

‘Growing together in the spirit of Christ’s love’

All Hallows Catholic High School



Teaching & Learning Guide

Signed by:

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Chair of Governors: Mrs L Kitto

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All Hallows Teaching and Learning Vision

‘Growing together in the Spirit of Christ’s love’

“There are three languages: the language of the head, the language of the heart and the language of the hands; education must go forward by these three ways”. Pope Francis



Head



Heart



Hand

Head (Intent)	Heart (Implementation)	Hands (Impact)
Academic excellence for all Subject experts passing on knowledge. Teaching the subject not the test. Remove the barriers, secure the learning, and bring it back. Reflective and independent learners. “a good educator risks teaching students how to walk on their own”.	Christ at the centre forming the whole child. A lifelong love of learning. Living Gospel values. Seekers of truth and justice. Standing with those less fortunate. Courageous critical thinkers challenging accepted ideas and beliefs.	Create the leaders of tomorrow. Applying their knowledge. Thinking, speaking, writing like a subject specialist. Finding their place in the world, their calling, their vocation. Expressing themselves living a life of service.

Aims:

To ensure that all provide the very best teaching in order to promote and provide high quality learning for all our children and young people and ensuring that there is support in place for teachers to achieve this.

Objectives:

To implement a CPD programme that ensures that all our staff have the right skills to raise standards further, deliver good teaching and learning and disseminate good practice to ensure rapid improvement

To secure high quality teaching and learning

To ensure every pupil has a relevant, rich and broad curriculum

To ensure that all vulnerable groups make at least good progress

To use assessment proportionately to inform and progress children's learning.

To use the very latest in educational research to inform our practice.

Ensure all staff have the skills and knowledge to identify gaps in pupils' learning and to address this through their teaching.

All Hallows aims to be a learning community

‘Growing together in the Spirit of Christ’s Love’.

Responsibilities:

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

Follow the expectations for teaching and professional conduct as set out in the Teachers’ Standards.

Follow the expectations as set out in this policy

Update parents/carers on students’ progress through termly reports on progress and yearly parent/carer consultation evenings.

Support staff at our school will:

Know students well and differentiate support to meet their individual learning needs

Support teaching and learning with flexibility and resourcefulness

Meet the expectations set out in this policy

Subject Leaders will:

Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills

Sequence lessons in a way that allows students to make good progress

Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

Drive improvement in their subject, working with teachers to identify any challenges

Timetable their subject to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate excellence

Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data

Improve on weaknesses identified in their monitoring activities. Create and share clear intentions for their subject

Encourage teachers to share ideas, resources and good practice

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Attend all lessons on time and be ready to learn, with all necessary equipment
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers of students at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress

Literacy:

It is the responsibility of all teachers, in all subject areas, and in all lessons, actively to develop the literacy skills of the pupils at All Hallows.

All pupils in Year 7 will complete a reading and spelling test on entry. Pupils will be given clear literacy targets to work on.

The following codes must be used to draw attention to aspects of literacy:

- P = Punctuation mistake
- S = Spelling mistake
- CL = A capital letter is missing
- // = New paragraph needed
- G = Grammar mistake

Teachers should mark a **sample** of subject specific vocabulary for spellings. Pupils will then be expected to look these words up and correct them. There will be a maximum of five corrections for any one pupil.

To promote reading for pleasure, all pupils should read during a single form period over the course of the week. Form tutors may choose to read to their group to vary the nature of this session. It is the responsibility of the LMs and Form Tutors to ensure this takes place. The English Department will also lead on a considerable number of initiatives to promote reading for pleasure.

Heads of Departments may collate a reading list for their subject area.

Pupils who have been identified as having a reading age below expectations will be given additional support and intervention.

For more information, please refer to the **Literacy Policy**.

Planning:

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all students to learn.

All teachers need to be clear and precise about the knowledge/skills they want students to learn in every lesson.

Planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do.

Teachers should consider sequencing of learning and look for opportunities to build schema and link prior learning. Encouraging opportunity for pupils to 'learn more and remember more'.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

Learning Objectives:

It is important that teacher, students, support staff are all clear about the key learning that will take place in a lesson.

Teachers should make learning objectives explicit to students, there is no expectation that they need to be written down, but all students should be able to explain what the key learning of the lesson is.

Teaching:

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Williams)

Teachers must be explicit about the key knowledge and vocabulary that all students must use. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use.

We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

Quality First Teaching strategies:

Allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately with adaptive teaching methods.

What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.

However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

Each lesson must incorporate clear recall and retrieval formative assessment strategies to inform what pupils know and what pupils remember.

Challenge:

We should have high expectations of *all* students *all* of the time.

It is good for students to struggle just outside of their comfort zone.

All students must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson.

Explanation:

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Each lesson should have well planned recall and retrieval formative assessment strategies
6. Re-teach as necessary.

Modelling:

Teach to the top with expert instruction and modelling

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. e.g.

1. Demonstrate the worked activity in front of students, e.g. using a visualizer
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

Guided practice with scaffolding and adaptive teaching methods:

Worked examples and scaffolding used to support all students to demonstrate their learning

e.g. sentence starters, key word definitions, procedural steps visible effective class discussion and questioning can happen at this stage

Independent, deliberate practice:

Students should be provided with the time they need to practice new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of students' comfort zone.

Marking and Feedback:

Refer to Marking and Feedback Policy

Behaviour for Learning:

Set very high expectations in the classroom at the start of the year and issue reminders throughout.

The teacher must establish clear routines in the classroom to promote a safe and purposeful learning environment.

Teachers must develop clear strategies to increase pupil participation and contribution in lessons.

It is very important that pupils are taught the appropriate behaviour for each task they complete. For example, pupils must be taught how to collaborate well in groups.

Poor behaviour should be recognised using the school's sanctions systems and Behaviour for Learning Policy.

Good behaviour should be recognised using the school's reward system.

Plan for different types of behaviour and organise the seating plan accordingly.

Seating plans should be strategic and take into account issues such as SEND, HAPs and behaviour.

Teachers must use the staged approach to discipline

There must be a consistent approach to discipline at all times.

For further information please refer to the school's Behaviour Policy.

Home Learning:

Refer to the Homework Policy

Quality Assurance:

Heads of Department and Senior Leadership Team will frequently conduct learning walks and lesson 'drop in's'. and Triangulations

Work scrutiny will include book looks and work samples to inform progress of student cohorts within lessons.

Regular Pupil Voice will be taken to provide a snapshot of pupil opinions and their understanding of key learning.

The purpose of Quality Assurance is to capture evidence as a snapshot of typicality of teaching and learning across the school community.

Curriculum Pedagogy:

All Hallows, Continued Professional Development comes in a variety of forms, ranging from traditional in school training days, twilight CPD sessions, Archdiocesan network meetings and online learning modules. However, the overriding purpose remains the same: to help teachers continually improve the quality of their teaching and professional practice.

Useful teaching & learning resources;

<https://educationendowmentfoundation.org.uk/>
<https://www.learningscientists.org/blog>
<https://www.retrievalpractice.org/library>