



St Joseph's Roman Catholic High School

Teaching & Learning Policy

Jesus Christ is our family role model

Opening our hearts and minds to dream the impossible and
achieve beyond our wildest imagination

Everybody is valued and respected

Young and old will journey together to build God's Kingdom.

Striving for academic excellence and celebrating success in all
we do

Approved by Governors:

Date for Review: February 2019

Signed Chair of Governors: P Jones

Signed Headteacher: T McCabe

Governors Committee: Standards & Welfare

Policy Impact Statement	
Policy: Teaching and Learning	
This Policy has been implemented:	
Fully	✓
Partially	
Occasionally	
Not at all (give reasons why)	
What revisions need to be made:	
To the Policy?	
To its implementation?	

Current version	Previous version	Summary of changes made
		Pages 6-12 Green font are additions, red font to be deleted. Pages 15-20 all new

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

The Learning Experience

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.

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)

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.
10. Students are expected to take pride in all of their work and work with maximum effort in every lesson.
11. Students are expected to respond to all teacher feedback in order to make further progress.

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. Where the standard of pupils work falls short, teachers should challenge pupils and implement sanctions where necessary.
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.
Teachers should plan using the St Joseph's Lesson Structure (LEARNing Episodes) to ensure consistency in learning 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 in line with The Impact Marking Policy.
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.
- ensure planning allows all pupils in each year group to be taught the same topic and lesson at the same time with differentiated resources.
- all plans using the St Joseph's lesson structure (LEARNing Episodes) should be saved to the shared teaching and learning file on the common drive (for all plans from the Summer term-ongoing).
- 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 Heads of Year

Heads of Year 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.
- Lesson visits and 'Pop Ins'.
- Work scrutinies, book looks 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 the St Joseph's Lesson structure (LEARNing Episodes).
- 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, including responding to teacher feedback.
- 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 2017-18)

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, lesson visits, book looks, PTT meetings 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 a large number of new staff taking up post since September. In September, the school moved to a Self-Evaluation and Quality Assurance process that endeavoured to empower middle leaders to develop the quality of teaching and learning within their departments. We had also removed T&L over time judgements, but following on from the LA review, we intend to change our quality assurance systems and protocols in the following ways:

- Re-introduce Ofsted judgements of T&L overtime in attempt to increase teachers understanding of what 'good' or better teaching and learning looks like observations.
- Lesson Observations - will be paired observations with HOD and SEQA link for all-judgement will be made and shared with the teacher. The HOD and SEQA link will 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).
- Feedback forms will remain the same for lesson observations with strengths and AFDs, the judgement box will be reintroduced.
- SLT walkabout will become timetabled Lesson Visits where SLT will provide written feedback with strengths and AFDs will be given to the teacher. This means that every teacher will be visited at least every fortnight.
- Reintroduce department work scrutiny.
- For some Middle Leaders - take back control of the SEQA calendar.
- Invite staff to shadow SLT on lesson visits.
- Invite staff to carry our paired walkabouts.

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. The proforma used for work scrutiny will no longer have Ofsted grading, but provide the opportunity to RAG each criteria.

Progress to target meetings will take place after each data capture between every pupil facing member of staff and their line manager. For Year 11, the first PTT meeting following the mocks will be chaired by [K Walsh](#) and J Morgan to ensure consistency.

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

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 Book Looks –Department and Joint Book Looks, Individual Book Looks and whole school work sample, Book Looks of an individual teacher can be triggered by HOD feedback, Data Capture data or as part of a random QA process and as part of the SEQA calendar.

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.

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 Headteacher 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.



ST JOSEPH'S RC HIGH SCHOOL

APPENDIX 2: Moving Forward and Individual Support Programme (ISP) Procedure 2017-18

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:

- *Concerns raised from lesson observations and/or learning walks.*
- *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

All staff receive individualised support through the school Self-Evaluation and Quality Assurance (SEQA) process - 'holding others to account the St Joseph's way'. Evidence of findings, actions and impact of SEQA activities will be recorded in Department and Manager of Learning SEQA folders and logs.

Any concerns raised from the SEQA activities can trigger Phase two.

Phase 2: (4 weeks)

1. If any concerns are raised during SEQA activities, the member of staff will be placed on Phase 2 of the Moving Forward programme.
2. The HOD and SLT Link (or a member of SLT) will meet with the member of staff to discuss progress and explain that the programme is supportive and intended to avoid Capability, which is the next stage if improvements are not evident in the next four weeks.
3. Weekly targets are set and meetings (that are minuted) with the HOD and SLT link (or a member of SLT) and the member of staff take place of a weekly basis.

If improvements are evident during and after Phase 2 the member of staff will enter into a probationary period and the support programme will be removed (2 weeks):

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 looks and progress data meetings will take place on a weekly basis carried out by the HOD, SLT SEQA Link and/JMO 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 and Phase 1 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.*

Phase 3: Capability

TMC and Governors begin Capability Procedures and support.

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.

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.