

St Joseph's College

Teaching and Learning Policy

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Policy Author -	Ms S Davey (Assistant Headteacher)
Chair of Governor's signature:	Mr S Horsman

A handwritten signature in black ink, appearing to read 'S Horsman', is written over a light blue rectangular background.

*To inspire the minds of all generations through education, with fearless faith.
As a united community we demonstrate our Lasallian values of faith, service, and respect.*

Mission Statement

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Learning and Teaching Vision

What do we believe learning and teaching?

At St Joseph's College (SJC) we believe the learning process should be engaging, deep, thought-provoking and challenging. We believe that learning is a continuous process and therefore a growth mind-set and a willingness to work hard despite difficulties will mean that all learners can achieve their potential.

Teaching staff in all roles are crucial in this process as they build the relationships and bonds needed to inspire students and give them the confidence and skills needed to achieve their goals.

Our Values:







- Respect for Faith
- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for College and Community

These shared beliefs about learning and education are reflected in this policy which outlines the ways in which all teaching and support staff should work across the college. Teachers will ensure that expectations are being met by adhering to the rubric which is used for developmental drop-ins and as a focus for areas for improvement in teaching and learning.







Teaching and Learning Rubric Focus Areas:

- 1) Progress Checks
- 2) Progressive Questioning
- 3) Adaptive Teaching: challenge for all
- 4) Independent Practice
- 5) Student Response to Feedback
- 6) Consistent use of Behaviour for Learning (BfL)

What are the Roles and Responsibilities for Teaching and Support Staff?

SJC 6	Senior Leadership Team (SLT) will:	Head of Department/Curriculum Leaders will:	Teachers will:
	<ul style="list-style-type: none"> be responsible for maintaining high standards in learning and teaching. SLT will support and monitor the roles of all staff. 	<ul style="list-style-type: none"> lead their teams providing policies and procedures, guidance, resources and support to improve learning and teaching in their areas. They will monitor the quality of learning and teaching in their teams. 	<ul style="list-style-type: none"> ensure that students know the purpose of their learning (aim/objective). 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.
	<ul style="list-style-type: none"> ensure that all teaching staff are teaching an appropriate curriculum and are up to date about any changes in their specifications. 	<ul style="list-style-type: none"> ensure that Scheme of Learning (SoL) are regularly reviewed and the curriculum remains relevant, rigorous, challenging and engaging. The curriculum intent should be clear and they should monitor the implementation of this across their department. 	<ul style="list-style-type: none"> know their subjects, be aware of the requirements of their curriculum and specification. Follow the department's Scheme of Learning.
	<ul style="list-style-type: none"> provide resources and equipment to ensure all learning and teaching is high quality, appropriate and relevant. 	<ul style="list-style-type: none"> maintain department and subject displays and learning environments as well as all equipment and resources. 	<ul style="list-style-type: none"> create an engaging environment that promotes purposeful learning and helps students to make connection within and across subjects and the wider world.
	<ul style="list-style-type: none"> ensure that the school's policy on behaviour is effectively implemented and used to support behaviour for learning (BfL) and the school's values upheld. 	<ul style="list-style-type: none"> support their teams in the management of behaviour and BfL to ensure that all learning environments are safe for students to learn in. 	<ul style="list-style-type: none"> follow the school's Behaviour Policy and use the rewards and behaviour points system to promote BfL. They will guide and instruct Learning Support Assistants (LSA) to support learning within the classroom.
	<ul style="list-style-type: none"> ensure that all teaching staff have the appropriate resources to adapt learning appropriately ensuring that lessons are accessible and challenge and stretch students. 	<ul style="list-style-type: none"> organise and train their teams effectively to ensure that staff are properly developed and capable of shaping their teaching to the learning needs of ALL students in their classes. 	<ul style="list-style-type: none"> use data and prior attainment (SEND, early intervention trackers, EHCPs, more able, EAL and PP, LA) to ensure that students can access learning and they are challenged/stretched, including setting Extended Learning.
	<ul style="list-style-type: none"> track the progress of students and groups of students; they will provide data for staff to support the tracking and monitoring of individual and groups of students. 	<ul style="list-style-type: none"> make monitoring the progress of students a key priority to ensure that learning is taking place and progress is being made; leading change to raise the attainment and achievements of ALL students. 	<ul style="list-style-type: none"> use Attitude for Learning (AfL) and a range of self and peer assessment strategies to assess student progress and enable students to assess their own progress through the Green Pen Policy (GPP).

What are the Roles and Responsibilities for Learners, Head of Year/Tutors and Support Staff?

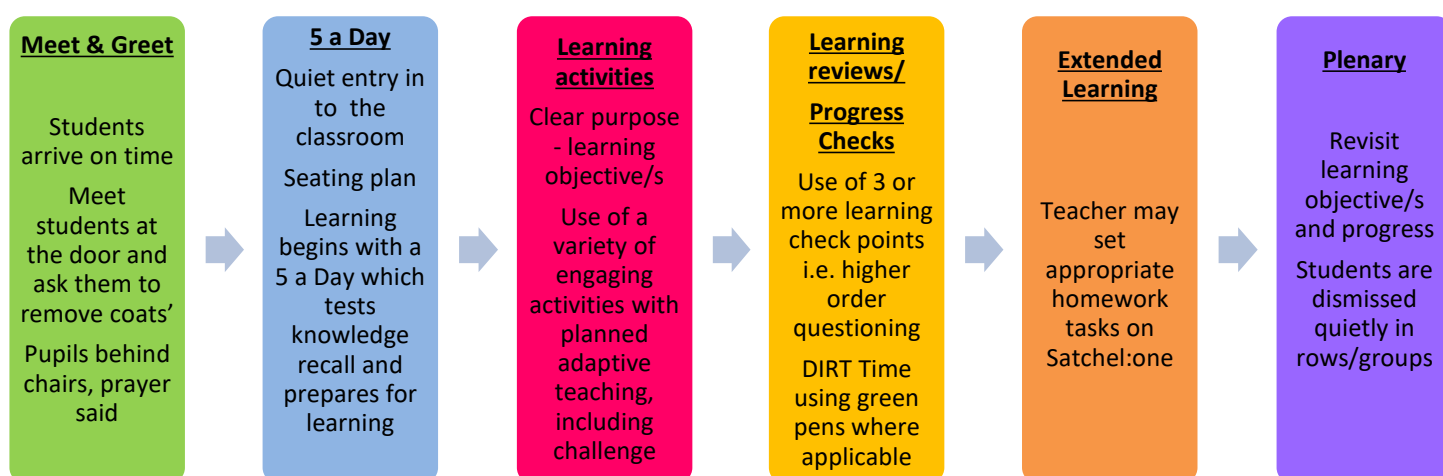
SJC 6	Learners will:	Head of Year (HoY)/Tutors will:	Support Staff will:
	<ul style="list-style-type: none"> have a positive attitude to learning as they know what they are learning and why. They will know what success looks like and how to achieve it. 	<ul style="list-style-type: none"> as a pastoral 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. 	<ul style="list-style-type: none"> know the class as well as the specific student(s) they are working with. To share their expertise about specific conditions with teachers.
	<ul style="list-style-type: none"> be determined to learn more about subjects; by thinking deeply, asking questions and researching. 	<ul style="list-style-type: none"> be aware of changes in the PSHE and related curriculum. They will use their subject knowledge to create interesting sessions, assemblies, talks, trips and visits for students. 	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> try their best and never give up, challenging themselves to take risks in their learning. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> engage with the materials provided by the teacher and make suggestions about accessibility to students i.e. reading level appropriate, use of key words.
	<ul style="list-style-type: none"> focus on their learning and avoid distractions as they are independent learners who can think for themselves. They will participate fully in lessons because they are engaged. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> support teachers and the learners within the classroom and uphold the standards as outlined in school policies on behaviour, marking and feedback.
	<ul style="list-style-type: none"> ensure their behaviour is good by following instructions being courteous and respectful. They will be polite, prepared and punctual with the ability to be trusted to work well on their own and in groups. 	<ul style="list-style-type: none"> ensure that the PSHE curriculum is relevant, thought-provoking, sensitive to the needs of our students and encourages mature dialogue. 	<ul style="list-style-type: none"> challenge students and help them to progress, providing support and guidance on a 1-2-1, as well as small group basis.
	<ul style="list-style-type: none"> regularly review their learning by improving their work and checking their progress using green pen. They should always aim to improve and better their previous performance. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> keep the teacher informed about the progress of students in their learning and suggest ways in which this can be further supported.

Learning and Teaching the SJC Way: Getting the Basics Right!

At SJC we recognise the importance of learning being 'good' *every lesson every day*. For the College, this means that the basics for learning, equipment, uniform and behaviour have to be consistent throughout the school. By working together in this way, students receive a clear and consistent message about expectations. Students are expected to arrive at school in full school uniform, with all their essential equipment including their lanyard/timetable and exercise books. This means that they are prepared for lessons and for learning. Please refer to the Behaviour Policy for more detail.

Teaching staff are expected to be aware of the guidelines that follow and to structure their lessons for effective learning. Below is an outline for progress in learning, however, it's important to note that we do not believe in every lesson being the same; we believe in providing a consistent message and establishing clear routines.

All lessons must be based on the SJC non-negotiables, as depicted in the diagram below:



Additionally, staff are expected to incorporate progressive questioning into lessons using a cold-calling method.

Behaviour for Learning:

- a. Pupils should enter the classroom in a calm and orderly manner. All outdoor wear should be removed before entering the class. Pupils should stand behind chairs to wait for the prayer.
- b. To establish an appropriate learning environment all staff must use **1-2-3 4learning** for different activities. 3 = group work, 2 = paired work, 1 = silence.
- c. Remind students there should only be **one voice** in the classroom where appropriate.
- d. Staff to direct students to **“eyes on me”** when speaking/delivering instructions.
- e. Staff should use the **SJC Behaviour System** correctly and fairly, as outlined in the behaviour policy.
- f. Set-up **clear routines** for distributing equipment and movement around the classroom.
- g. Ensure that pupils are **dismissed students row by row** (no coats on).

Creating Consistency for Feedback

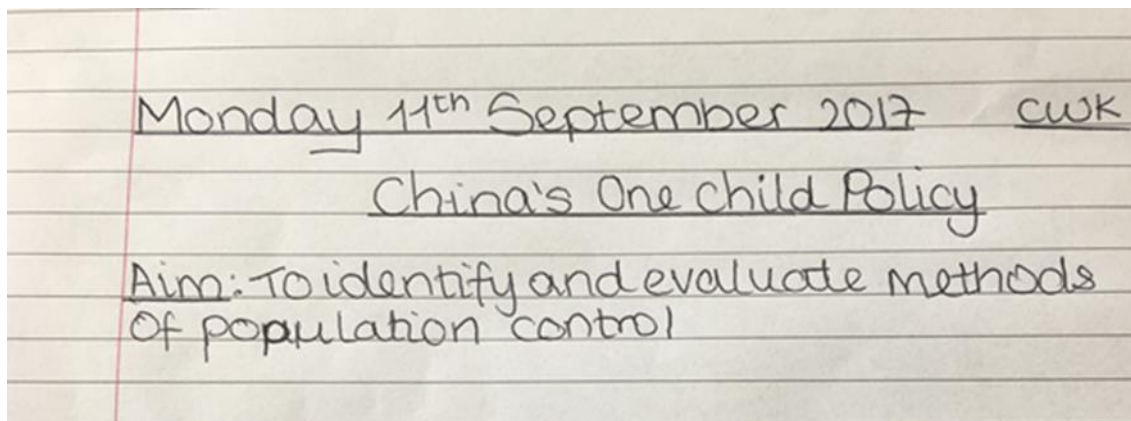
<p>For Teachers</p> <ul style="list-style-type: none">✓ Purple pens: All staff feedback is written in purple pen.✓ Pink Feedback Sheet (CRIB Sheet or WWW & EBI Sheet): Provide feedback to your classes once a half term (according to the policy) using either format.✓ DIRT (directed improvement reflection time): Plan appropriate DIRT time into lessons after assessments and feedback.✓ Literacy: Use the marking symbols (found in the school planner) during feedback. Ensure your lessons refer to key words and glossaries as well as word of the week. Challenge students’ verbal responses using SPEAK. <p>Systems:</p> <ul style="list-style-type: none">✓ Extended Learning: Record homework tasks on Satchel:one (Show My Homework).✓ Class Folders: These must contain data sheets, seating plans (Satchel Seating) and identify target groups including Higher Achieving Pupils (HAP), Pupil Premium (PP) and Special Educational Needs and Disability (SEND).✓ For Key Stage 5 lessons share lesson resources on Teams.	<p>For Students</p> <ul style="list-style-type: none">✓ All students must respond to feedback in green pen.✓ DIRT: Students should use this time to correct, improve and redraft their work.✓ Data tracking and target setting: Target grades should be entered in the front of books. After every assessment point, students must record their results and track their progress on the graph. <p>Teaching & Learning Strategies</p> <ul style="list-style-type: none">✓ Progress checks whilst you teach: try: highlighters Pink for think & Green for good, think/pair/share, traffic lights and ABCD cards, Show Me Boards, DIRT, entrance/exit cards and targeted/hinge questioning/lollipop sticks etc.✓ Success Criteria/Modelling: Share ‘best practice’ with students through success criteria, models and use of visualizer and Show Call.
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Adaptive Learning, Personalised Provision and Support

- Teachers must have adapted learning resources/starting points/scaffolds/learning activities for students. It is imperative that teachers **differentiate by input** and direct specific students to particular tasks. Planning should clearly show the adaptive learning by input. Wherever appropriate there should be challenge tasks which promote deeper thinking.
- Teachers need to have high expectations for all students, aiming to take them beyond their starting points. Teachers should always teach to the top and then differentiate for those who need greater support.
- Teachers must ensure that all students can access learning by involving ALL students; offering choice in whole class teaching and discussion to give all students the opportunity to be successful.

- Teachers need to use a variety of tasks including those that require silence, deeper thinking and concentration, as well as longer periods of time where students can apply knowledge to exam questions, essay writing, redrafting tasks and reading passages.
- Teachers must use progressive questioning to develop understanding of learners. Teachers need to use a range of pre-prepared questioning techniques encouraging 'no hands' up, random questioning, targeted questioning encouraging students to comment on and develop one another's answers - using Answer, Build, Challenge.
- Teachers must create a positive learning environment using Behaviour for Learning strategies. House Points should be awarded on Sims to recognise students who engage well, support their peers and produce excellent work.
- Teachers must regularly review and assess the learning and progress of their students (at least 3 Progress Checks per lesson).
- Teachers must be proactive about directing any LSAs in terms of support for specific students by meeting with LSAs and supplying them with SoL/curriculum maps/resources (including during different parts of the lesson). Where LSAs are not present within lessons, teachers should seek out the expertise they require through the Learning Support Unit (LSU).

Presentation of Books and Work



It is imperative that students receive a consistent message about the presentation of their books (see above). Staff should also refer to the guidance on the inside front cover of KS3 books. Books should be tidy and well organised. Book looks will take place once per half term focusing on specific Year Groups or cohorts of pupils e.g. Pupil Premium. Book looks will take place at departmental level and also be quality assured by SLT Line Managers.

In addition, the front of all exercise books must be labelled in the same way (deviation from this must be in line with subject/department requirements and agreed with HOD).

Books **must** be labelled accordingly:

- Student name:
- Subject:
- Teacher name:
- Class code:

Know Your Students

Teachers will create **Class Folders** with key information for each class they teach:

- Using all available data, teachers will create annotated seating plans with Higher Achieving Pupils (HAPs), SEND, looked after and pupil premium students identified (via Satchel:one). This shows that you have thought about where students learn best and are catering to their needs as learners. Teachers should annotate their class data sheet or seating plan to identify strategies which are used to support key target pupils e.g. differentiation or challenge etc.
- Data sheets should be reprinted each time a new student joins a class.
- Teacher tracking should also be evident and updated after each data drop. Tracking sheets can also include internal assessments. This demonstrates your understanding of how students are progressing as they learn new units.
- SEND information, SEND planning, Teacher/LSA agreements and plans should also be kept in class folders.
- All staff have **Class Folders** and these are expected to be kept up to date and with them in all lessons.

Our principles - why we assess?

In brief: because we care. At this college, we believe that students benefit from our verbal and written feedback, and as a result they are able to make improvements in their understanding and application.

Therefore, we focus on ensuring:

- Pupils know where they are in their learning, where they are going and how to get there to secure good progress and outcomes. Pupils should be able to articulate what they are learning, how it links to their previous learning and the steps that they need to take to make further progress.
- Teachers know where students are in their learning and use this information in their planning to secure good progress of all.

How do we Quality Assure Learning and Teaching?

At the college we have our own system to assess the quality of learning and teaching. We do not believe that a single lesson observation is an adequate reflection of learning or teaching and therefore we use a range of procedures, where the primary focus is whether or not learning and teaching is meeting the SJC rubric. As we believe in a 'growth mind-set', we believe that we are all constantly learning and improving, hence our methods for assessing learning and teaching produces largely qualitative data and is based on the following three statements. We hope that by providing feedback in this way, all staff will focus on improvement, development and growth.

Key Quality Assurance Procedures:

Term 1

All ECTs – Observation All staff – 2 x DDI

All staff: Book Looks 1 and 2: Department/SLT

SLT and Lead Practitioner Walks

Term 2

All staff – 2 x DDI

All staff: Book Looks 3 and 4 Department/SLT

SLT and Lead Practitioner Walks

Term 3

All staff – 2 x DDI

All staff: Book Looks 5 and 6 Department/SLT

SLT and Lead Practitioner Walks

Developmental Drop-Ins (DDIs), Learning Walks and Book Looks

Learning Walks (LWs) are an opportunity for middle leaders/aspirant middle leaders and the L&T Team to gain an informal insight into daily learning for students at SJC. As SJC operates an 'open door policy', LWs are simply an extension of this practice where the member/s of staff conducting the walk will be able to assess the consistency of practice within the given area. These are informal but will be used to identify strong practice which will be recognised through shoutouts during Friday morning Teaching and Learning Initiatives.

DDIs are used for Performance Management purposes. Process for DDIs:

- The purpose of them is:
 - To provide developmental feedback to staff
 - To provide meaningful and achievable targets to staff which they can access and record for appraisal purposes
 - To ensure, staff identified as needing support secure the support they need
 - To ensure the QA system is more accountable, timely and proactive

Process for DDIs

- **DDIs** will last for no longer than 20 minutes. Staff are informed of DDI 'window' in advance
- The purpose of the DDI is **provide developmental feedback**
- All teachers ~~get~~ will receive a **postcard and BlueSky feedback**, with two strengths and **one actionable target** for improvement recorded on BlueSky.
- Teachers are **held accountable for ensuring that the feedback translates to practice** in their next DDI.
- DDI strengths and actionable targets will be based on the SJC 6 rubric areas.
- If a member of staff has 2 or more lessons which are identified as requiring 'significant development' this will trigger a support plan being put in place by their line manager. A support plan will also be triggered by 4 or more DDIs which are show the need for 'further development'.

Book Looks

We use Book Look checks to maintain standards. Book look records will be scanned and sent to staff so that they can upload this evidence to Bluesky.

Essentially, we expect to see the following:

- Schemes of Learning are being followed and so is the sequencing of lessons;
- Students are being set appropriate and demanding work;
- Students are being given a wide variety of tasks;
- Progress Checks are evident
- Learning is appropriately adapted for students;
- Work and Extended Learning are presented well;
- There is evidence of pink feedback in line with school policy
- College procedures such as use of the **purple pen** for marking, the **Green Pen Policy** (GPP), the literacy marking symbols and Extended Learning are being maintained; and
- Extended Learning is regularly set and recorded accurately on Satchel:one.

Coaching and Support Programme

We believe that supporting staff to develop and progress in their pedagogy is a fundamental part of teaching. Therefore, we offer an informal programme where teachers can receive support from their Head of Department. The service is confidential and informal. Staff may be referred to the programme through the DDI process or through self-referral. Their progress will be reviewed at timely intervals.

Key areas:

- Up to 2 weeks for intervention on lesson planning

Following 3 areas are allowed up to 4 weeks active coaching intervention:

- Attitudes towards learning
- Assessment for Learning – checking for understanding
- Adaptive Learning

Support plan process

If issues are identified through the quality assurance process, then a support plan will be put in place to ensure that staff are able to meet the SJC expectations for teaching and learning.

Support plans will last for one half term or up to six weeks, whichever duration is longer. Plans will be overseen by Line managers, Heads of Department or Lead Practitioners. SLT links for departments must be consulted before a support plan is initiated for a member of staff.

A support plan may be introduced in response to any of the following:

- Two DDIs which are identified as ‘significant development needed’ within the space of one academic year.
- Four DDIs which are identified as ‘further development needed’ within the space of one academic year.

A support plan may also be introduced if there have been DDI outcomes of one 'significant development needed' or fewer than four DDI outcomes of 'further development needed' but also in combination with any of the following:

- Concerns raised through the book look process.
- Issues with professionalism or HOD/LM significant concerns in relation to meeting teacher standards.
- Significant concerns in relation to meeting the expectations of the SJC staff code of conduct which impact on teaching and learning.

Support plan foci/areas for development will be agreed by the member of staff involved and their LM/HOD/assigned LP and SLT link in advance of the process starting. The support plan will use the standard SJC proforma, with any adaptations agreed by the reviewee, reviewer and SLT link.

The support plan proforma will include foci/areas for development, action steps, dates for review of actions and evidence for actions to be completed during review stages. The action steps will be RAG rated with clear evidence for the judgements being provided. To pass the support plan all actions must be rated 'green'. Regular meetings will take place every two to three weeks between the reviewee and reviewer to review the support plan actions and identify any necessary additions or adaptations.

If there are some ongoing minor concerns (rated 'amber') following the end of the process then the support plan may be extended for up to 3 weeks. If at the end of the initial support plan phase, there are still serious concerns (rated 'red') then there will be an escalation to capability procedures, unless there are mitigating circumstances which require for an extension of the support plan, as agreed by the headteacher.

Staff who fail to make the necessary improvements outlined in the support plan will be placed on capability. Refusal to engage with the support plan process will also lead to escalation directly to capability procedures.

How to address concerns?

If teaching staff disagree with feedback they have been given or the way in which QA procedures have been carried out, they are advised to address any issues directly with the middle or senior leader. They can also make the Senior Leader responsible for T&L/QA aware of the issue. Should the matter not be resolved through these informal arrangements, please refer to the line management structure and ensure that the Senior Leader for L&T/QA is aware.

Serious issues which remain unresolved through the employment of the above practices must then be deferred to the school policies relating to appraisal, dispute and disciplinary, and capability procedures.

And finally . . .

We want to support teachers and ensure that the College's message on teaching and learning is clear, consistent and comprehensive. Please take the time to read this policy carefully as we are committed to students at this College learning to a high standard *everyday every lesson*.