



# St Mary's College

## Teaching and Learning Policy

### i. 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 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.

### ii. Philosophy

At St Mary's College we believe that potential is never fixed and that through hard work, learning from experiences and purposeful practice there are no limits on what can be achieved. In this spirit, our learning culture is characterised by high levels of challenge and support where staff and students alike have high expectations of themselves and of each other. We aim to establish a clear sense of mutual accountability where we actively encourage colleagues to seek support for improvement and constantly review and refine our approach in response to available evidence. Through a relentless pursuit of excellence in all that we do, we aim to develop learners with the knowledge, skills and attributes they will require to succeed in an ever changing world.

*Please note: This policy will be reviewed with greater frequency during the current **period of measures in response to the Covid-19 pandemic**. Teachers should consider how they will incorporate within their practice, opportunities to develop **knowledge** and skills that best prepare students for the rigors of terminal assessments but also for their lives beyond secondary school. There should be a focus on supporting students to develop resilience, **independence** and self esteem to place them well to respond to challenge.*

### iii. Key elements highlighted in this document:

This document is not intended to be prescriptive or to stifle the intelligent practice of professionals within the organisation. We actively encourage colleagues to respond to the needs of learners as they arise and seek out opportunities to promote and highlight effective learning behaviours. We also recognise however the importance of consistencies in practice particularly around key systems that we have identified as effective in promoting outstanding progress over several years.

#### **We highlight 5 key elements:**

1. Lesson planning and implementation
2. Ensuring effective behaviour for learning
3. Assessment, marking and feedback (including for **Reading, Writing, Communication and Maths**)
4. Home learning
5. SMSC

**Evaluation and monitoring:** An outline of the key tools that will be used to monitor and evaluate teaching, learning and assessment at St Mary's College.

## 1. Lesson planning and implementation

All teaching staff at St Mary's College will be trained in the 'Teacher Effectiveness Enhancement Programme' TEEP as a framework for delivering effective learning experiences. Teachers should plan lessons and sequences of lessons in line with departmental schemes of work and use relevant available data to monitor progress, ensure challenge for all and respond to the needs of students. It is expected that teachers reflect systematically on the effectiveness of lessons and approaches to teaching, seeking support and welcoming feedback to enable continued growth and development. Whilst preparation for learning is key, teachers are expected to be alive to opportunity within lessons.



**Fig 1.1** - TEEP Cycle (Appendix a)

### **Guiding Principles**

**Learning outcomes:** All learning outcomes should be written following the guidance outlined in the SMC Learning Objectives and Outcomes checklist – Appendix b).

**Subject knowledge:** Teachers should demonstrate a secure knowledge of the relevant subject and curriculum areas they teach, foster and maintain students' interest and address misunderstandings as they arise; they must promote the value of scholarship. There should be a critical understanding of developments in subject and curriculum areas and assessment implications. Teachers should secure an in depth understanding of terminal assessments and ensure students are very well prepared to represent their knowledge and skills effectively and so achieve well.

**Differentiation:** All lessons are planned with an appropriate level of pace and challenge using effectively differentiated materials and resources as required; there is effective use of Teaching Assistants to support learning. Teachers have a clear understanding of the needs of all students, 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.

**Engagement:** A range of strategies and tasks to engage students are evident in their learning over time and feature in planning documents such as schemes of work and teacher planners. Maximum use is made of available lesson time and lesson resources are coordinated well.

**Assessment:** Formative assessment should be an effective element of all lessons with a range of strategies available for the teacher to deploy (questioning, peer and self-assessment etc). Frequent and appropriate feedback should be given to all students. Teachers should respond to the outcomes of assessment, adapting their approach to ensure sustained progress.

**RWCM:** Teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers' specialist subject. Opportunities to develop reading, writing, communication and numeracy should be planned for where possible and responded to as they arise in lessons.

### **It is expected that all teachers:**

1. Must plan lessons in accordance with the TEEP philosophy and with due consideration of the guiding principles outlined above.
2. Plan lessons based on a clear overall objective, supported by SMART learning outcomes which are on display for the duration of the lesson along with an underlined title and date. Students should not be requested to write the learning outcomes down in their exercise books.
3. Routinely and comprehensively check for understanding throughout lessons, commonly asking effective questions (and to all students), providing models and worked examples, identifying and addressing gaps in knowledge and adapting and refining future planning as required.
4. Ensure clear progress, in relation to the learning outcomes, is evident in all lessons.

5. Have and provide electronic access to key documents including: Class Profile / Seating Plan / SEN Profile

## 2. Behaviour for Learning

At St Mary's College, we recognise that relationships between students and their teachers are fundamental to effective behaviour for learning. If a student does not feel confident as a learner and does not feel able to succeed, they will fail to fully engage with their curriculum and realise their potential. A clear behaviour system has been established to make low level disruption an exception in classrooms, ensuring staff and students are able to focus on learning and progress.

### **In response to any behaviour which distracts from the learning of the group:**

1. **First warning.** Write the student's name on the whiteboard.
2. **Second warning.** Place a tick on the whiteboard next to the name **and** move the student.
3. **Yellow card.** Give the student a yellow card and ask them to wait outside the lesson **with their planner**. A senior member of staff will collect the student and take them to the pastoral centre for the remainder of the lesson.

### **Guiding principles**

**Ready for learning:** Teachers should provide a stimulating, professional and welcoming environment that sets high expectations. Learning spaces should be organised with all necessary resources at hand. All lessons should start with a review of previous learning.

**Positive reinforcement:** Student self-esteem should be promoted through positive reinforcement, celebrating achievements and positive learner behaviours. This is a key factor in building student resilience. Students should feel safe and able to take risks, ask and answer questions or ask for help. Students should be encouraged to learn from others' ideas and should never be 'put down' or dismissed when attempting to volunteer a relevant contribution to the group. Rewards systems in the school should be utilised when appropriate.

**Relationships:** Teachers should maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. They should engage fully with any required reconciliation and value the importance of a 'clean slate' and opportunity for students to learn from mistakes.

**High expectations:** Teachers must demonstrate high expectations of behaviour, acting to respond quickly to low level disruption using the 1-2-3 established system. Teachers convey that all pupils can achieve to the highest standard (teachers are determined that pupils can achieve).

**Responsibility:** Using the classroom code, sixth form protocol and wider behaviour policy as reference points, teachers should take responsibility for promoting good and courteous behaviour both in classrooms and around the school. Teaching Assistants may give pupils a warning.

**Engagement/motivation:** Teachers should manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Teachers' knowledge and passion for their subject effectively engages students.

### **It is expected that all teachers:**

1. Ensure 1, 2, 3, behaviour system **and wider behaviour policy, acknowledging Covid addendum, are** consistently administered.
2. Ensure the classroom code and sixth form protocol are followed in all lessons.
3. Make sure that their classroom is fit and ready for learning, for them or any visiting colleague.
4. Form effective and positive relationships by:
  - having high expectations
  - putting children first
  - welcoming and making pupils feel valued and safe
  - encouraging and seeking out opportunities to provide meaningful praise (incl. merits/commendations)
5. Are aware of the specific needs of pupils and plan accordingly.

6. Have seating plans in place and recorded for all classes – these should be boy / girl for Years 7-11.

### 3. Feedback and Marking

Assessment for learning should be part of daily practice in classrooms, enabling teaching to accurately respond to the needs of learners and sustain their ongoing progress. Teacher planning should constantly be informed by their assessment of learners. Effective feedback is fundamental in enabling students to develop their understanding of how to improve their work. This section of the policy focuses on specifically marking and feedback. As clarified in the 'Lesson planning and implementation' section, it is expected that a range of strategies for formative assessment, including peer and self-assessment, are used routinely in lessons. Students should be regularly reflecting on what has been done well and their areas for development.

#### **Guiding Principles**

**Regular:** All students will receive formal written feedback about their work once every 3 to 4 weeks. In schemes of work there will be identified pieces of work to be marked in detail (see 'Assessment' section below for specific details) and these will provide a structured framework in this regard. Alongside assessments identified for detailed marking and feedback **checks should be made to ensure students are completing and presenting classwork to a high standard, whilst maintaining safe working practices.**

**RWCM/ATL:** Must include judgements on **Reading, Writing, Communications, Mathematics** (where appropriate) and ATL. Each department will develop their own judgement criteria which will be built around some compulsory elements and be displayed in the front of all books. This aspect should **attempt to** reflect all work since the last feedback **wherever possible**, rather than focus solely on the assessed piece. This does not mean that additional RWCM comments cannot be included in more focused feedback.

**Constructive and personalised:** Written feedback is constructive, meaningful, personalised and relevant specifically for the individual receiving it. All teacher marking and feedback should be in green pen in response to negative connotations associated with red pen for our students.

**Focused and relevant:** The learning outcomes should be the reference point for all written feedback. For exam classes, feedback should relate specifically to assessment criteria/mark schemes from relevant exam boards. For all Key Stages, there is likely to be a combination of subject knowledge specific targets as well as skills development required. Extended questions/tasks for students who have comprehensively met assessment criteria should be applied – there should **never** be no targets.

**Time to respond:** When marked work is returned, time must be set aside to allow each student to respond to the teacher's comments and make necessary improvements. Spellings/key words identified on the marking template must be written out 5 times. All responses from students should be in red pen so that they are clear to return to and reflect on. Teachers should conduct feedback lessons with models incorporated to guide students and support high quality and purposeful responses.

**Please note:** *It is advised that all work collected from students is placed in to a box and retained for 72 hours before being worked on. Students should take ownership of distributing checked/marked work. Opportunities for worksheet completion and collection will support regular monitoring of classwork alongside book sampling.*

#### **It is expected that all teachers:**

1. Ensure that a minimum of 10 formal assessments (formative and summative as outlined on the next page) are completed across the year and are organised to provide regular feedback.
2. Marking and feedback should clearly reflect the principles of the marking sticker.
3. **Ensure a record of marking and feedback is present with students work and that regular checking/QA of classwork takes place.**
4. Complete all marking and feedback in **green** pen.
5. Ensure that time is planned for student responses and that these are completed in **red** pen.

6. Ensure student response is directly after sticker/feedback in books/folders or is signalled clearly.

### **3.1 Scheduled Assessment Structure**

In order to support consistency of formal opportunities for feedback in subjects, it is expected that department leads apply a scheduled assessment strategy through schemes of work. A minimum number of scheduled assessments (formative and summative as outlined below) MUST be completed across the year and organised to provide regular feedback to students. Summative assessments should be scheduled to support accurate data entry and feature in or close to the assessment windows calendared in advance of data collections.

Due to the significant variation in teaching hours allocated to different areas within the curriculum, the table below outlines expectations for the number of scheduled assessments:

<b>Curriculum hours per week</b>	<b>Estimated curriculum hours</b>	<b>Minimum scheduled assessments</b>
5	185	12 (4 Summative + 8 Formative)
4	148	10 (4 Summative + 6 Formative)
3	111	8 (4 Summative + 4 Formative)
2	74	6 (4 Summative + 2 Formative)
1	37	6 (4 Summative + 2 Formative)

#### **It is expected that all teachers:**

1. Complete the minimum number of scheduled assessments for the curriculum hours taught to all classes.
2. Are continually assessing students as described in section 1 of this policy.
3. Produce a marking sticker (or include all relevant principles in feedback) for each scheduled assessment, to ensure that regular and high quality written feedback supports learning and progress.
4. Ensure that students proof read their work prior to submission and highlight adjustments in **red pen**.

### **Assessment: Summative**

#### **Guiding Principles**

**Planned for and relevant** - These assessments should be planned and prepared for and must feature in Schemes of Work within reasonable proximity to data entry windows. They must contain a structure that accurately reflects external/terminal assessments and enable purposeful practice and reflection on assessment technique as well as content. Department leaders should stagger summative assessments for Year Groups to ensure marking is manageable during periods prior to data entry.

**Blind** - Summative assessments must be 'blind' to students, so that they enable accurate reflections of strengths and areas for development. Wherever possible this should also be the case for classroom teachers. Mock exams are an example of summative assessment and should be particularly considered.

**Tracking/Recording** - Summative assessments must be marked with meaningful feedback (see appendix c) using marking stickers or explicitly the principles summarised by these. Where an assessment is completed on a separate test paper or in some other form a 'Summative Assessment' sticker must also be recorded in exercise books to acknowledge this, and include the outcome.

#### **It is expected that all teachers:**

1. Complete a minimum of 4 formal summative assessments per year, prior to data entries. This must include all Key Stages.
2. Ensure that assessments reflect external/terminal exam styles and must have a minimum of 35% content that has been previously studied.

## **Assessment: Formative Progress Assessment**

### **Guiding principles**

**Planned for and relevant:** Formative assessments must be scheduled in schemes of learning and all year groups should complete a baseline assessment at the start of the academic year. Formative assessments should enable practise of exam technique and support preparation for summative assessments, although may be given a context specific to a current topic. These assessments should be set in response to the developing needs of learners and teachers are expected to adapt them to maximise their impact in supporting progress.

**Embedding technique:** Foundation curriculum assessments should mirror the requirements for the development curriculum examination/terminal assessments, for example in their structure or the 'trigger words' used.

**Appropriate for programmes of study:** Formative assessments will be in line with the requirements and guideline associated with particular programmes of study, for example in vocational subjects.

### **It is expected that all teachers:**

1. Complete the minimum number of formative progress assessments outlined in the table provided.
2. Mark these assessments using the marking sticker (7-11) or following the same principles in 6<sup>th</sup> Form.
3. Ensure that students proofread their work prior to submission and highlight adjustments in **red pen**.

### **Vocational Course Marking**

#### **It is expected that all departments ensure:**

1. That there is a consistent approach to Vocational marking that is used across the department.
2. Folders should display a progress tracker that informs grade entry / assignments which is updated regularly to show student progress.
3. Marking must be in line with the exam board guidelines for each individual course.
4. Classwork should not be marked and the focus on marking should be on assessed pieces of work.
5. Redrafting should be in line with the criteria set out by the exam board.
6. Marking templates can be developed departmentally and signed off by the Teaching and Learning Team.

## 4. Home Learning

Home learning is any work or activity which students are asked to do outside lesson time, either on their own or with parents and carers. It is an essential part of the learning process and we place a strong emphasis on it at St Mary's College. Staff are required to set and assess appropriate home work on a regular basis. All students across the age and ability range are expected to complete home learning tasks. Parents and carers are encouraged to take an active role in the process.

### Guiding Principles

**Appropriately challenging:** Teachers must set challenging home learning which is appropriate for the age and stage of students, that consolidates learning, deepens and prepares students very well for work to come. It should focus on quality tasks that significantly contribute to better outcomes for students rather than quantity.

**Extends school learning:** Home learning should encourage and help students to develop skills, confidence and self-discipline to work independently. It should be well considered and engaging, encouraging enthusiasm and a passion for the subject and allowing children to apply the skills they have learned in the classroom. Home learning tasks may involve parents / carers / other adults thus improving and fostering home – school links.

**Frequency:** We recognise that the amount of home learning set should not prevent students from enjoying quality family time or participating in activities after school such as sport, music or clubs. A considered framework for the frequency of home learning is detailed in this section of the policy.

**Setting/Recording:** Teachers must ensure they keep an accurate record of when home learning is set and due in. It is essential that home learning is planned for and is set in the first 5 minutes of the lesson wherever possible. Students should have their planners out on desks and write clear details of the tasks set along with the teacher's initials and the due date; time must be allocated. Scrutiny of all setting and recording will form part of the evaluation of teaching and learning in the school. Home learning grades should be accurately completed for all data entries to inform parents.

**Missed deadlines:** When a deadline is missed, students will be issued with a Friday lunchtime detention. These are held in year areas and staffed by colleagues according to a published rota. Teachers must ensure that parents are notified of this detention using a sticker (or note) in the student's planner. Teachers will log students on SIMS through their register by **Thursday 1:30pm** in order for the student to be entered for detention on the Friday of that week. Failure to attend the detention results in a Thursday (7 days later) after-school detention under the direction of SLG.

**Please note:** Consider where possible setting home learning via our now established remote learning platforms e.g. Microsoft FORMS, TEAMS or SharePoint. Using these platforms reduce the need to exchange physical materials with students. Alternative provisions should be made available where access is an issue.

### It is expected that all teachers:

1. Set home learning which is in line with the frequency guidance given for each key stage, is purposeful, structured and linked to the schemes of work. Consider online / remote platforms where possible.
2. Provide a form of feedback for all home learning tasks within a reasonable timescale.
3. Make records of home learning set and follow up missed deadlines in line with guidance (above).
4. Ensure that tasks are accessible by differentiating where necessary, providing enough time for completion and enabling access to internet/printing etc.
5. Set home learning at the start of the lesson and ensure it is recorded by the student in their planner. Time must be allocated to do this.
6. Log detentions for missed deadlines in line with guidance. Teachers must discuss reasons and take responsibility for supporting students in improving their home learning approach in their subject.

## **4.1 Frequency and duration of home learning tasks**

Teachers must follow the guidelines set out below for their department in order to set **regular** home learning. Students will need to manage their time so that they do some home learning each evening. The time we expect students to spend on tasks increases as they progress through the school.

- Students in Years 7 and 8 are expected to have about **4 hours** of home learning per week.
- Students in Years 9 and 10 are expected to have about **6 hours** of home learning per week.
- Students in Year 11 are expected to have about **8 hours** per week
- Students in Years 12 & 13 are expected to devote about **10-12 hours** independent study per week (including 'study periods'/free lessons).

**How long should each home learning task take?** There will inevitably be variation in the time it takes different students to complete work. However, as a guide, teachers expect that their home learning tasks should be completed to a good standard in the following time-scales:

- In Years 7 & 8 each subject's home learning should be achievable in **45 minutes**.
- In Years 9, 10 & 11 each subject's home learning should be achievable in **1 hour**

### **How often should teachers set home learning?**

#### **Years 7 & 8**

<b>Subject</b>	<b>Frequency</b>	<b>Average weekly amount</b>
Maths	2 home learning tasks per week (each 20-25 mins)	45 minutes
English*	1 home learning task per week (45 mins)	45 minutes
Science, RE, History, Geography, MFL, Art & Design.	1 home learning task per fortnight (45 mins)	157.5 minutes (7 x 45 mins divided by 2)
PE, Music, Drama.	Very occasional / No home learning	
<b>Approximately total weekly amount</b>		<b>4 hours</b>

*\*The English department also has an expectation that all Year 7 and 8 should be reading a book for pleasure at home (either from the LRC, public library or a book from home) for at least 1 hour a week outside school.*

#### **Years 9, 10 & 11**

- **Year 9/10:** English, Maths and Science should set (on average) 1 hour of home learning per week\*. Other subjects should set 1 hour of home learning per fortnight. Approximate total: **6 hours**
- **Year 11:** Each core and option subject should set (on average) 1 hour of home learning per week\*. Approximate weekly total = **8 hours**.

*\*Some subjects, such as Art or English, may set extended home learning tasks requiring 2-3 hours of home learning and provide students with 2-3 weeks to complete it instead.*

#### **Years 12 & 13**

- Each AS/A2/BTec subject should set / expect 2-3 hours of home learning / independent study per week. Approximate weekly total = **10-12 hours**
- Sixth form students retaking GCSE subjects, e.g. Maths, should receive weekly home learning in line with Y11 expectations for that subject.

## 5. Spiritual, Moral, Social, Cultural

St Mary's 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. Students should demonstrate an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This will be evident by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in our local, national and global communities. Whilst our curricular and extracurricular offers are designed to accommodate explicit opportunities to develop SMSC, teachers should at all times be ready to explore opportunities in their lessons.

### Guiding Principles

**Reflective learners:** A sense of awe and wonder is instilled in students about themselves, others and the world around them. Students should be willing to reflect on their experiences and teachers should identify opportunities for them to do so. A safe and secure learning environment must be established to support this.

**Views and opinions:** Students should demonstrate an interest in investigating and offering reasoned views about moral and ethical issues, and show the ability to understand and appreciate the viewpoints of others. Opportunities around the curriculum must be taken by teachers to enable exposure to relevant issues within their subject. Where possible teachers should promote structured discussion and reflection around these.

**Participation:** Staff and students have the desire to participate in lessons, including by volunteering, co-operating well with others and taking opportunities to share their views. Students should be able to resolve conflicts effectively; for example, reconciliation following any relevant behaviour event should be swift to reengage learners in lessons/activities and teachers must effectively model appropriate attitudes and actions. Tutors and teachers must actively encourage students and foster a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities in school and beyond.

**British Values:** Teachers should be confident in the articulation of British Values and alive to opportunities to include in lessons and schemes of work relevant experiences for students. We aim to ensure that students develop and are able to demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. In addition to the guiding principles above:

- Teachers should explicitly foster acceptance and engagement with the fundamental British values of democracy with students, including the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Teachers must take opportunities for students to show an understanding and appreciation of the range of different cultures within school and beyond as essential preparation for life in modern Britain.
- Students should have a knowledge and understanding of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

### It is expected that all teachers explore opportunities for:

- The **spirituality** of students to be demonstrated through their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Students' **moral** development to be shown through their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, understanding the consequences of their actions and being able to respect the civil and criminal law of England.
- Students' **social** development to be demonstrated through using a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds and engaging with British Values.
- Students' **cultural** development to be shown through the understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

## Evaluation and monitoring

The purpose of evaluation and monitoring for teaching and learning at St Mary's College is to:

- Ensure that all students, particularly those who are the most vulnerable (CLA, SEND, PP, EAL etc), make rapid and sustained progress in their learning across the curriculum;
- Ensure that systems to support student progress across the organisation are applied consistently;
- Develop the quality and consistency of practice for individuals and the organisation as a whole;

Heads of Departments/Faculty (HOD/Fs) play a key role in monitoring and evaluating the effectiveness of teaching, learning and assessment within their department / faculty. They are supported by their SLT link and the Teaching and Learning team.

Evaluation and monitoring systems summarised below are scheduled so that analysis can be collated and presented to the Senior Team at allocated meetings throughout the academic year. This enables leaders in the school to respond to emerging needs swiftly.

It is important to note that the 'teaching and learning' performance of any one individual teacher is not characterised by a single aspect of their evaluation, lesson observation for example. A more sophisticated analysis of performance over time is considered, largely using our 'Teacher Triangle' approach which considers student progress, lesson observation and marking and feedback.

### **What does evaluation and monitoring of teaching and learning involve?**

An outline of the key areas is considered below.

#### **Work scrutiny:**

Each half term HOD/Fs or their delegated persons will complete 3 focussed work scrutinise, one per key stage (please see the teacher planner for the list of dates). These should be informed through the data analysis and ongoing departmental evaluation, and must be agreed with the senior link.

Departmental work scrutinies be co-ordinated by the HOD and recorded in the departmental evidence file. If any concerns are identified the HOD, Teaching and Learning team and, if appropriate, the SLT Link will conduct a more in-depth scrutiny.

As part of the process of monitoring and evaluation HOD/Fs complete a termly marking grid which informs the teacher triangles and is used to support discussions in appraisal. Using the marking grid a departmental evaluation form should be completed to accurately inform Continued Professional Development (CPD).

To quality assure the work scrutiny process, the Teaching and Learning team will conduct an independent sample from across the curriculum alongside the ongoing departmental monitoring procedures. This takes place at the same time and enables cross moderation.

**Home Learning reviews:** Throughout the year HOD/Fs, HOY and the Teaching and Learning team will monitor what homework is set and how it is recorded to ensure that it matches the expectations set out in this policy. These reviews will take place termly with KS3 considered in the first half term and KS4/5 in the second.

Work scrutiny including homework reviews are scheduled termly on the Senior Team agenda.

### **Lesson observations:**

All staff should expect to be observed up to three times over the academic year as part of normal monitoring and evaluation in order to support development (Department Review, Appraisal, whole school quality assurance).

Staff who are new to St Mary's College **will ordinarily** be observed within the first term by their Head of Department (or designated departmental lead) and/or an 'excellent teacher' or member of the senior team.

All staff who complete observations as part of evaluation and monitoring of teaching and learning at any level will complete at least one joint observation with appropriate senior colleagues each year that they are involved. Nominated senior colleagues are also subject to a peer moderation process.

Where a lesson is identified as requiring improvement (or below) the Teaching and Learning team will arrange for a follow up observation and appropriate support to be provided. A range of lead practitioners, including our Excellent Teachers with a broad skill set can be drawn up on to accelerate development areas. Further details are available in the 'Self Evaluation Policy'.

Lesson observation feedback including learning walks is scheduled termly on the Senior Team agenda.

### **Learning walks:**

Learning walks will be carried out regularly throughout the academic year.

Behaviour for Learning Walks: These are scheduled every lesson and enable any students who have been 'yellow carded' to be picked up and taken to the pastoral centre. During these walks staff may come in to classrooms for short periods and may talk to students about their work.

Departmental Learning Walks: HOD/Fs will carry out departmental learning walks every term and record whether key expectations are evident. These are collated to inform Departmental Review Forms and fed back through senior links.

Teaching and Learning 'Drop Ins': At regular intervals senior colleagues and/or lead practitioners such as our Excellent Teachers will drop in to lessons for a longer period (up to 20 mins) to observe learning and progress. This is not a formal lesson observation and there are no additional expectations on teachers. Feedback may be volunteered or provided on request, but will be verbal and not written.

### **Pupil Voice**

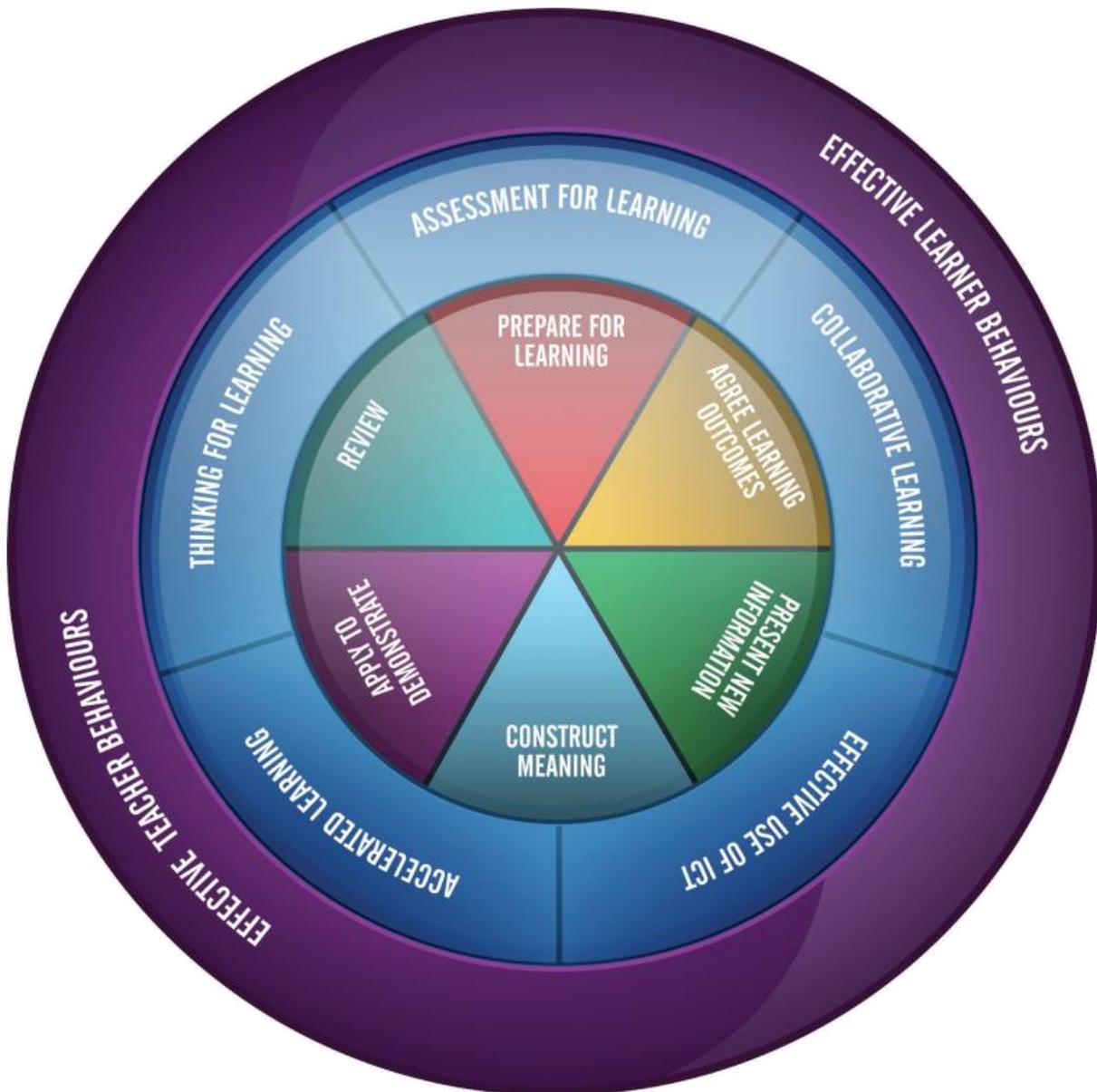
HOD/Fs complete termly pupil voice in line with central guidance, which is fed back to senior links through the Departmental Review Form (DRF). Actions arising from the feedback are considered in the DRF and must feature on the subsequent Curriculum Development Meeting Agenda (CDM).

Where concerns are identified it is likely that further pupil voice will be captured to assess the impact of necessary developments and interventions.

**There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.**

## Appendix a: TEEP Cycle

All teaching staff will receive training in their first academic year at St Mary's College in the Teacher Effectiveness Enhancement Programme (TEEP). This cycle provides a scaffold for effective pedagogy and practice and considers the foundation of effective teacher and learner behaviours, key underlying principles, and a suggested format for lesson structure. This top layer is not intended to be an absolute approach but act as a framework for reflection when planning for quality learning.



Following TEEP training, all teaching staff are provided with comprehensive supporting documentation for all of the features brought together in this diagram. The model provides a common language for teachers at St Mary's College.

Appendix b: Objectives and Outcomes Checklist



# Learning Objectives and Outcomes: Teacher Checklist

Have I...?	Check
1. An overall objective? (Title, WALT, Question)	
2. Considered how this will be articulated to the class?	
3. Learning Outcomes that are <u>measurable</u> and <u>challenging</u> for all?	
• Are they SMART?	
• Can you evidence progress against each outcome?	
• Have you used 'TEEP spider' words to structure them?	
• Are your learning outcomes differentiated?	
• How will you introduce your objectives and outcomes?	
• How will you display your objectives and outcomes?	

**An example of an objective and outcomes from a mixed ability key stage 4 lesson:**

Overall objective: *All lessons should be planned around this and may be shared with students*

*How does Footsteps Eco Lodge in The Gambia protect the environment and benefit the local people?*

Not strictly 'measurable', but this is an overall objective rather than a set of success criteria. This is ultimately what the teacher wants the class to be able to achieve by the end of the lesson, to a greater or lesser extent.

Learning outcomes: *These must be displayed on the board*

All measurable words found on the TEEP spiders.

**Recall** the principles of ecotourism and **identify** and **modify** SPaG errors.

**Organise** features of the Footsteps Eco Lodge and **explain** how they uphold the values of eco-tourism

**Explain** 3 ways in which Footsteps protects the environment and/or benefits the local people

Outcomes which increase in challenge and show progress through the lesson.

1. Re-write and correct all 4 sentences
2. Underline/annotate corrections you have made
3. Write down 2 other key principles of eco-tourism

An example of how you could differentiate the second outcome and challenge the more able.

**Appendix c:** Marking Sticker - Example