

Teaching and Learning Policy

Mission statement:

Learning as a community in Christ.

As a learning community we live out our mission statement and strive for excellence in all aspects of teaching and learning.

At Saint John Fisher we are seeking to establish a consistent approach by all members of the school community that will ensure that students are taught in a stimulating, engaging and challenging environment; creating resilient and independent learners. We want our students to enjoy and thrive in a learning environment where they receive outstanding opportunities.

Aims:

- All students make at least good progress in their learning, relative to their learning and starting points, and demonstrate full understanding of this.
- All students understand the expected teacher learning objectives and pupils learning outcomes. Through teacher, self and peer reviews of learning they know the progress they are making and the targets they are aiming for.
- Effective and directed questioning encourages them to explain their understanding.
- Marking is very effective in helping students to improve, ensuring that students understand what and why they are learning, how they learn best and understand the next steps in their learning.
- Students respond effectively to teachers' feedback using green pen.
- Work is differentiated to match the needs of key groups of students in each class and builds on prior learning. There are high expectations and challenge in what they can achieve. They are challenged to think for themselves and learn independently, individually and/or in pair/group work.
- Pace, variety, challenge and adaptability in learning activities enable all students to sustain their engagement throughout lessons and achieve expected outcomes.
- Good relationships and high expectations help promote excellent attitudes and behaviour. Students display a thirst for knowledge.

Objectives:

- To maximise progress through clear teacher learning objectives and pupils learning outcomes.
- To raise levels of attainment in all subjects at Key Stage Three and Four, building on the progress made at Key Stage Two and working towards supported transition to Key Stage Five.
- To ensure staff fully differentiate for all groups of students, promoting inclusivity and therefore closing the attainment gap.
- To ensure effective questioning techniques are used to develop higher order learning skills, to consolidate learning and to ensure sufficient challenge to extend students' knowledge.
- To raise students' expectations of their own performance.
- To ensure high standards of students' behaviour and motivation in lessons.
- To develop independence for life and high aspirations.
- To develop a thirst for learning.

IN ST. JOHN FISHER LESSONS LOOK LIKE THIS

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1. Structured, broken into a number of different parts.
2. Planned starters – designed to capture interest.
3. Planned endings – designed to reinforce learning.
4. Learning objectives (teacher/tasks) are clear and shared with pupils.

Learning outcomes (pupil/learning) are clear and in pupil friendly language.
They are discussed with pupils to ensure understanding.
5. Questions are planned to create learning opportunities. Questions are varied and differentiated to allow all pupils to respond. Time is given to thinking and reflecting.
6. A variety of assessment techniques are used to monitor learning and encourage progression.
7. ICT is well planned and contributes to the learning taking place.
8. Good use is made of rewards to improve motivation and to encourage good behaviour. There is an emphasis on spotting the positive!
9. The environment is seen as important for learning, both within the classroom and around the school.
10. Data is used to know each pupil's learning potential and lessons are planned to challenge everyone. Lessons are fully differentiated for all groups of students in their classes.

CPD

Staff CPD is crucial to the development of teaching and learning at St John Fisher. As well as statutory training all colleagues receive, teaching and non-teaching staff will also take part in three carousel training sessions a year through INSET. These sessions are related to the SEF and objectives for Performance Management.

These CPD sessions are led by St John Fisher staff through the Teaching and Learning group and allow colleagues to develop their own areas of expertise, research and development.

CPD Carousels

2015 - 2016	The Most Able	Boys Progression	Differentiation
2014- 2015	Verbal and written Feedback	Literacy	John Hattie's Visible learning.
2013-2014	Progression in Lessons	Literacy	Effective use of CATs Data
2012-2013	Verbal and written feedback	Questioning	Literacy
2011-2012	Differentiation	Group work	Progress in lessons

Staff also take place in the 'Triads – Learning Reflection Process.' This allows staff to learn, develop and debate in mini learning communities.

Triads – Learning Reflection Process

1. Rationale:

- Requests from staff to learn from staff in other departments
- Research that shows the impact that learning communities has on performance
- Raise performance
- Reflect on collective teaching and learning practices
- Observe a variety of teaching strategies
- Develop evaluative and inter-personal skills

2. Process

- The triads have been created by putting staff together in mini learning communities from different areas of the curriculum and of different experience
- Members of staff should choose a teaching and learning area of focus that they wish to develop
- The observations will be paired using the standard school observation form (there will be no grading of lessons)
- The observers will discuss the lesson and then one person will feedback (should be approximately 10 minutes)
- When all participants have been observed, staff complete a short pro-forma which should be handed to the Headteacher as part of Performance Management
- Due to the demands on cover triad groups will be divided across the three terms and a week's notice must be given to the office to arrange cover

- There will be set deadlines for each term which Mrs Dibben will give to staff

3. Triad composition

Staff have been divided into three curriculum areas in order to allow for greater cross-curricular links

One member of staff from each of these groupings will form a 'learning triad'

- a. Maths/Science/ICT
- b. Performing Arts/Tech/PE/Languages
- c. Humanities/English/Languages

4. Practical elements

All documentation can be found on the L drive – Admin staff data – 1. Teaching and Learning. This includes lesson observation forms (not to be handed in), Triads pro-forma (to be handed in to the Head by allotted date) and information on the deadline dates.