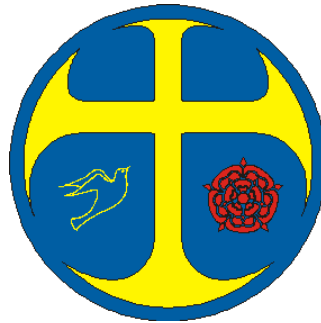


**All Saints' Roman Catholic High
School,
A Voluntary Academy part of
Romero Catholic Academy Trust**



Luceat Lux Vestra

Teaching and Learning Policy

**Updated: Summer 2023
To be reviewed: Summer 2025**

**Responsibility of: Assistant Headteacher – T&L
Approved by: Local Governing Board**

Policy Approval:

A handwritten signature in blue ink, appearing to read 'F. Hall'.

Signature of Headteacher

19th September 2023

Date

A handwritten signature in blue ink, appearing to read 'R. White'.

Signature of Committee Chair/Vice-Chair

19th September 2023

Date

Mission Statement

All Saints' is a school where the Catholic faith is taught,
lived and celebrated.

We will educate the whole person
spiritually, morally and intellectually.

*We embrace Catholic values in all we do
and in all our relationships.*

**We will identify and cater for the individual
student's needs and prepare them for responsible
participation in society.**

Our aim is to follow Christ's teaching,
as found in the Gospels,
in everything we do.



Teaching and Learning the All Saints' Way

This policy and practice document has been designed in order to promote consistency across the curriculum and ensure that all students make progress every lesson. It is vital to remember that every second counts and that a sense of urgency and moral purpose that a “growth mindset” reflects planning.

At All Saints' RC High School, we believe in the worth and dignity of each individual. Our aim is to nurture their gifts and talents by providing a caring, challenging and stimulating environment in which effective learning and teaching takes place. We want all of our students to achieve as well as they possibly can. Our staff aim to plan, assess and teach effectively in order to allow our students to reach their potential with the support they need to get there. The intention is to provide a structure that enables teachers to provide a challenging, supportive and enjoyable learning climate where students can excel.

Aims of the policy:

- To create a consistent, whole school approach to teaching and learning
- To equip all students with the knowledge and skills they need at each end point of their high school career.
- To ensure that teaching supports students in knowing and remembering more and being able to apply this knowledge fluently and in new contexts.
- To support students in their ability to read fluently and at an age appropriate level.

Students learn best when they:

1. Feel safe and happy in their learning environment.
2. Are clear about their learning journey and can see how new learning builds on prior learning and understand what the key knowledge is for each unit of work and how, and when, they will be assessed on this.
3. Are engaged, challenged, stimulated to think and motivated to learn.
4. Know how well they are doing and what they need to do to progress.

Planning and delivery of lessons:

Teachers should follow the All Saints' behaviour policy and plan and deliver lessons which:

- Have high expectations for all students regardless of their starting points.
- Set appropriate, relevant learning objectives and success criteria where appropriate.
- Ensure that teachers use a range of pedagogical strategies allowing them to identify any misconceptions, gaps in knowledge and how the students are progressing.
- Begin the lesson with a short recall of previous learning; this could be through the use of questions such as last week, last month, last term or via visual images and a key recall question
- Use a range of approaches to reward students appropriately and use sanctions in line with the school policy where necessary.

- Enhance the climate for learning through the appropriate use of displays that do not lead to over-stimulation or cognitive overload.
- Seat students strategically to promote a conducive learning environment.
- Allow students to develop and practise metacognition by modelling what this looks like in the classroom and providing students with opportunities to assess and reflect on their own learning within the classroom.
- Teach literacy and numeracy skills within the subject context.
- Set appropriate, relevant and challenging homework.
- Use assessment data to inform teaching and support students' progress.
- Work with TAs, and other adults, to ensure students are best supported in their learning.

Classroom Non-Negotiables

1. Each teacher will have an electronic context folder which includes a seating plan for each class, a copy of any SEND IEPs/EHCP's for any students in those classes and a copy of department curriculum plans.
2. Meet and greet students at the classroom door, welcoming them to the lesson and addressing any uniform or behaviour issues before students enter the classroom.
3. Students start immediately on the recall questions/task
4. The teacher will begin the lesson with a short review of previous learning.
5. Each lesson starts with a clear learning intention.
6. Ensure that teachers "teach to the top" and do not leave others behind through effective scaffolding and modelling.
7. End the lesson with a plenary to check for understanding of new knowledge learned and/or any misconception that needs to be addressed.
8. Use feedback effectively to aid further planning as well as providing students with the opportunity to respond to and improve work.
9. Use the Behaviour for Learning policy appropriately.

Expected Practice at All Saints' RC High School

In addition to the "non-negotiables" above, lesson planning should take into account empirical pedagogical research as delivered through our Teaching and Learning INSET sessions in order to continually improve our practice with the mindset; "What can I do to become a better teacher?" Many of the strategies below to help us become better teachers are based on Alistair Smith's Accelerated Learning Cycle, Barak Rosenshine's Principles of Learning, and Dylan Wiliam's five strands of Assessment for Learning.

Lesson Structure:

To ensure consistency across the curriculum for students a typical lesson should follow the structure suggested below:

1. Connect the learning by recapping knowledge and skills of previous lessons.
2. Activate or input new learning by teaching small chunks of knowledge and/or skills.
3. Demonstrate or apply new learning through planned practice activities.
4. Consolidate new learning through plenaries such as hinge or diagnostic questions to highlight what has been understood and identify any misconceptions.

Principles of Instruction

It is not possible to include all of the elements below in a typical one hour lesson. However, they should be considered for short, medium and long-term planning drawn from schemes of work which include sequencing over time, spaced practice, retrieval practice, and interleaving to improve short and long-term memory.

1. Daily review.
2. Present new material in small steps.
3. Ask questions.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Weekly and monthly review.