marking policy)

Review

The policy will be reviewed annually and shared with governors.