



TEACHING AND LEARNING POLICY

General Principles

At St. Martin's School we aspire to maximise the learning potential of every student. The learners are centrally positioned within our school and are at the heart of everything we do. Through this policy we aim to ensure that students are provided with a challenging and engaging curriculum that enables them to develop essential skills and positive attitudes that shape their passions for lifelong learning. Our learners at St. Martin's School will be encouraged to grow and develop into capable, healthy, well rounded learners who are equipped with the skills to adapt to the changing requirements of the 21st Century.

The Definition of Learning

At St. Martin's School, we define learning as:

- The process of building new concepts, knowledge skills and attributes through a variety of challenging experiences
- The refinement of existing concepts, knowledge skills, attributes and behaviours through thought, experience and shared communication
- The development of essential skills including literacy, numeracy and digital competence
- The development of wider skills such as collaboration, leadership, problem solving, resourcefulness and resilience
- The development and recognition of pupils' understanding of themselves as citizens of Wales and the world at large

1.Purpose

- To provide a broad, balanced, coherent and relevant curriculum that meets all statutory requirements and is enriched by opportunities to learn and develop
- To provide a framework that supports all students' learning needs and creates personalised learning opportunities
- To provide a wealth of opportunities so that students can develop an enjoyment in learning and the capabilities to become independent learners
- To provide learning opportunities so that students are able to develop ambition and creativity which positively impacts on their levels of confidence and aspiration

- To develop enterprising and creative contributors who can connect and apply their skills to a range of situations and begin to take risks, collaborate, communicate effectively and solve problems
- To develop ethical, informed citizens who are fully equipped to lead fulfilling lives as valued members of society

The TEN Commitments

	<u>Link to DRICE</u>
1. <u>Clear, contextualised objectives</u>	<u>IMPACT</u>
Teaching will be planned with high quality, clear learning objectives that are shared with the students explicitly so that they are understood fully by students and support staff. We recognise the importance of contextualising learning in order to motivate pupils and ensure effective communication.	
2. <u>Authentic Contexts</u>	<u>ENGAGEMENT</u>
Learning should be made meaningful to the students and where possible authentic contexts should be provided in order for pupils to bring the world into range and see the learning process as relevant. Authenticity will help to develop the levels of engagement in the lesson.	
3. <u>Progression</u>	<u>IMPACT</u>
Lessons will be planned in accordance with the NC and LNF framework. The progression steps should be used as a 'road map' for individual signposting to areas of success and development.	
4. <u>Visible Learning (ALF)</u>	<u>ROLE MODELLING</u>
All lessons will demonstrate student progress and a range of assessment for learning opportunities will be provided in order to regularly assess progress. Learning in the classroom should be visible and teachers should use opportunities to model outcomes, share best practice and use success criteria.	
5. <u>Key Skills</u>	<u>IMPACT</u>
Lessons should be planned so that students are given opportunities to develop their wider skills in literacy, numeracy and digital competency.	
6. <u>Wider Skills</u>	<u>IMPACT</u>
Teachers will use a range of teaching strategies to develop competencies in wider skills such as critical thinking, planning, collaboration, leadership, organisation, creativity and innovation.	
7. <u>Pupil Data</u>	<u>IMPACT</u>
Teachers will use pupil data to track and monitor individual pupil progress and ensure that activities are planned accordingly. Data will be used to inform lesson planning to ensure there is appropriate challenge.	
8. <u>Differentiation</u>	<u>IMPACT/ENGAGEMENT</u>
Teachers will differentiate work according to pupils' abilities and ensure that high expectations are set and that students feel challenged.	

9. Blended Teaching	ENGAGEMENT
Teachers will use a repertoire of teaching methods in order to inspire, challenge and motivate pupils. Blended approaches will ensure that learning opportunities are varied and engaging.	
10. Cross Curricular Working	ENGAGEMENT/IMPACT
Teachers will seek to link up learning through the use of cross curricular working. Collaboration should be extended outside of classroom experiences in order for pupils to make connections in their learning and see the value of team work.	

As a summary and in line with the school's commitment to the outstanding teacher programme, lessons should seek to embed the principles of DRICE in their lessons whereby the following elements should be visible:

DR ICE

1. Deepening Thinking
2. Role Modelling
3. Impact on learning
4. Challenge
5. Engagement

3. Responsibilities

3.1: The Student

- To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond
- To take ownership of their own learning by shaping and reviewing their own learning through reflection
- To reflect upon their own progress towards attainment targets and set interim steps towards achieving these
- To contribute to purposeful peer assessment and moderation activities
- Students should value and respect the views of others involved in the learning process

3.2: The Form Tutor

- To support learners in setting challenging targets and strategies for meeting these
- To encourage learners to reflect upon their own learning style and how they can best engage in their own learning and progress
- To ensure students sign and understand the learning contracts

3.3: The Subject Teacher

- To plan lessons which take into account the ten commitments, prior attainment, specific learning needs and different learning styles in order to allow all students to access the curriculum. *(Teachers should record detailed lesson planning notes in a planner or on the application idoceo. The 5 minute lesson plan is recommended for use however for formal*

observations a more detailed format should be used to fully outline the lesson rationale for the observer.) see appendix

- To provide reflective opportunities (DIRT time) within the lesson in order to allow students to consolidate their learning and to reflect upon the cognitive process
- To ensure that students make progress during lessons using accurate and appropriate assessment techniques
- To use high quality, higher order questions which provide stretch and challenge to all learners
- To be committed to learning themselves as reflective practitioners who strive to keep up to date with knowledge and pedagogy
- To manage behaviour to ensure that the learning environment is safe and conducive for learning
- Have high expectations of all students
- To undertake small action research linked to teaching and learning in line with CPD guidance and policy

3.4: The Faculty

- To identify the teaching and learning strategies which would be best suited to delivery of curriculum content and material
- To plan schemes of work which incorporate opportunities for learners to access the curriculum in line with the policy recommendations
- To use displays to promote, reinforce and support teaching and learning strategies
- To contribute to the faculty VLE and relevant website sections
- To contribute to faculty data collection, moderation and standardisation processes

3.5: Heads of Faculty

- Are accountable for ensuring consistent processes and teaching methodologies are implemented across the faculty
- Will ensure that the school/faculty policy is in operation through lesson observations, work monitoring and student interviews and that whole school priorities are shared through subject plans
- Will encourage and make time for necessary training and the sharing of good practice in faculty time
- Will encourage the sharing of good practice and professional dialogue

3.6: The Leadership Team

- To provide and evaluate the provision of staff training through a planned comprehensive CPD programme within the school to enhance their knowledge of and practice in employing appropriate and effective teaching and learning strategies
- To encourage the sharing and dissemination of resources and good practice across different curriculum areas
- To ensure that parents are kept informed of how they might support their children in developing their learning skills
- To support liaison between partner primary schools to allow progression in learning from year 6 to year 7.

3.7: The Teaching and Learning Group (voluntary group of teaching staff)

- To research, trial and develop good practice and new innovation using varied strategies for teaching and learning
- To disseminate good practice amongst colleagues both formally and informally at faculty meetings and through delivery of staff training as part of the CPD programme

3.8: The role of the parents in teaching and learning

At St. Martin's we believe that parents have a fundamental role in helping students to learn and progress. We will ensure that parents are informed of their child's learning progress using the following methods:

- Sending annual, diagnostic reports that inform parents on how best to support their child with their learning
- Sending interim data reports on a termly basis for Core subjects
- Publishing an annual report to parents
- Publishing a school newsletter
- Holding parental workshops and target intervention evenings
- Maintaining the school website up to date with learning outcomes
- Via student journals or electronic methods such as show my homework

3.9 Role of the Governors

Our governors determine, support monitor and review our school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Monitor the effectiveness of teaching and learning strategies through the analysis of student data
- Support and monitor faculty improvement planning processes
- Support the school in developing effective behaviour for learning through attendance at behaviour review panels
- Monitor the effectiveness of the school's teaching and learning policy through the school self-evaluation processes

4. Differentiation

- Differentiation takes into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected progress. We recognise that: Different students have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals
- Teachers will be aware of the needs of specific groups such as SEN, AG&T, EAL (English as an additional language), FSM (free school meals), Looked After Children, BME (Black and Minority Ethnic Groups) and will provide the appropriate support

4.1 ALN

St. Martin's is a fully inclusive school and all students identified as having additional learning needs will have individualised educational plans and their needs will be fully catered for. Strategies to best support these pupils will be clearly communicated to staff. Staff must adhere to the ALN policy

4.2 MAT

More able and talented pupils will have access to engaging and stimulating activities to fully support their learning needs in line with the school MAT policy

5. Sharing Good Practice

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its CPD programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school.

Effective practice is shared in a number of ways which includes:

- Teaching & Learning Group
- CPD – the in-house programme
- Observations – formal and informal
- Through peer reflections using IRIS connect
- Open classroom fortnight
- Professional dialogue
- Working with partner schools
- Teaching and Learning faculty meetings

6 Quality Assurance of Teaching & Learning

At St. Martin's School we will monitor and evaluate the effective implementation of this policy using the following methods:

- Subject leader monitoring
- Informal and formal lesson observations
- Listening to learners
- Faculty reviews and self-evaluation
- Book scrutiny
- SOW scrutiny
- Parental engagement groups
- Standardisation and moderation
- Data analysis
- Professional dialogue and target setting by SL and faculty leaders

7. Assessment (see assessment and feedback policy for full details)

- Marking needs to be positive
- Books or files should be marked regularly in line with the school assessment policy

- Marking needs to provide feedback on how to improve
- Teacher, self or peer marking must be used
- Different activities will require different levels of marking
- Marking is a two-way process and students are expected to respond to marking, so teachers may evaluate the impact of their comments/advice on the pupils' work. Therefore, time must be allowed to ensure that students read the advice and action it

7.1 Marking Notation and Symbols:

The following symbols should be used to denote errors. All students will be given this information.

- "s" through a misspelt word or "s" in the margin
- "Exp" in the margin to denote inaccurate or clumsy expression
- "p" in the margin to denote inaccurate punctuation
- "//" in the text or in the margin denotes a new paragraph should have started
- "c" indicates a capital letter must be used
- "g" Indicates a grammatical error

7.2 Presentation:

- All work must be given a title and a date
- Students' target grades must be clearly visible in the front of the exercise book
- Student progress trackers must be visible in the front of every exercise book and kept up to date
- Assessment notations must be stuck in the back of all students' books
- Students are expected to take pride in their presentation, all books should be free of stickers, and unnecessary graffiti
- All loose sheets must be stuck into the exercise book unless additional files are provided
- It is expected that students will write neatly using blue or black ink, unless the occasion demands otherwise

8. Homework

Homework at St. Martin's school should support, reinforce or extend classroom study.

8.1 Aims

We believe homework is important as it:

- Reinforces positive attitudes towards work
- Encourages self-organisation and planning
- Develops the home/school partnership
- Prepares pupils for life opportunities and experiences

8.2 Homework Tasks

Homework tasks should be set to reflect ongoing work across the curriculum, examples of appropriate homework tasks are listed below:

- A specific, self-contained project or self-study unit linked to classwork

- Completing work related to classwork
- Independent research tasks
- Follow up of assessment work
- Reviewing and if appropriate, memorising what has been taught in class
- Past papers in line with assessment practice
- To prepare for tests or assessment
- Tasks that further challenge or consolidate pupils' learning

8.3 Principles underlying Homework

- Teachers must ensure that homework requirements are clear and carefully recorded in student journals or via electronic means
- Students must take full responsibility for their homework and should be supported by their parents/carers
- Homework should be issued in appropriate quantities (see frequency) and completion dates should be clear and reasonable
- Homework should match the needs and abilities of pupils
- Homework should be stimulating and challenging

8.4 Frequency of homework

- As a minimum, pupils at KS3 in Core subjects should be set *one piece of homework per fortnight*
- In non-core subjects this should be *two pieces per half term*
- At KS4 & KS5 the frequency is to be determined by the faculty however it is expected that this will be increased from the KS3 minimum requirements but will depend on the time required to undertake the task. As a guide pupils should be spending **at least** 25 minutes on most homework tasks

Homework setting will be monitored by faculty leaders and SLT during book reviews, departmental reviews and through parent and pupil voice.

8.5 Homework Sanctions and Procedures

St Martin's School places great value on the importance of homework and it is important to emphasise this to both parents and pupils that additional and independent learning in any subject can greatly enhance academic performance. Therefore, non-completion of homework must be addressed by individual teachers and referred to faculty leaders where appropriate. For persistent non-completion parents should be sent letters to notify them of this. Likewise, pupils should receive reward and recognition for outstanding effort in homework. Classroom teachers should keep records of homework and perceived levels of effort to relay to parents. Faculty leaders should monitor and have an overview of homework set each half term .

