



TEACHING AND LEARNING POLICY

**Learning to value
Learning to give
Learning to achieve and
Growing in the peace of Christ.**

1 RATIONALE

- 1.1 Teaching and Learning in St Benet Biscop Catholic High School is designed to develop the student as a whole person, providing opportunities for students to learn successfully, while ensuring their faith development. Our teachers work within a positive culture that values learning and the uniqueness of each individual.
- 1.2 Our students` learning will be within the “Every Child Matters” framework, ensuring that each student will:
 - 1.2.1 Stay safe
 - 1.2.2 Be healthy
 - 1.2.3 Make a positive contribution
 - 1.2.4 Enjoy and achieve
 - 1.2.5 And achieve economic well-being
- 1.3 Of all the factors in a school that contribute to student learning, the quality of teaching is the single most important. Through continuous professional development we will ensure that teachers have the skills to engage students, cater for their different learning needs and monitor progress towards identified learning outcomes. Effective teachers have high expectations of their students and possess excellent subject knowledge, a rich repertoire of teaching strategies and are keen to innovate.

2 THE LEARNING ENVIRONMENT

- 2.1 As a learning community, we encourage risk-taking and creativity by staff and students, seeking to improve the quality of student learning. As a TLA school we actively support Action Research as it provides opportunities for teachers to investigate different strategies and ideas and so improves pedagogy and practice. It is our aim to foster a culture of learning through effective CPD which is mainly in-house; teachers benefit from collaborative working and development models such as coaching, to encourage reflection in a supportive manner.
- 2.2 As a SEAL Tracker school we aim to achieve a safe and effective learning environment that is physically comfortable, socially and emotionally supportive, well-resourced and orderly. Teachers are encouraged to make positive use of display within the classroom as a means of motivating visual learners and stretching students` thinking.
- 2.3 Good behaviour is essential if learning is to take place; encouraging such good behaviour is the responsibility of every member of the school community. As a community we aim to support every student in ensuring they benefit from a safe, encouraging and stimulating environment so that they can achieve their potential. (Behaviour Policy)



TEACHING AND LEARNING POLICY

- 2.4 The school has developed teaching and learning in line with the National Strategies. This has included the development of Thinking Skills, the use of the Accelerated Learning Cycle and a focus on Assessment for Learning; there is also an emphasis on Philosophy for Children which is introduced into the Year 9 Core Studies scheme of work and proves a useful teaching strategy in other subjects as it encourages listening and questioning skills.

3 THE LESSON

- 3.1 Each department will have an agreed lesson structure; this may be based on accelerated learning, a three-part lesson or a four-part lesson, but it will include the following:
- 3.1.1 Shared, displayed lesson objectives
 - 3.1.2 Related activities designed to engage a range of learning styles
 - 3.1.3 A plenary which links back to the objectives
- 3.2 Good practice has been recognised by teachers and students alike and their views about what constitutes a good lesson are that there should be:
- 3.2.1 Positive relationships which generate confidence and self-esteem in students
 - 3.2.2 A clear explanation of the “Big Picture” and links to previous learning
 - 3.2.3 A variety of activities appropriate to the learning objectives and which take account of different learning styles
 - 3.2.4 A clear explanation of success criteria and learning outcomes
 - 3.2.5 Pace and challenge, maintaining and stimulating interest for all students and creating high expectations of achievement and behaviour
 - 3.2.6 Quality and skilful teacher questioning which includes open questions designed to challenge the thinking of all students, including the most able
 - 3.2.7 Opportunities for students to work on their own and develop independent learning skills
 - 3.2.8 Opportunities for students to work with their peers to share ideas and to present them to the class
 - 3.2.9 Encouragement of student questions
 - 3.2.10 High quality, specific oral and written feedback which shows students how to make progress
 - 3.2.11 Opportunities to make students aware of the development of their higher order thinking through metacognition
 - 3.2.12 The use of praise to encourage achievement and celebrate success
 - 3.2.13 An opportunity to re-visit objectives during, or at the end of the lesson, to ensure clarity about what has been achieved



TEACHING AND LEARNING POLICY

4 SPIRITUAL, MORAL, SOCIAL AND CULTURAL

- 4.1 All teachers should recognise opportunities to explore spiritual and moral aspects of their subjects; students should be encouraged to ask questions and gain awareness of ethical issues that arise during lessons. As members of our community students will be given opportunities to develop their faith; prayers and liturgies will form part of their learning experience.

5 INDEPENDENT LEARNING

- 5.1 In order for students of all abilities to achieve their full potential, it is important that they become independent learners and are not limited to the learning within the classroom or that prescribed by the teacher.
- 5.2 It is the responsibility of the teacher to engage the interest of students and inspire them to become independent learners. Schemes of work need to build in the skills required for independent learning, such as research skills, reading skills, analytical and problem-solving skills, presentation and communication skills and the ability to evaluate. These skills need to be planned and systematic and not *ad hoc*.
- 5.3 Often the most valuable kind of independent learning takes place as preparation before lessons; students should be encouraged to come to their lessons having read or researched the topic so that they can fully participate. They may need guidance or a structure to enable them to identify what they are looking for.
- 5.4 Students can be encouraged to take responsibility for their own learning by making them aware of their progress against their benchmark grades, and allowing them to set their own objectives or targets for a piece of work.

6 GROUPINGS

- 6.1 Most subjects are taught in mixed ability class groups; within all class groups, whether in sets or mixed ability, teachers have a responsibility to ensure that pairs and groups of students are appropriate to the learning objectives, whether they are grouped by ability, by gender, by learning style or mixed. Students are made aware of their individual learning style through testing and this information is made available to teachers on the central databases.
- 6.2 It is good practice to alternate the groups to encourage cohesion and respect within the class and to give students the opportunity to interact with a wide range of ideas and viewpoints.
- 6.3 In all classes it is important that there is differentiation to cater for the special needs of students who find the work difficult or whose ability outstrips their peers.
- 6.4 Teachers are encouraged to use data to monitor the progress of their students and to share this information with their classes; they should use IEP`s to provide the necessary arrangements in lessons for those individuals with Special Needs (Special Needs Policy) and be aware of



TEACHING AND LEARNING POLICY

which students are on the Gifted and Talented Register in order to provide sufficient challenge for them.

7 ASSESSMENT OF LEARNING

- 7.1 Departments regularly review their schemes of work to take account of the initiatives involved in the National Strategy. These schemes are expected to build in assessments of skills, subject knowledge and understanding in order to inform students' progress and allow students and teachers to set realistic targets for improvement. Timings of regular assessments and collection of data will be organised and reviewed so that parents are kept well-informed of their child's progress.
- 7.2 Each department maintains their own database of student progress, starting from a Year 7 benchmark grade. Achievement will be monitored by the Head of Department who will intervene as necessary to prevent under-achievement. The school will also hold a central database of predicted grades at each Key Stage, so that the Head of Learning and members of the Senior Management Team can intervene to celebrate success or prevent under-achievement; progress will be assessed against benchmark grades.

8 PERSONALISING LEARNING

- 8.1 Students at St Benet Biscop Catholic High School are treated as individuals and therefore we aim to fulfil the ECM agenda through personalising learning and providing the appropriate curriculum. We will ensure that provision mapping takes place for Years 9, 10 & 11 in order to identify suitable interventions and where necessary, alternative curriculum arrangements for some students. Monitoring will take place to identify, track and intervene for all students to ensure high achievement.

9 GIFTED AND TALENTED

- 9.1 In our school we believe that it is our responsibility to nurture the gifts and talents of all our students, so that they may fulfil the roles and tasks God requires of them. We believe that these gifts and talents flourish in an environment of creativity and commitment; such an environment exists where an extensive range of enrichment opportunities supports high quality, challenging teaching.
- 9.2 By focussing on an environment of inclusion, we hope to create a culture in which the gifts and talents of all will be fostered, in which our most able students will feel challenged and supported and will act as role models to challenge all our students. (Gifted and Talented Policy)

10 CONTINUING PROFESSIONAL DEVELOPMENT

- 10.1 The aim of CPD is to encourage all staff to be reflective practitioners, rather than to train colleagues in a prescribed teaching and learning model. CPD will be linked to the priorities on the School Improvement Plan, the National Strategy and the individual learning needs of



TEACHING AND LEARNING POLICY

teachers and support staff. The most effective professional development has proved to be in-house where teachers lead workshops to train others and have opportunities to collaborate in planning and trialling strategies and in sharing good practice through focussed observation.

11 E-LEARNING

- 11.1 At St Benet Biscop Catholic High School, we see teaching and learning through ICT as an integral part of teaching and learning in our community. Furthermore, we are committed to the full exploitation of the opportunities that the new technology can bring. We strive to ensure that all staff are provided with the equipment and training they need to deliver engaging and accessible lessons.
- 11.2 Similarly we aim to ensure that students are provided with the regular access to ICT facilities and learning opportunities to enable them to develop the ICT capabilities they need for a rapidly developing and changing technological world. (E-Learning Policy)

12 HOMEWORK POLICY

- 12.1 Homework can be of positive benefit to students in our community. It can:
 - 12.1.1 Encourage students to develop the skills, confidence and motivation to study independently.
 - 12.1.2 Consolidate the skills and understanding developed at school.
 - 12.1.3 Extend and enhance the learning done at school through additional reading and research.
 - 12.1.4 Include parents and carers in their child`s development by keeping them informed about the work being undertaken.
- 12.2 There is no fixed homework timetable within St Benet Biscop Catholic High School; it is left to departments to allocate the days on which homework will be set. Planners are used to enable students to record their homework tasks and to organise their time efficiently.
- 12.3 In setting homework for students with special educational needs it is important to balance the right of students to share fully in the work of the class, with their individual learning needs. Teachers may wish to refer to the IEP`s of students and liaise with the SENCO as well as parents and carers.
- 12.4 In meeting the needs of Gifted and Talented students it may be appropriate to look at alternative homework tasks, rather than extra work; in some cases a choice of work or the use of different resources may be effective.
- 12.5 If homework is to benefit students then effective feedback is essential. Prompt oral or written feedback can help students make progress and this is a key characteristic of Assessment for Learning.



ST BENET BISCOP
CATHOLIC HIGH SCHOOL

ST BENET BISCOP CATHOLIC HIGH SCHOOL
A Co-operative Business & Enterprise College

TEACHING AND LEARNING POLICY

13 BUSINESS AND ENTERPRISE EDUCATION

- 13.1 Enterprise education enables students to develop confidence, self-reliance and willingness to embrace change. Through participation in mini-enterprises students can practise risk management, learning from mistakes and being innovative. Teachers are encouraged to incorporate enterprise activities into subject lessons if appropriate; students can learn about Business ideas and practice through a range of subjects as and when they are applicable to the content. Students will be encouraged to learn through enterprise by helping students make connections between the skills they learn in the classroom with the world outside; contacts with outside business partners and the wider community can enhance students understanding and lead to improved motivation and higher achievement. Enterprise Days will offer students opportunities to engage in activities that require teamwork and a high level of responsibility in order to produce a successful outcome.