



# St Joseph's

Roman Catholic High School  
& Sports College

## Teaching & Learning Policy

*Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith.*

Approved by Governors: October 2015

Date for Review: October 2016

Signed Chair of Governors: P. Jones

Signed Headteacher: R. Woods

Governors Committee: Standards & Welfare

## **Gospel Values**

The term 'Gospel values' is commonly used in Catholic schools and other Catholic institutions; however, unless the term is unpacked and a common understanding formed of what true Gospel values are, there is a danger that what should be an objective Christian foundation, will itself become a random list of subjective values.

Whilst other 'values' may be found within the four Gospels and New Testament writings, it is the Beatitudes which: "...depict the countenance of Jesus Christ and portray his charity". Gospel values cannot therefore be values chosen subjectively from the vast corpus of the Old and New Testaments but are objective values revealed to us through Christ's proclamation. Such objective values are to be found rooted in the Beatitudes, the proclamation of Christ's Sermon on the Mount. The Beatitudes also "...reveal the goal of human existence, the ultimate end of human acts" and as such are the objective 'values' given by Christ himself.

Whilst not definitive, those Gospel values based on the Beatitudes which underpin this policy include:

*"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"*

Values: **Faithfulness & Integrity**

*"Blessed are those who mourn, for they shall be comforted"*

Values: **Dignity & Compassion**

*"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"*

Values: **Truth & Justice**

*"Blessed are the merciful, for they shall obtain mercy"*

Values: **Forgiveness & Mercy**

Rooted in the teaching of Christ, these Gospel values constitute the targets and outcomes of the educational enterprise for St Joseph's as a Catholic school.

# Purpose of the Policy

The purpose of this policy is to:

Ensure that the children at our school are provided with high quality learning experiences that lead to consistently high levels of pupil achievement for all.

Guide what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.

**Personalised learning** as a concept is understood to mean the development of five key components:

1. Effective teaching and learning;
2. Assessment for Learning;
3. Curriculum entitlement and choice for pupils;
4. School organisation; going beyond the classroom
5. Community initiatives

# Principles Guiding this Policy

## School Ethos

As a Roman Catholic high school, St Joseph's seeks to ensure that our pupils are educated in such a way that they can fulfil God's design for them by achieving all that they are able to (John 10:10). Pupils should leave the school not only well educated but as valuable members of God's family able to contribute to God's creation in a positive and rewarding way.

## Teachers' Learning

All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.

Professional development is essential for supporting all adults to develop their own learning.

Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

### **Teaching & Learning with Children**

We believe that children learn when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match and extend their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

### **The Learning Environment**

Learning takes place in an environment which:

- is challenging and stimulating;
- is engaging and focused;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;

### **The Learning Experience**

This should be organised to ensure that children have the opportunity to:

- Develop their spirituality;
- achieve academically;
- enjoy their learning;
- work individually, in groups and as a class;
- make decisions;

- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;

### **St Joseph's School Expects ...**

The following expectations set out shared principles and guidelines for staff and students to enable a productive and collaborative learning environment in school.

***(These expectations should be read in conjunction with Teaching and Learning: Procedures and Processes on pg. 8)***

### **Expectation of Students**

1. Students are expected to take responsibility for their own learning and strive to become independent, lifelong learners.
2. Students are expected to show respect for themselves and all other members of the school community.
3. Students should behave in a way that allows themselves and others to learn. This includes listening when others are speaking and supporting others when they are developing ideas.
4. Students need to learn to be resilient when things do not go as planned.
5. Students are expected to be organised and come to lessons, on time, with the correct equipment for their learning activities.
6. Students are expected to contribute to activities and learning in lessons. They need to attempt all activities.
7. Students are expected to approach their learning with enthusiasm and a positive attitude.
8. Students should focus on learning activities in lessons, and should be prepared to put their full effort into the activities
9. Students should meet deadlines and hand work in on time.

## **Expectations of Teachers**

1. Teachers should have a strong understanding of the principles behind good learning and teaching and be able to put these into practice.
2. St Joseph's teachers are expected to have high expectations of their students and be dedicated to inspire and encourage those that they teach.
3. Teachers should adopt the 'St. Joseph's Way' which is an agreed set of expectations of 'What a St. Joseph's lesson should look like' and aims to maintain consistency across the school.
4. Teachers should listen to students' ideas. They should involve students in their learning and discuss how to make progress.
5. Teachers should expect all students to make progress each lesson relative to their starting points.
6. Teachers should assess students' work and provide feedback regularly.
7. Teachers should be helpful, approachable, supportive and understanding of their students' needs.
8. All students should be treated with dignity and fairness.
9. Teachers should be positive about their students and enthusiastic about their learning. They should be warm, friendly and welcoming; having a good sense of humour is always useful too.
10. Teachers are role models and should model the behaviour that is expected from students. For example, teachers should treat students with maturity and respect.
11. Teachers should be assertive and exercise good classroom control. They should be consistent in applying school policies.
12. Teachers should be knowledgeable and enthusiastic about their subject disciplines.
13. Teachers are expected to be organised and prepared for their lessons.
14. Teachers are expected to be on time to lessons.

## **Expectations of Form Tutors**

Form tutors are responsible for contributing to, and monitoring the progression and well-being of, individual pupils in their tutor group and for providing support and advice to those pupils, both socially and academically.

This is achieved by.

- monitoring academic progress and attitudes of individual pupils through academic tracking/progress ;
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance;
- Following the behavioural, referral, rewards & sanctions policies and procedures where appropriate.
- Promote the health and well-being of pupils.

## **Expectations of Subject Leaders**

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. Gifted & Able pupils, gender groups, vulnerable groups);
- monitoring pupils' work through work scrutiny: regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality and consistency and to implement strategies for improvement;
- observing teachers regularly and giving constructive feedback in line with the school's Appraisal Policy; whole school SEQA calendar and through the developmental model intended to improve the quality of teaching and learning.
- Evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.
- Preparing an annual department self-evaluation and improvement plan.

## **Expectations of Managers of Learning**

Managers of Learning are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress and potential of the year group, and using pupil data to identify and set targets for specific pupils according to their needs, e.g. underachievement, able pupils;
- triaging appropriate interventions following data capture points through Progress to Target Meetings with members of the Leadership Team
- maintain an overview of the experience of pupils in their year group by e.g. monitoring the number of detentions, use of the Inclusion and Nurture Rooms, cross-curricular activities;
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners, prayers;
- monitoring attitudes to learning through e.g. attendance and homework; and reporting back to the School Leadership Team and to staff as requested

## **Expectations of School Leadership Team**

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through

- SEQA and Progress to Targets meetings;
- Classroom observations of teaching;
- Learning Walks and 'Pop Ins'.
- Work scrutinies and work sample.

## **Expectations of Governors:**

The Governors will monitor and evaluate the effectiveness of the Teaching and Learning Policy on an annual basis.

## **Teaching and Learning: Procedures and Processes**

### **Teaching Planning and Preparation**

Teachers should plan lessons:

- which allow pupils to progress in their learning;
- which are engaging, enjoyable and interesting.
- where the learning that is required to take place in each part of the lesson is clear and checkable;
- which uses a clear structure, based on current research which helps pupils to understand how to improve
- which allows pupils to develop and practice higher order thinking skills such as creativity, synthesis, evaluation, analysis, problem solving, decision making and application;
- which are differentiated for varying needs by task, resources, outcomes and/or method
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;
- which provide pace and challenge for all pupils;
- which use effective questioning and AFL techniques to direct and challenge pupils;
- which incorporate the school's Literacy, Numeracy and ICT strands;
- which meet external requirements;
- which are informed, when appropriate, by prior learning
- which meet the requirements of the Lesson Observation protocols

### **Teaching styles**

Teachers should use teaching strategies which:

- allow pupils to learn in different styles i.e. visual, auditory or kinaesthetic;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning;
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience;
- use others to help deliver the lessons (e.g. other pupils, support staff, outside agencies).

### **Assessment, Recording and Reporting (See Policy)**

Teachers should:

- assess pupils' work regularly according to the school assessment policy and marking policy;
- use analysis of assessments to inform their teaching and support pupils' progress;
- use data to inform planning to ensure pupils are working at their full potential and set targets to achieve this;
- inform parents and appropriate staff within school of pupils' progress or underachievement.

### **Individual needs**

Teachers should:

- be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, able gifted and talented;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning;
- use IEPs/ Student profile Information as working documents in their planning to differentiate work for individual pupils.
- be aware of pupils medical and additional needs.

### **Learning**

Pupils should:

- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the standards of behaviour and conduct expected in St Joseph's.
- take responsibility for improving their own learning;
- ask for help if required.

### **Continuous Professional Development**

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at subject meetings in order to share good practice;
- plan their own CPD programme in conjunction with their Appraiser as a result of the Appraisal process.

## **APPENDIX** *(outlining the process and the implementation of the new developmental model in 2015-16)*

# **Reviewing, Monitoring and Evaluating the quality of Teaching and Learning**

The rationale and key principles agreed are:

- **ALL staff should feel supported in their development and feel valued in the process.**
- Observations are a developmental part of teachers professional development and their practice and school evaluation of the quality of T&L.
- The school must be able to define it's position based on the quality of T&L when measured against the Ofsted criteria and to promote staff development to further improve outcomes for the pupils of St Joseph's.
- All pupil facing staff should be aware of their strengths, areas for development and how they support department and whole school progress towards improvements.
- CPDF supports personalised teacher development.
- Develop consistency in lesson observations and the provision of feedback that is immediate, constructive and supportive to encourage development.

Currently the school is in a phase of change in terms of the monitoring of Teaching and learning. Following the huge drive on T&L in 2014-15 the school is now ready to move to a more developmental model for the monitoring and evaluation of Teaching and learning as follows:

- Remove Ofsted judgements in ALL Learning Walk observations. There will be no judgment available even if the teacher requests this information.
- Learning Walk observations to be paired carried out by individual staff (staff can request a partner if they don't feel confident to identify strengths and AFDs if they wish), but do not necessarily have a TLR post holder or a member of SLT. **NO JUDGEMENTS AT ALL!**
- Lesson Observations- first ones (previously called Formal Lesson Observations) will be paired observations with HOD and SEQA link for all- no judgement for the lesson, but the HOD and SEQA link would consider all T&L evidence to arrive at a T&L overtime judgement for each member of staff (teachers can request this judgment if they wish). A PLC will be set up to consider how we can remove these judgments, but still allow staff to meet appraisal objectives.
- Open door week to take place in triads, agree a focus, one golden nugget and one action or something to take away from the pop in (15 mins max)
- Feedback forms will remain the same with strengths and AFDs, but the judgement box will be removed.

Feedback- observers will continue to feedback using a proforma with notes about What Went Well (WWW) and Areas for Development (AFDs). All feedback will be shared with

the teacher who should look to respond based on the areas for development AND the areas of strength. For example, recommend to share area of strength at a Share and Show; in triads, in department meetings and will report back on progress against area for development at triad meeting or any Individual Support Plan (ISP) meetings (if relevant). All feedback is to be shared with JMo, HOD and Department Teaching and Learning Lead and this should be the responsibility of the teacher and coach (if appropriate) to measure progress. The Department lead on Teaching and Learning should use this information to gauge CPDF demands and department areas of strength. This will feed in to the department SEF.

CPDF will be tailored to individual teacher needs and Moving Forward Programmes and Individual Support Programmes (ISPs) will be implemented to support any teachers who require it and, wherever possible to avoid teachers reaching the stage of capability procedures (**see appendix 2 for procedure**). Coaching will form a huge part of any ISPs.

Work scrutiny will include departmental work scrutinies carried out by all members of the department, individual work scrutinies carried out by the HOD and SLT SEQA link (initially), work sampling (all books for several pupils across the age range). SLT will carry out the work sample, but all other staff will be invited to participate if they wish as this exercise provides a good overview of the quality of feedback across all subjects and also highlights any differences in the pupils attitude to learning in the various subjects.

Progress to target meetings will take place after each data capture between every pupil facing member of staff and their line manager.

The purpose of these meetings is to put intervention in place in areas of underperformance and celebrate success etc. Data capture data should take on increased significance as line managers will need to forensically interrogate the data to check validity and to ascertain accuracy.

## **Evaluation of Teaching and Learning- once the developmental model is adopted (see appendix 3 for flow chart demonstrating triggers for formal observation):**

Data Capture Data – Line Managers will validate the data within data capture and JMo together with the AHT Achievement-KW will put measures and support in place to ensure the accuracy of this data. Underperformance based on Data Capture data could trigger a formal review, including observation of a teacher.

Teacher Work scrutiny –Work Scrutiny, Individual Work Scrutinies and whole school work sample, the evaluation strand has the option for executing a spot check Work Scrutiny of an individual teacher. This can be triggered by HOD feedback, Data Capture data or as part of a random QA process.

Progress to Target Meetings – Copies of meeting minutes and actions will still be shared with JMo and AHT Achievement (KW) having access to the notes to utilise them in the QA process. Concerns raised at these meetings could result in a formal review, including observation.

Department SEF – The development of the department SEF should mirror the whole school SEF and draw indicators of performance and direction for the department. This should be reviewed and adjusted regularly by the department and Line Manager based on feedback from observation data, Data Capture and intervention.

Work sample – Whole school work sample should still form part of the school's response to monitoring progress over time and the accuracy of marking, feedback / homework etc. Calendared dates should be published and all staff will be invited to take part in the sample to reach a published conclusion. This again, could trigger a formal review, including observation or individual teacher work scrutiny.

## **External validation of the internal evaluation of T&L:**

Department Review – In order to continue to support department development and to act as a validation of department progress against the SEF, the school will employ Department Review periods with, wherever possible, the of capacity being drawn from external sources. Such a review would include external partners; SIP schools. The Department review should also include either the HOD or Second in Department to supplement the team, similar to the process of the head teacher with that of Ofsted team meetings.

School to school peer review –The Bolton Learning Alliance provides us with 9 days secondment, which could include us observing in other schools or us requesting support from other schools for our own development. This could involve senior leaders from other schools in the borough to provide a tailored and reportable whole school evaluation to validate the school's SEF and provide improvement evidence for reporting to governors/LA/Ofsted.

Diocesan support- review of RE before section 48 or look at whole school ethos.





## APPENDIX 2: Moving Forward and Individual Support Programme (ISP) Procedure

### Moving Forward and Individual Support Programme (ISP) Procedure 2015-16

#### **Rationale:**

*To provide a rigorous support programme for staff who are not meeting the teacher standards and to ensure a clear framework of for any member of staff reaching capability procedures. The purpose of the programme is to promote improvements in the performance of individual staff through target setting and support. It is essential that the dignity and respect of every member of staff involved is embraced at every stage of the programme.*

#### **Triggers for Moving Forward and ISP include:**

- *Teaching and learning over time is considered 'Inadequate' or 'Requires Improvement'.*
- *Concerns raised from Progress to Target meetings regarding pupil progress*
- *Concerns about data from data capture*
- *Concerns raised from scrutiny or sample of work*
- *Concerns from Appraisal review meetings about failure to meet the teacher standards*
- *Concerns raised from departmental reviews*

**Procedure (at each stage prior to capability Occupational Health is offered as an optional support if the member of staff wishes to request this support):**

#### **PHASE 1 (approx 5-6 weeks):**

1. Member of staff identified by one of the triggers above (HOD refers to SLT link)
2. SLT link informs JMo
3. SLT Link and JMo plan the Individual Support Programme
4. SLT Link arranges an initial meeting with the identified member of staff to discuss the programme and support.
5. SLT Link meets the identified member of staff on a weekly or fortnightly basis (depending on need) to discuss progress towards targets and plan support. Minutes should be recorded using the proforma below (copies should be sent to RW, JMo, HOD and the SLT link should keep a copy for their records:

ISP FOR Meeting held with ?? Friday 26/9/14	Phase 1: 26 <sup>th</sup> September 2014 – wc 3 <sup>rd</sup> November 2014  (Review every 5/6 week)	Copies to JMo, HOD, SLT Link and RW  The following areas of improvement have been identified.	Start Date – Friday 26 <sup>th</sup> October 2014  End Date – Friday 7 <sup>th</sup> November 2014		Review/Meeting with ?? Date 1:  Review/Meeting with ?? Date 2:  Review/Meeting with ?? Date 3:  End of Phase 1 review- 7 <sup>th</sup> November 2014
<b>Area</b>	<b>Current Performance</b>	<b>Expectations</b>	<b>How to Achieve</b>	<b>Planned Support</b>	<b>How/Who Monitors</b>

### Phase 2: (Approx 3 weeks)

1. If a member of staff is failing to engage with the programme or failing to make progress it then moves to phase 2.
2. JMo will meet with the member of staff to discuss progress and explain that Phase 2 is the next stage of the support programme and raise concerns about the lack of progress.
3. New targets are set and meetings with JMo and the member of staff take place of a weekly basis.

### Phase 3: (Approx 3 weeks)

1. If a member of staff is still failing to make progress or engage with the support programme another meeting with RW/ JMO and a Governor will take place to inform the member of staff if improvements are not evident in this phase, the next stage is capability procedures.
2. New targets are set and meetings with JMo/RW and the member of staff continue to take place of a weekly basis.

### Probationary Period following removal from support programme (half a term):

1. When a member of staff has been successful in the ISP and Moving Forward support programme, support will be removed in order to measure the impact of the support and to ascertain whether the member of staff is able to meet the Teacher Standards (in line with their responsibilities) without intensive support.
2. During this period lesson observations/ learning walks will be carried out, book scrutines and progress data meetings will take place on a weekly basis carried out by the HOD, JMo, SLT SEQA Link and/ or the Headteacher. Pupil Voice will also be reviewed during observations as part of this process.

3. Where the member of staff is considered to be meeting the Teacher Standards after the probationary period, they will be removed from the support programme and engage with whole school CPDF in line with all other staff. Individual support needs that arise from future SEQA activities will be addressed on an individual basis in line with all other staff.
4. Where a member of staff is considered to be still failing to meet the Teacher Standards (in line with their responsibilities) they will then move onto capability procedures.

**Triggers for failing the probationary period and moving to capability procedures:**

- *Teaching and learning overtime is considered as 'Inadequate' or 'Requires Improvement'*
- *Concerns raised from Progress to Target meetings regarding pupil progress*
- *Concerns about data from data capture*
- *Concerns raised from scrutiny or sample of work*
- *Concerns from Appraisal review meetings about failure to meet the teacher standards*
- *Concerns raised from departmental reviews*

**Capability procedures:**

Please refer to whole school Capability Policy.

Please note- if a member of staff is placed on capability procedures, an Occupational Health meeting will be organised at a convenient time for the member of staff to offer additional support.







## Appendix 3

### Draft 1 Flags to trigger additional observations and support.

