



# Teaching and Learning Policy

Approved by Governors on 17 May 2016

Review Committee: Standards and Effectiveness

Review Term: Biennially



## **TEACHING AND LEARNING POLICY**

### **Mission Statement**

*“Love one another as I have loved you” (John, 15)*

We believe that Jesus Christ and his Gospel Call – to love God and all people  
– are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in  
achieving their potential – spiritually, academically and personally.

## **Christ the King Catholic High School** **Teaching and Learning Policy**

### **Vision Statement**

Students of all abilities at Christ the King will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and opportunities given to accommodate differing learning styles.

School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.

The purpose of this document is to inform and involve teachers, and those to whom they are accountable, concerning the policies, procedures and plans of the school with respect to teaching and learning.

### **Aims**

We at Christ the King aim to:

- To provide a safe, stimulating and productive learning environment which enables everyone to develop as individuals in all aspects of life.
- To enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To provide a broad, balanced and relevant curriculum in line with the National Curriculum and examination board specifications that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving school.

### **Objectives**

Our objectives are:

- To raise standards
- To raise levels of achievement in all subject areas at both key stages
- To raise student expectations of their own performance
- To ensure high standards of behaviour in all aspects of school life.
- To ensure that every learner is offered the opportunity to become an effective learner and to succeed academically, socially, culturally and physically.
- To ensure that learning is inclusive for all students.
- To develop the following key aspects of learning; enquiry; problem solving; creative thinking; information processing; reasoning; evaluation; self-awareness; motivation; empathy; social skills and communication. These aspects can be applied across the curriculum both inside and outside the classroom and are crucial to becoming lifelong and effective learners.

### **Teaching**

**Planning, preparation and procedures supported by the Teaching and Learning section of Firefly**

Teachers should ensure that

- Students follow the Classroom Code of Conduct which is displayed in every classroom.
- Organise a seating arrangement for the students which is recorded on a seating plan and takes into account targets and specific needs.

- The learning objectives are clearly displayed, using the objectives board, in order to inform the students of what they will explore, know, understand and be able to do by the end of the lesson.
- They plan lessons which allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application and have links to long term assessment goals.
- The lessons are differentiated for varying needs by task, resources, outcomes and / or method.
- The lessons provide pace and challenge for all students
- Use is made of stimulating resources including the use of ICT (in accordance with the CTK ICT protocol), which are differentiated as appropriate to the students.
- Home Learning and Extended Learning Tasks are set to consolidate or extend the learning in a lesson or series of lessons and should be marked according to the school Marking and Feedback policy.

a) Teaching Styles

Teachers should use strategies which:

- Allow students to learn using a variety of learning styles i.e. visual, auditory or kinaesthetic.
- Allow students to work both independently and collaboratively, and which contribute to one another's learning.
- Use positive behaviour management and encouragement for students to achieve, including praise and rewards (according to the CTK Behaviour Policy).

b) Assessment, Recording and Reporting (see policy)

Teachers should:

- Provide assessment opportunities, and appropriate assessment activities regularly, in order to inform the learning process.
- Incorporate the use of peer and/or self assessment by the students to enable them to have ownership of their learning and progress.
- Use analysis of assessments to inform their teaching and support students' progress.
- Use data to ensure students are working at their full potential and set targets to achieve this.
- Use tracking and monitoring reports to provide intervention for students who are underachieving.
- Inform parents and appropriate staff within school of students' progress or under achievement.

c) Learning Support

Teachers should:

- Be aware of the specific learning needs of their students through the SEN register.
- Consult with SENCO about the needs of individual students when appropriate.
- Work with other appropriate staff to ensure students are supported in their learning.
- Ensure that IEPs are updated and used as working documents.

#### d) 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 Leadership Group meetings, Department meetings, Coaching, Learning 3s and Whole School and voluntary Insets in order to share good practice.
- Plan their CPD programme in line with their Appraisal Targets.

#### Learning

All staff should have the highest expectations of all students. They should expect students to:

- Be prepared for lessons with the correct equipment
- Complete home learning tasks to enhance and consolidate their learning.
- Take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work.
- Make a positive contribution to class discussions
- Follow the school code of conduct
- Take responsibility for improving their own learning
- Ask for help if required
- Be fully involved in the learning activities
- Be sensitive to the needs of others
- Be able to cooperate with others.
- Be encouraged to use higher order questioning, thinking and communication skills.
- Extend their learning beyond school

Teachers should:

- Work with A sense of common purpose and show commitment to a shared vision.
- Value students' achievements and high standards of attainment.
- Believe that all students can learn and be successful
- Be open to continuous learning themselves
- Have a shared and developing understanding of how students learn.
- Establish effective systems to check that teaching and learning are taking place as effectively as possible in order to facilitate general and individual improvements in teaching and learning.
- Recognise that there are variables that can affect an individual student's ability to learn e.g. social skills and behaviour, access to appropriate resources, cognitive skills
- Recognise that students as individuals have their own preferred learning styles i.e. visual, auditory, and kinaesthetic.
- Consider provision for different students e.g. those who have Special Educational Needs or are Able and Talented in any particular area.

## Monitoring and Evaluation of the Quality of Teaching and Learning

Monitoring and evaluation principally takes place through department reviews, completion of department SEF, classroom observation of teaching and learning, and work scrutiny.

A comprehensive review of teaching and learning takes place by the SLT annually, in order to get an overall view of standards throughout the school and to track progress made on the School Improvement Plan (SIP & DIP). Ongoing reviews take place to focus on particular issues or to support where the need for development has been identified.

### Aims of Reviews

- To identify and share good practice.
- Evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement
- Track progress on teaching and learning issues identified within SIP
- Identify key aspects of teaching and learning for development by departments and for the whole school.
- Identify teachers in need of support.
- Standardise monitoring procedures including lesson observation and work scrutiny.

Monitoring and evaluation of teaching and learning is a whole school responsibility and as such subject teachers, HOD, Achievement Coordinators, House Tutors and mentors all have a role to play.

### Heads of Department

Heads of Department are responsible for the effective teaching of their subjects evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

They should:

- Evaluate the teaching of their subject and the planning of lessons in order to lead action for improvement.
- Ensure curriculum coverage and progress for all students
- Establish and implement clear policies and practices for assessing, recording and reporting on student progress and setting targets for future improvement.
- Analyse and interpret data on students' performance against school expectations and other comparative data (e.g. Raiseonline)
- Monitor students' work by regular work scrutiny to ensure quality, consistency and to implement strategies for improvement.
- Observe the lessons of teachers in the department in accordance with the school lesson observation schedule and give constructive feedback. This will also inform the Performance Management of the teachers.
- Evaluate progress of teaching and learning in the DIP, in line with the SIP.
- Ensure that good practice in Teaching and Learning is shared across the department.

### Subject Teachers

Subject teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

They will achieve this by:

- Self-evaluating their subject knowledge and understanding of educational initiatives.
- Self-evaluating the quality and effectiveness of their own teaching and classroom management.
- Self-evaluating their contribution to the policies and aspirations of the school.
- Being involved in school CPD programmes i.e. Learning Threes.

### Achievement Co-ordinators

Achievement Coordinators are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their House.

They will achieve this by:

- Monitoring an overview of the experience of students in their House by e.g. monitoring the number of commendations/referrals, inclusion and cross curricular or extra curricular activities.
- Monitoring the work of house tutors and the quality of tutor time by activities such as checking the homework planners.
- Monitoring attitudes to learning through attendance.
- Analysing tracking data for those in their House to identify underachievement and implement appropriate intervention strategies.

### House Tutors

House Tutors are responsible for contributing to and monitoring the progression and well being of individual students in their tutor group, and for providing support and advice to those students both socially and academically.

They will achieve this by:

- Monitoring academic progress and attitudes of individual members of their group through academic tracking (SIMs)
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning.
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.

The implementation, co-ordination and monitoring of the Teaching and Learning Policy is the responsibility of the Assistant Headteacher for Teaching & Learning and the Headteacher, working with the Governing Body.

This policy is a working document and therefore is open to change and restructuring as and when the need arises. It will be reviewed every 2 years in order to ensure its effectiveness.