

St Mary's College

Teaching & Learning Policy



Revised June 2015

The Mission of St Mary's College

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself” (Mk 12:30-31)

St Mary's R.C. Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

This Teaching and Learning policy outlines how we work and organise ourselves to ensure that provision for all of our students produces the best possible outcomes.

We aim:

- To make sure that all our pupils are challenged in their learning and helped to develop into confident learners for life
- To develop teaching and learning using the Teep model as the basis for our consistency
- To develop consistency throughout all lessons and departments in terms of expectations of pupil performance and methodology.

Our objectives are:

- To raise the levels of attainment and achievement in all subject areas in all key stages
- To raise student enjoyment of learning
- To ensure consistency within and across departments
- To raise pupil expectations of their own performance
- To develop independent learners for life to ensure high standards of pupil behavior and motivation in all their studies.

We believe that effective teaching and learning over time is best nurtured in high performing teams where:

best practice is shared purposefully together.

there is support and challenge.

there are high expectations.

basic skills are practised and embedded.

basic routines are practised and understood.

there are high quality relationships which are founded on the equality of and respect for all.

Risk taking and creativity in teaching and learning are important at times but over time, success is built on consistent delivery of basic skills and basic authentic routines for example in planning, marking, assessment, and classroom organisation.

We aim to encourage greater risk taking, creativity and innovation. But teaching and learning over time is not built on gimmicks and tricks. Children are inspired and enthused sometimes simply by the trust they have in their teacher because of consistent high quality lesson delivery, strong routines and good relationships.

At St Mary's a teacher must:

- begin each lesson with the Sign of the Cross.
- make sure all students follow the Classroom Code and the policy on the presentation of work
- have smart learning objectives which are clearly displayed throughout the lesson and which are fully explained to the students
- have students seated boy / girl according to a seating plan at KS3 and at KS4.
- ensure all other adults in the classroom know fully what is expected of them and keep in regular contact with them throughout each lesson

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect in line with our ethos.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge through updated class profiles, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback (in line with the Marking policy), both orally and through accurate marking, and encourage pupils to respond to the feedback.

Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Manage behaviour effectively to ensure a good and safe learning environment

- follow the College's Behaviour 1-2-3 policy in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Outcomes: basic skills, classroom climate, pupil attitudes

Basic skills

We recognize the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons. Each classroom is focused on this approach.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

Classroom climate

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

Pupil attitudes

We are developing the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking.