



Teaching & Learning Policy

School Mission Statement

“To create and sustain, with God’s help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ.”

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Teaching and Learning policy is informed by our school mission statement as above.

Introduction

The purpose of this document is to establish a comprehensive statement of the principles and practice of teaching and learning at St Bede's Inter-Church School. As a Church school, we endeavour to uphold the Christian character of our community by ensuring the core values of love, service and care, reflected in our mission statement and rooted in the Gospel, are integral to our approach of teaching and learning (see Appendix 1).

This policy reflects the excellent practice already evident in our school and equally informs the standards we expect. We intend an agreed consistent approach to teaching and learning, but not a uniform one as we recognise the place for individuality and value the individual gifts of both students and staff.

Aims

This document aims to:

- Ensure that we meet the needs of students effectively by establishing a consistent approach to teaching and learning
- Promote the development of effective strategies for teaching and learning
- Provide support and guidance to staff on effective teaching and learning strategies
- Provide information to students, staff and parents on our approach to teaching and learning and explain how they can support and contribute to its development
- Ensure resources support effective teaching and learning
- Provide a focus for the monitoring and evaluation of teaching and learning
- Provide a structured and ordered daily schedule that supports teaching and learning

Responsibilities and Roles

Staff

- St Bede's staff will set a good example as lifelong learners who strive to improve their own professional practice (see Teachers' Standards)¹
- We will monitor the quality of teaching and provide continuing professional development to improve the quality of teaching and learning as well as results
- We will keep parents and carers fully informed of their child's progress in school, through comparison with national expectations and standards

¹ <https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

Students

- Students will attend lessons regularly and on time
- They will arrive equipped and prepared to learn by trying their best and encouraging others to do the same
- They will help the school improve by providing constructive feedback about their learning experiences

Parents and Carers

- Parents and carers will ensure that their child attends school regularly, punctually, properly equipped and in a fit condition to learn
- They will support their children in learning and work with the school to overcome problems that may affect their child's progress

Conditions for Effective Teaching and Learning

All activities within St Bede's are focused, directly or indirectly, towards effective learning. We work to develop the whole character of every student: their spiritual, moral, intellectual, physical and emotional dimensions. Each student is encouraged and supported to learn enthusiastically in order to achieve academic success and develop individual qualities which foster a sense of civic responsibility towards others.

Effective Learning

Learning is both an active and reflective process through which the individual makes connections between acquired and new information. At St Bede's we acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all students to learn in ways that best suit them. Everyone needs to be challenged and supported for effective learning to take place. The strategies and different learning styles we use include.

Discussion / debate / questioning Pair / group work Visual, auditory and kinaesthetic activities Problem solving Reading Pupil led activities VLE	A variety of writing styles Pupil presentations Role play Games ICT activities Interactive Whiteboard activities Quiz / puzzle activities
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The Needs of Learners

The needs of all learners should be met. Our Christian tradition calls for us to value the God given potential of all in our care. Teachers should be aware of the specific learning needs of individual students and liaise with the SEND Manager and support staff to ensure students are appropriately supported in their learning. IEPs should inform lesson planning.

Learning Environment

The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students should learn in a structured, respectful and stimulating environment. Learning environments should

- Have stimulating displays which are updated regularly
- Be tidy and uncluttered
- Have easy access to teaching materials and resources

- Ensure learning outcomes and objectives are shared
- Be organised to include a seating plan or other arrangement that enables students to engage, feel safe and make the maximum progress possible
- Be a safe environment for learning (See Health and Safety Policy)

Effective Teaching

Teaching is by no means value-free, as it is always disseminated through different world views. As a Church school, we recognize that each area of the curriculum invites students to discover and achieve, and equally has something specific to contribute in developing a Christian perspective of human life and knowledge.

Effective teaching principally requires subject specific knowledge and understanding, but it also requires teaching strategies to meet the various needs of learners, as well as productive relationships to promote cooperative learning. In addition, excellent teachers strive to improve and are characterised by continual reflection of their own practice and their ability to enable students to make good progress. Effective teaching does not merely show students *what* to learn but, perhaps more importantly, *how* to learn.

Assessment

Students should have regular opportunities for peer and self assessment of individual pieces of work and topics. Activities undertaken should enable students to understand and reflect on both what they are doing well and what they need to do to improve. As part of this process, students should reflect on teacher set targets and have an opportunity to set themselves targets. Students' books or folders will reflect this.

Marking should be regular. It should include summative and formative comments. Students should receive positive comments on what they have achieved and targets on how to improve.

Teaching Strategies

These are the skills which make up the expertise of the class teacher. The list of strategies that an effective teacher employs is extensive, but includes (see staff Teaching and Learning handbook):

- Effective engagement of students' time
- Structuring information
- Effective questioning
- Differentiated planning for progress
- Celebrating success
- Management of student behaviour
- Ongoing assessment, including objective setting and review

Planning Effective Lessons

Lessons should be planned thoroughly and with reference to the Lesson Planning Proforma available on the school network. This proforma provides a framework for planning learning activities that ensure all groups of students' progress through engaging lessons which include all the key elements for success. All activities, whether in the classroom or elsewhere, should be planned and carried out with regard to the safety and wellbeing of students, being risk-assessed where necessary.

Elements of an Effective Lesson:

- The lesson is placed within a context and builds on prior learning
- Clear learning objectives and outcomes, expressed explicitly to students and differentiated to take account of the needs of different groups of students

- Understanding of the dynamics of the class, including the spread of ability and the interventions necessary to meet the needs of identified students (e.g. SEN, EAL, G&T)
- Starter activity reconnecting students with previous learning, engaging and motivating them and providing an assessment opportunity
- Teacher-led activities which exemplify the objectives, demonstrate the knowledge skills and understanding required, and show students how they will be assessed and how to make good progress. Progress should be measurable during, and at the end of a lesson
- Student activities which provide challenging differentiated opportunities for all students to learn, enjoy, achieve and make good progress
- Plenary activities, modelling excellent progress, allowing learning to be consolidated and successes to be celebrated
- Where there are opportunities to contribute to literacy and numeracy, spiritual, moral, social and cultural education, or other cross curricular links, these should be planned into learning
- Lessons or lesson sequences will include regular homework as a means of consolidating, extending, enriching and / or assessing learning (see Homework Policy)

Monitoring and Evaluation of Teaching and Learning

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development, through reflection on their practice and self-review as part of performance management (see Performance Management Policy). This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally
- providing assessment information about students when requested (see Assessment Policy)

Form Tutors

Form tutors are responsible for contributing to, and monitoring the progression and well-being of, individual students in their tutor group and for providing support and advice to those students, both socially and academically. This is achieved by:

- encouraging and developing the students' ability to evaluate and take responsibility for their own learning; and monitoring rewards, behaviour, homework, uniform and attendance

Head of Department / Faculty

Heads of Department / Faculty are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement. This is achieved by:

- planning and resourcing an appropriate curriculum, providing continuity and progress for all students
- evaluating the quality of teaching within their team, using this analysis to identify and share effective practice and to lead action for improvement
- implementing school policy through robust practices for assessing, recording and reporting on student progress and setting targets for further improvement

- analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. SEN, EAL, G&T)
- monitoring students' work through regular sampling and engagement with student voice, to ensure quality and consistency, and to implement strategies for improvement
- observing teachers at least annually using the revised OFSTED framework² and implementing the feed forward process. This will also inform Performance Management of teachers (see Performance Management Policy)
- evaluating progress of teaching and learning targets in their annual review and department development plan, in line with the School Development Plan

Heads of Year

Heads of Year are responsible for implementing strategies that help raise standards and results. This is achieved by:

- using student data to assess potential and monitor progress of students
- identifying and setting targets for specific students and groups according to their needs
- maintaining an overview of the experience of students in their Key Stage through student voice and feedback from parents and carers
- monitoring attitudes to learning (through attendance and homework for example), and reporting back to the Senior Leadership Team as requested

Leadership Team

- The Senior Leadership Team sets priorities and targets for improvement at whole-school level based on evidence gained from monitoring procedures
- They track progress made on the School Development Plan
- Use department reviews, formal classroom observations and learning visits to monitor and evaluate progress

Governing Body

- The operation and impact of this policy will be monitored by the Deputy Head
- This policy will be reviewed annually by the Governing Body

<https://www.gov.uk/government/publications/education-inspection-framework>



School Mission Statement

“To create and sustain, with God’s help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ.”

Our Mission Statement provides us with a formal account of the values we uphold and the commitments we make to those whom we serve. It guides us in everything we say and do and is informed by Gospel values.

The term “Gospel values” is often used but rarely unpacked and explicitly named. Both the Catholic and Anglican Churches have emphasised the need for the common values we share in Church schools to be distinctively Christian and rooted in the person and teachings of Christ. The values listed below underpin the core values of **caring, serving and valuing**, which are expressed in our School Mission Statement. They are integral to our commitment to offer an excellent standard of education within a Christian framework so that all students succeed as a child of God.

RC Document - Christ at the Centre

<http://www.cesew.org.uk/uploads/documents/CHRIST%20AT%20THE%20CENTRE.pdf>

National Society (of the CofE)

www.christianvalues4schools.co.uk

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| <ul style="list-style-type: none"> • Forgiveness • Justice • Thankfulness • Compassion • Dignity • Truth • Hope • Friendship • Creation | <ul style="list-style-type: none"> • Koinonia (fellowship) • Endurance • Reverence • Service • Wisdom • Humility • Peace • Trust |
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