



St Augustine's Roman Catholic School

Teaching and Learning Policy

Policy Status	
Persons responsible for implementation and monitoring:	SLT and Heads of Faculty
Date of review:	December 2017
Date of next review:	December 2019
Chair of Governors:	Dr Dianne Swiers

Rationale:

At St Augustine's we aim to:

- Ensure teachers are responsible both collectively and individually for the delivery of high quality lessons that are planned effectively to maximise learning and progress: meeting the needs of all learners.
- Ensure the development of current and future practice

This rationale requires:

- Teacher to have high expectations of all pupils regardless of ability
- Teachers to make the development of pupils their main priority
- Excellent subject knowledge and a commitment to developing that knowledge to prepare our learners for life beyond school
- An informed appreciation of how pupils learn
- Well-structured lessons with a clear sense of purpose
- An awareness of pupils capabilities and knowledge of their prior learning
- Effective marking and feedback that informs pupil progress
- Teachers to check the understanding of pupils and to adjust the learning experience as and when appropriate
- Teachers to intervene when the needs of individual pupils are not being met

Quality teaching:

- Creates a positive atmosphere in the classroom through building and maintaining excellent relationships
- Provides carefully structured learning matched to pupil's needs
- Give pupils independence and responsibility for their own learning
- Develops well-planned. Prepared and paced lessons that maintain a high level of interaction and engagement in pupils
- Utilises good practice shared through lesson observations and delivered in effective CPD
- Uses additional in-class support to effectively support pupils progress
- Provides challenging work to support learning and develop independent study

Quality learning is:

- When pupils are enthused by what they are learning
- An active process – a product of doing rather than learning
- Linked to prior skills and knowledge
- Centred on learners taking significant responsibility for their own learning and being safe in their learning environment
- Where pupils can demonstrate when and how they make sustained levels of progress

Promoting and evaluating the policy

This will be achieved by:

- A firm and positive commitment from all stakeholders
- The Heads of Faculty
- A clear focus on learning within our review and evaluation progress
- Establishing close links with Appraisals and CPD
- Evaluation of data, pupil and parent voice and governance
- Evaluation of the findings of external agencies

The roles of other stakeholders

Much of the above is clearly about the role of the teacher.

The roles of the governors, parents/carers and pupils are:

The governor

It is the governors' role to monitor and review the policy and its practice through:

- Regular visits by link governors to monitor the delivery of subject areas through liaison with the relevant Head of Faculty
- To receive reports from the Head Teacher
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all.

Parent/Carer Role

Parents/Carers are encouraged to support their student's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Sharing with the Teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parents' Evenings and other important meetings.
- Supporting their child and the Teacher by becoming actively involved in the operation of any Special Educational Needs and Disabilities processes.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct equipment or kit.
- Communicating regularly with the school through the pupil planner.
- Agreeing to and supporting the school's systems that support their child's welfare

Pupil Role

Pupils should support their teaching and learning by:

- Wanting to learn.
- Behaving well.
- Believing they and others can achieve.
- Staying on task in lessons.
- Using the pupil planner appropriately.
- Being ready for learning — having the right equipment, uniform, frame of mind.
- Taking responsibility for their learning.

The Classroom

In order to maximise pupils' progress staff follow a set of protocols in the classroom that assist in creating a stimulating environment for learning:

- Use the '1-2-3' behaviour system where necessary
- Teachers maintain routine and order in lessons in accordance to the behaviour policy
- Use a well-considered seating plan that maximises pupil learning
- Teachers' marking and feedback is given in green ink
- Pupil marking and responses are given in red ink