



# **Learning and Teaching Policy**

## **St Joseph's College**

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## Learning and Teaching Vision

*“As he went on, I felt as if my soul were grappling with a palpable enemy; one by one the various keys were touched which formed the mechanism of my being: chord after chord was sounded, and soon my mind was filled with one thought, one conception, one purpose. So much has been done, exclaimed the soul of Frankenstein--more, far more, will I achieve: treading in the steps already marked, I will pioneer a new way, explore unknown powers, and unfold to the world the deepest mysteries of creation.”*

*Shelley M, ‘Frankenstein’, chapter 3*

### Rationale

At St Joseph’s College *how* students learn and engage in the learning process is the primary focus of the school. Therefore, the way in which Frankenstein is inspired in Shelley’s novel reflects the aims of the school in trying to inspire and encourage all students to be curious learners who work hard to achieve their potential.

This policy reflects these attributes by outlining the ways in which all teaching and support staff should work across the school. This is embodied in the INSPIRE framework:

- **Independent learners** who achieve their best and make substantial progress throughout their learning
- **Nurture** learning environments which are stimulating, inspirational, safe and provide a variety of opportunities for students to learn independently, in groups, in pairs and collaboratively
- **Support** AfL, BfL, differentiation, literacy (GPP), numeracy, P4C and SMSC and ensure they are viewed as a fundamental part of learning and teaching
- **Pioneer** learning that encourages and fosters cross-curricular links, independence, teamwork, collaboration, creativity and mastery
- **Inclusive**, by involving all students in their learning and the development of their curriculum to ensure they have pride in their work and produce work of a high quality
- **Respect** all students and staff ensuring that they are equally valued in the school
- **Encourage** those responsible for learning and teaching to engage in training to develop and improve their teaching repertoire

It is imperative that all teachers ensure that students’ books are well-maintained and marked regularly in accordance with the Assessment and Marking Policy. At SJC we expect students to respond to verbal and written feedback in their books using **green pens and the marking symbols**.

- A **presentation sheet** must be stuck on the inside front cover of every book.
- A **progress sheet** must be stuck on the inside back cover of every book.

Where students are not using books but are using folders, they should be given a copy of both sheets.

## Role and responsibilities of teaching staff

### Heads of Department and subject/curriculum leaders will:

- Make **monitoring the progress of students** a key priority to ensure that learning is taking place and progress being made; leading change to raise the attainment of students.
- Ensure that **SoW are regularly reviewed** and the curriculum remains relevant, rigorous, challenging and engaging.
- **Lead their teams** providing policies and procedures, guidance, resources and support to improve learning and teaching in their areas.
- **Monitor the quality of learning and teaching** in their department/subject area.
- **Organise and train their teams** effectively to ensure that staff are properly developed and capable of shaping their teaching to the learning needs of their classes.
- Ensure that **displays and learning environments** as well as all equipment and resources are **quality assured and regularly reviewed**.
- **Support their teams in the management of behaviour and BfL** to ensure that all learning environments are safe for students to learn in.
- **Source current resources, share and distribute these.**

### Teachers will:

- Plan and structure their lessons to ensure that **learning is related to a specific focus**, with clear opportunities for students to focus on **WHAT** they are learning and **HOW** they are learning. This will give students the opportunity to learn more independently and to make connections across their subjects as well as utilising and sharing their prior knowledge.
- Ensure that students know the **purpose** of their learning (aim/objective)
- Use the **accelerated learning cycle** to ensure that students are engaged quickly in their learning, learn skills, practise those skills and are given the opportunity to improve. Use effective questioning techniques to explore student understanding and learning, encouraging them to probe answers and question more deeply.
- **Use AfL and a range of self and peer assessment strategies** to assess student progress and enable students to assess their own progress through the promotion of the school's **Green Pen Policy (GPP)**.
- Create an **engaging environment** that promotes purposeful learning and adheres to the guidelines as laid out in the school policy.
- Use a **variety of resources** and activities to suit the needs of all learners.
- Mark students' work and provide **verbal and written feedback which is diagnostic and formative** in a timely and constructive manner in line with the school's policy on marking and AfL.
- Guide and use additional **teaching staff effectively to support groups of learners to raise attainment and achieve their potential** by sharing SoW, lesson plans and data.

- Use **data and prior attainment** to ensure that learning expectations are appropriate, challenging and engaging ensuring that they have made use of SEND information and guidance as well as IEPs, G&T, EAL and Pupil Premium data.
- Follow the school's guidelines on **home learning** setting, monitoring and checking, using this to better prepare students for learning.
- Follow the school's **Behaviour Policy** and use the rewards and behaviour points system to promote behaviour for learning (**BfL**).

#### Support staff will:

- **Read and discuss SoW/curriculum areas/lessons with teachers** and be willing to **provide suggestions to staff** about making materials appropriate and accessible to students with particular needs.
- Ensure that they are **well-informed about the needs of their students** and have read IEPs, SEND, G&T, EAL, FSM and Pupil Premium information.
- **Know the class** as well as the specific student(s) they are working with.
- **Support teachers** and the learners within the classroom and uphold the standards as outlined in school policies on behaviour, marking and feedback.

#### Form tutors and Heads of Year will:

- **Monitor and track the academic and pastoral progress of students.** To document and alert others to their findings as required. To use data to identify groups at risk of underachievement and those making rapid progress.
- As a pastoral leader, demonstrate a **depth of knowledge about individual and group progress**, making excellent use of school policies and procedures such as planners, behaviour and reward policies to effect change.
- **Nurture and encourage students** to engage in activities which will aid their progress, develop their individual skills and talents to support students being satisfied in all aspects of their lives.
- Enable **students to discuss their own individual progress and how to improve.**
- To **maintain an overview of students within the school and at home** i.e. academic progress, number of detentions, PIER room exclusion, external exclusions etc.
- Tutors: to deliver quality tutor time and PSHE/Life Skills sessions.
- HoYs: to monitor the quality of tutor time, the work of tutors and PSHE/Life Skills sessions i.e. checking of planners, equipment, pastoral learning walks etc.

#### SLT will:

The Senior Leadership Team is responsible for ensuring that standards for learning and teaching are consistently upheld across the school. Therefore, SLT will support and monitor the roles of support staff, teachers and middle leaders as well as:

- Set targets for every student.
- Track the progress of students and groups of students.
- Provide data for staff to support the tracking and monitoring of individual and groups of students.
- Lead the QA Policy and implement the L&T Policy with rigour with the aim to reviewing and improving department policies and classroom observations.
- Ensure that the school's policy on behaviour is effectively implemented and used to support BfL.
- Provide appropriate training opportunities for all staff and evaluate their impact.
- Provide resources and equipment to ensure all learning and teaching is high quality, appropriate and relevant.
- Evaluate the progress of the QA and L&T Policy and use this to inform the school SEF and development plans.

### Learners will:

- **Be prepared for every lesson** with the appropriate equipment, resources and mind-set;
- **Work hard and actively engage** in their learning;
- Approach tasks with a **positive attitude**, demonstrating the pride they are taking in their work, progress and the achievement of others;
- Respond in-line with the **school's code of conduct** as outlined in the Behaviour Policy;
- **Track their own progress**, development and learning and **aim to achieve their best** in all aspects of their learning; and
- Use the school's policies to help them develop i.e. independent learning skills, GPP, B4me, P4C, word of the week, skill of the week.

### How will SJC ensure that learning and teaching will improve?

In line with the SJC 'Quality Assurance Policy' the following procedures will be used to help the school progress and improve in learning and teaching:

- A collaborative approach to making improvements in learning and teaching through the L&T Rationale: INSPIRE
- Regular internal and external CPD for staff
- Coaching and peer coaching strategies led by the SJC Support Team (SST)
- Student Voice and the School Council becoming an integral part of the school's processes
- Learning Walks
- Book sampling/monitoring
- Staff, parent and student feedback and evaluation



## 1.1 The 'INSPIRE' Framework

**I**NDEPENDENT

**N**URTURING

**S**UPPORTIVE

**P**IONEERING

**I**NCLUSIVE

**R**ESPECTFUL

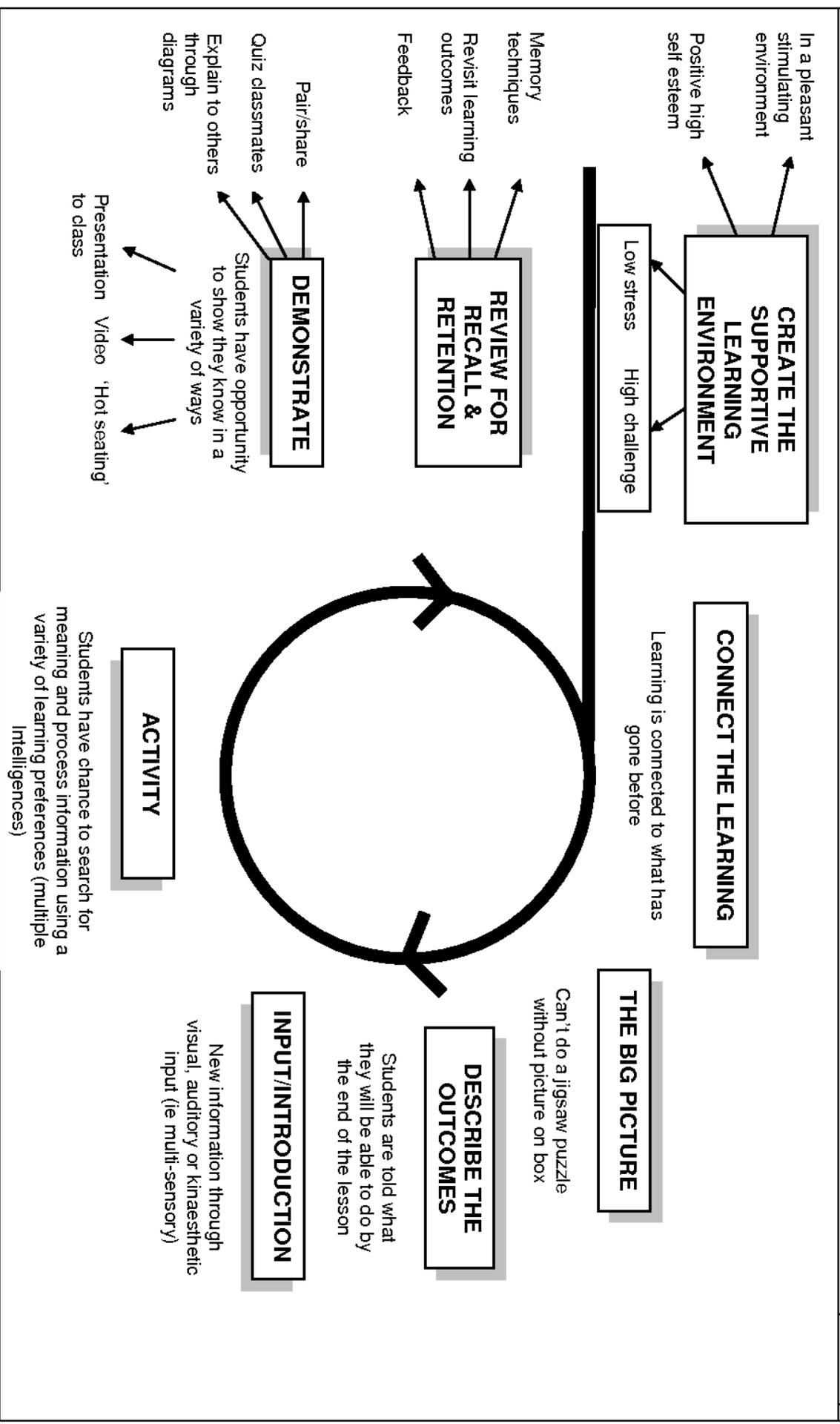
**E**NCOURAGING



"They will soar like eagles" Isaiah 40:31

# THE ACCELERATED LEARNING CYCLE

(A Smith)



## 1.2 Accelerated Learning Cycle

### 1.3 Green Pen Policy (GPP)

## Outstanding marking at SJC

Green pens are for student use. You can use them to peer and self assess work

**1) To peer assess** someone else's work. The student peer assessor should make corrections in green pen. Then, at the end of the work the peer assessor should write  
-What went well (W.W.W.)  
-Even better if (E.B.I.)

**2) Proof reading** Before a student hands in a piece of work, place a success criteria on the board and get students to amend and improve their work.

**3) Editing** When you take in a piece of work to mark, do not make corrections yourself but instead use your department's marking symbols in the margin to highlight errors. Students should be given time in the next lesson to make the corrections themselves

### **4) In response to marking feedback**

Students can use the green pens to respond to marking feedback. Strong feedback is timely, specific, actionable and useful. Students should be given opportunities to re-learn and practice the skill again right away.

## 1.4 Marking Symbols

### Spelling, Punctuation and Grammar

- Marking in all subjects should include the students' use of English, particularly spelling, punctuation and grammar, standard symbols should be used

Symbol	Meaning (task)
Sp	Spelling error (find & write out the correct spelling)
P	Punctuation error (change or remove the punctuation)
Λ	Missing word(s) Add in the correct word
c	Capitalisation error
//	New paragraph needed
g	Grammatical error
?~	Unclear meaning or word (Change)
T	Target
w	Incorrect word (Change to the correct word)

## 1.5 Exemplar Lesson Plan

### St Joseph's College

#### LESSON PLAN

<b>Teacher:</b>	XXXXX	<b>Year Group and ability range:</b>	Year 9 top set	<b>Subject</b>	English
<b>Number in Class:</b>	30		<b>Period:</b>		3
<b>Date (Week 1 or 2):</b>	22/11/13 Week 1			<b>Room:</b>	E4

<b>Context :</b> (Students' prior learning/ including information gained through marking and assessment and link to SoW)		<b>Key Terms / Concepts (Lit/Num):</b>
Students are completing 'The Cupboard' SOW which requires student to write a creative narrative piece. This is their 8 <sup>th</sup> lesson in the series		Anticipation Short story structures (build up and climax) Active reading Supported writing
<b>Learning Objective/ Learning Questions:</b>	What techniques can I use in my build up to the climax of my story?	
<b>Intended Learning Outcomes:</b>	Students will produce a short piece of independent creative writing employing techniques they have drawn from example work (e.g. Sentence structures for effect, figurative language, paragraphing, rhetorical questions)	
<b>Differentiation (deployment of TAs/LSAs):</b> n/a		
Support for lower ability: Differentiated texts given for reading task		
Extension to stretch and challenge: Differentiated texts given for reading task		

<b>Timings</b>	<b>Teacher activity/questions</b>	<b>Students</b>	<b>Evidence of progress/Assessment strategies</b>
<b>Do now</b>	Teacher at door welcoming students	Students reading board: 'Which sentence creates the most anticipation?'	Class vote followed by questioning
<b>Activation</b>	Give out books, catch up with absent students	Students read feedback from classwork. They answer teacher question and add targets to learning line	Answering of questions in students' books, to be checked at a later date
<b>Demonstration</b>			
<b>Mini-plenary</b>	Pair up students into 'reading partners'; give out differentiated stories	Students read through 'build up' examples and highlight & annotate any techniques that they think add to the anticipation	Walk round classroom observing students and questioning where necessary
<b>Consolidation</b>	Teacher randomly asks students for techniques; then ask for hands up	Students feedback their techniques, explaining why they feel it builds anticipation. Success criteria created.	Teacher questioning-bouncing techniques across the classroom
<b>Plenary</b>	Set writing task; give out support sheets; help those in need	Students use success criteria and support sheet to help them write	Use traffic lights in planners to target students for help
	Give out green pens	Students WWW EBI peer assess using the success criteria	Peer assessment

	Ask students to add to learning line	Students add to learning line	Learning line
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**Outline for next lesson:**  
**Student consolidate work and complete story plan using learning line**

**Relevant whole school issues:** (E.g: ISA, enterprise, SEAL, PLTS, Lit, Num, ECM, cross curr, APPL,B&E, safety, health, contribution to community, economic well-being, spiritual, moral, social and cultural)

**Home Study – Learning expected**

n/a

**Resources:**

Level prompt sheets  
Copies of extracts from *The Red Room*, *The Tell Tale Heart* and *The Red Room*.  
Green pens  
Highlighters

## 1.6 SJC Lesson Plan Template

### St Joseph's College

#### LESSON PLAN

<b>Teacher:</b>		<b>Year Group and ability range:</b> <b>Period:</b>		<b>Subject</b>	
<b>Number in Class:</b>			<b>No. of SEND/G&amp;T/EAL/FSM:</b>		
<b>Date (Week 1 or 2):</b>			<b>Room:</b>		

<b>Context :</b> (Students' prior learning/ including information gained through marking and assessment and link to SoW)		<b>Key Terms / Concepts (Lit/Num):</b>
<b>Learning Objective/ Learning Questions:</b>		
<b>Intended Learning Outcomes:</b>		
<b>Differentiation (deployment of TAs/LSAs):</b>		
Support for lower ability:		
Extension to stretch and challenge:		

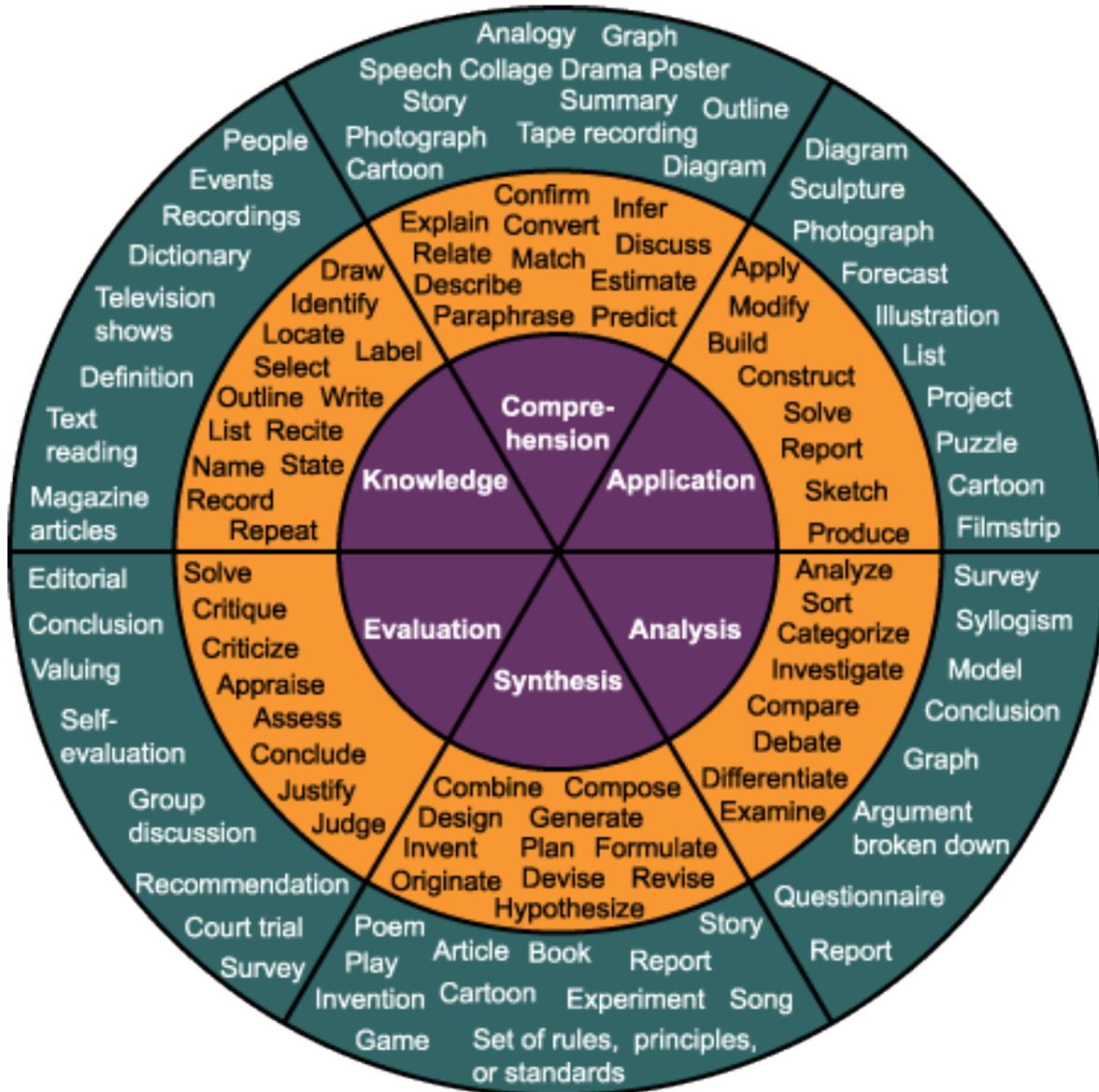
Timings	Teacher activity/questions	Students	Evidence of progress/Assessment strategies
<i>Do now</i>			
<i>Activation</i>			
<i>Demonstration</i>			
<i>Mini-plenary</i>			
<i>Consolidation</i>			
<i>Plenary</i>			
<b>Outline for next lesson:</b>			

**Relevant whole school issues:** (E.g: ISA, enterprise, SEAL, PLTS, Lit, Num, ECM, cross curr, APPL,B&E, safety, health, contribution to community, economic well-being, spiritual, moral, social and cultural)

**Home Study – Learning expected**

**Resources:**

### 1.7 Bloom’s Taxonomy Wheel





# Have You Done **THE BASICS?**

- Planner Out**
- Equipment Out**
- Title**
- Date**
- Starter attempted**



**DO YOUR BIT. START TODAY!**

## 1.9 Presentation, Layout and Marking at SJC

### St Joseph's College

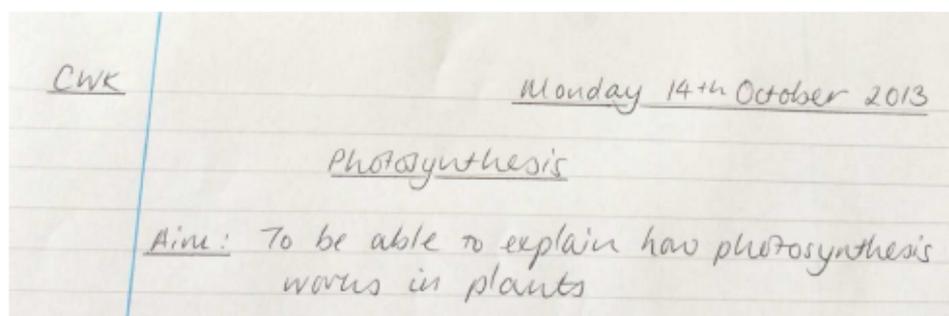


#### Work, Layout and Presentation Rules

You must adhere to these rules unless you are told otherwise by a member of staff.

1. Only write in blue or black pen and draw in pencil.
2. At the start of a new lesson, rule a line under the last piece of work ensuring you have left two lines before it. **Do not leave unnecessary gaps or whole pages.**
3. Always begin every piece of work with a title, date and an aim (or learning objective), CWK or HWK, each of which must be underlined with a ruler.
4. If you make an error in your work, cross it out using a single ruled line.

**REMEMBER** that graffiti, scribbling and doodling are not allowed in your exercise books.



#### Marking and Feedback at SJC

Your teacher will assess your learning during every lesson using:

- Questioning
- Oral and Written Feedback
- Success criteria
- Peer and Self-Assessment
- Comments and targets which relate to *what* the student is doing well and *how* they can improve

Students' books will be marked **at least once every three weeks** and include guidance for students on *what* they are doing well/need to improve as well as *how* they can improve (the next steps).

**Take pride in your work!**

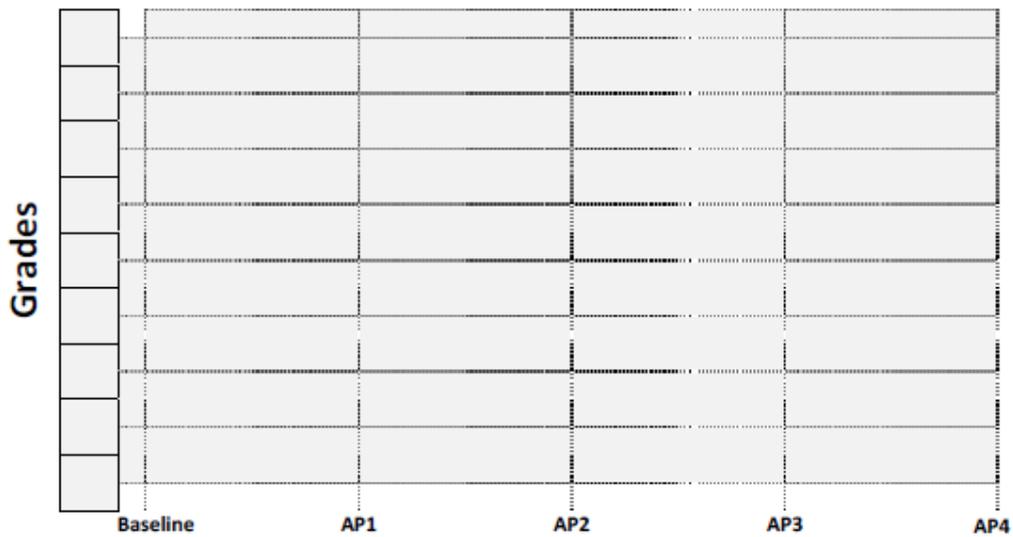
## 2.0 Tracking Progress at SJC



EoY Target:

### \_\_\_\_\_ Assessment Tracker

#### KS4 Progress Graph



#### Assessment Points

Assessment Points	WWW	EBI
Baseline		
1		
2		
3		
4		