



# **TEACHING and LEARNING POLICY**

**St John Fisher Catholic  
High School**

<b>School:</b>	<b>St John Fisher Catholic High School</b>
<b>Date adopted by Governing Body:</b>	<b>Ratified by FGB 13/3/19</b>
<b>Signed (Chair):</b>	<b>Mr D Mallin</b>
<b>Signed (Headteacher):</b>	<b>Mrs A Rigby</b>

<b>Produced by:</b>	<b>Mr S Coyle</b>
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<b>Date to be reviewed:</b>	<b>Comments:</b>
<b>Annually</b>	<b>Next review Sept 2019</b>

At St John Fisher High School we will ensure that at every level, in all our work and throughout all aspects of School community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our School will tackle the barriers, which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our School community. The School will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

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

At St 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. The drive to promote quality first teaching is of primary importance in order to improve the outcomes for all pupils within our school community.

#### 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.

## **SJF Classroom protocols**

In order to give our pupils' the best possible chance in life we strive to promote high quality Teaching and Learning at St John Fisher. It is important that we work collaboratively and support one another, 'Learning together as a community in Christ'. As staff it is important that we have a consistent approach to standards and expectations in the classroom. In order to achieve this consistency, all teachers are expected to follow the SJF 'Classroom protocols'.

- **Punctual start** – Lessons must start on time. Teachers should be in their classroom ready to 'meet and greet' students to ensure the lesson begins in a positive manner. Registers to be taken. Ensure set routines are in place for transition to following activities.
- **Plan a starter** – Plan to have a starter activity so that students can start working as soon as they arrive without the need for teacher intervention.
- **Plan questions** – Effective questioning to allow pupils to 'think' must be used in order to check pupils' understanding, build their confidence and stretch and challenge all members of the class.
- **Make the aims of the lesson explicit** – Clear objectives for the lesson and where appropriate, how the aims of the lesson fit into the 'bigger picture' of the unit/topic. These should be revisited to ensure progress is being made.
- **Variety of activities** – Scaffold the learning of pupils. Chunking of the lesson through a series of developing activities, allowing an appropriate pace to the learning whilst increasing the depth of learning and understanding.
- **Less teacher, more pupil** – Pupils should be doing the majority of the work in any lesson. Where possible teacher talk should not dominate large parts of the lesson.
- **Know the pupils** – Develop a positive relationship with the pupils in the class. Know their names, their ability and if they are part of any key cohort in school (PP/SEND). Target questions and work at them appropriately
- **Differentiate** – Use the target grades, assessment results, or other class data to effectively target and direct the questioning and work of pupils' in the class to give them the best chance of success. Use this to inform paired/group work and plan for pupils' needs.
- **Praise students who are performing well** – Re-enforce the positive work/behaviour seen in the classroom. Try to highlight those that are doing well over and above any underperforming pupils. Reward effective engagement and concentration but avoid indiscriminate praise.
- **Challenge non-compliance** – Have high expectations of the pupils in the class and follow up any poor behaviour, lack of effort or non-compliance in regards to class or homework. In regards to behaviour for learning, passive pupils need to be challenged.
- **Use the correct technical language to improve literacy skills** – Consistent use of command (identify, explain, justify) and connective words (therefore, because) in the classroom. Challenge non-essential terms such as 'like'.
- **Movement around the classroom** – Do not teach from a chair. Where possible move around the room, ensure pupils know you are looking in their work books and files. Speak to as many students as you can about their work.
- **Be flexible/adaptable** – If students have not understood a key concept in the lesson, take the time to pursue that aspect of the lesson. If pupils make faster progress be prepared to offer extension questions or move on to future work. Possibly set homework at the start of the lesson so pupils are able to access the information required.
- **Check progress in class and mark work with regularity**. Avoid, 'Does everyone understand?' style questions and instead use targeted high-level questions to ensure they can explain or describe appropriately. Marking should have clear success criteria where possible and command style feedback.
- **Keep pupils working till the end of the lesson** – Use all of the lesson time productively. Allow time for packing away, especially before the final school bell.

## **CPD**

Staff CPD is crucial to the development of teaching and learning at St John Fisher. As well as statutory training all colleagues have access to focused TLA sessions throughout the year and collaborative learning through INSET opportunities. These sessions are related to individual needs as highlighted from the teacher review process, the SEF and objectives for Performance Management.

CPD sessions are to be 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. Whole school collaborative practice will be developed through 'bring and share' sessions and 'teach meet' opportunities.

Peer to peer 'open classroom' to take place each year.

### **1. Rationale:**

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