



## St Richard Reynolds Catholic High School

**Policy:** Learning & Teaching

**Date of publication:** September 2016

**Date of approval by Governing Body:** November 2016

**Date of next review:** April 2018

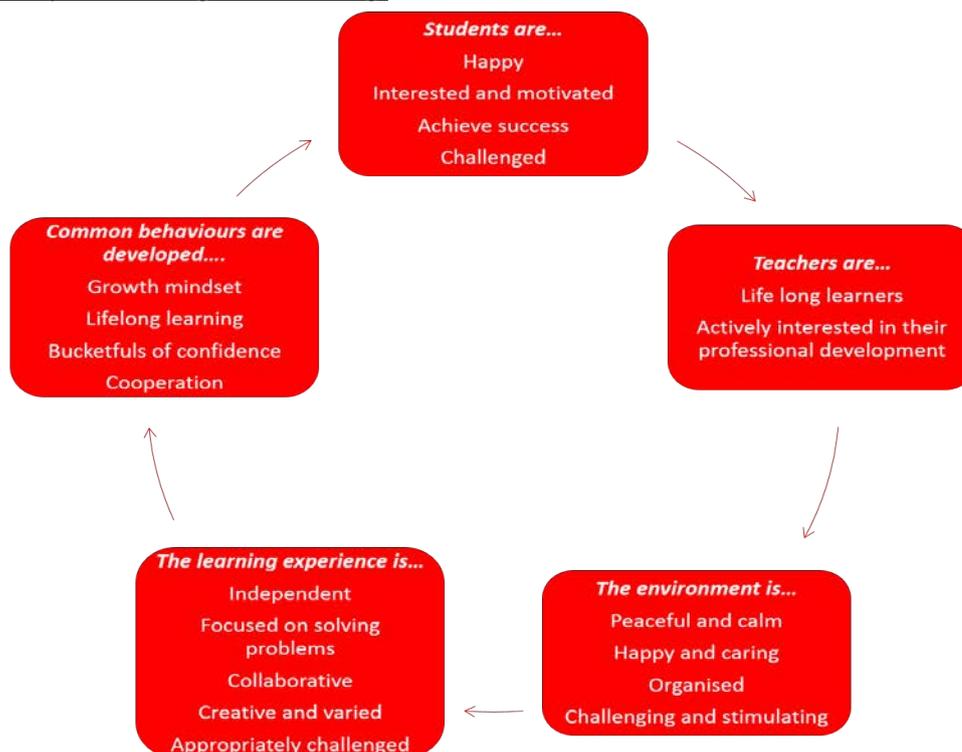
### **Aims:**

At SRRCC, our priority is to encourage learning behaviours in *all* at our College. *All of us*, students and staff, are on our own learning journey and we seek to support each other in that quest by nurturing a culture of developing each and every one of us.

### **The purpose of this policy is to:**

- Ensure that the students at our College are provided with high quality learning experiences that lead to consistently high levels of student achievement.
- Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.
- Clarify roles and responsibilities in delivering high quality learning.

### **Guiding Principles Learning and Teaching:**



## How we deliver Learning and Teaching

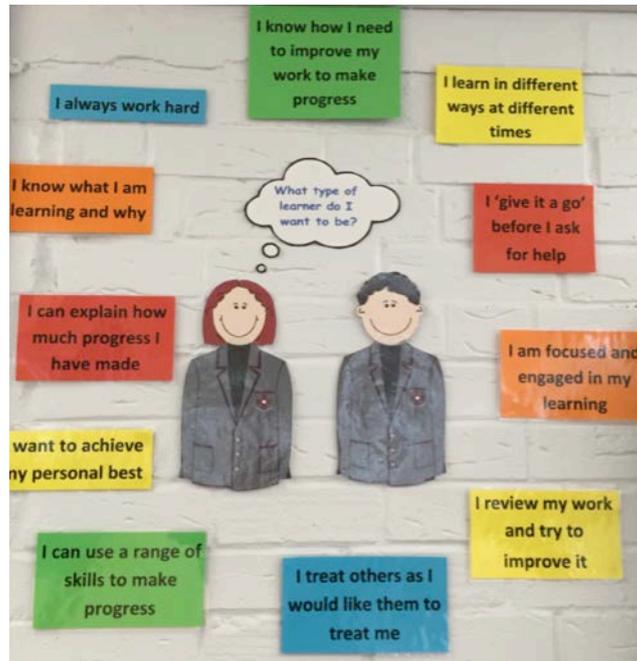
We believe great learning and teaching is underpinned by the SRR10 – our list of non negotiables that happen *every* lesson for *all* children.

<b>1 Big picture and shared success criteria</b>	<b>6 Encouraging a growth mindset</b> <i>Including independent working.</i>
<b>2 Positive behaviour and role models</b>	<b>7 Development of key skills –</b> <i>i.e. literacy, numeracy, teamwork and problem solving</i>
<b>3 An engaging environment for learning</b>	<b>8 Regular review and feedback</b>
<b>4 Varied learning activities</b>	<b>9 Ensuring students know how to improve and reflect</b>
<b>5 Differentiation and challenge</b>	<b>10 Evidenced progress/increased competence</b>

*Helping one another to be the people God calls us to be.*

All lessons will be outcome orientated by having learning outcomes shared with students and phrased in 'student speak'.

We believe good learners look like:

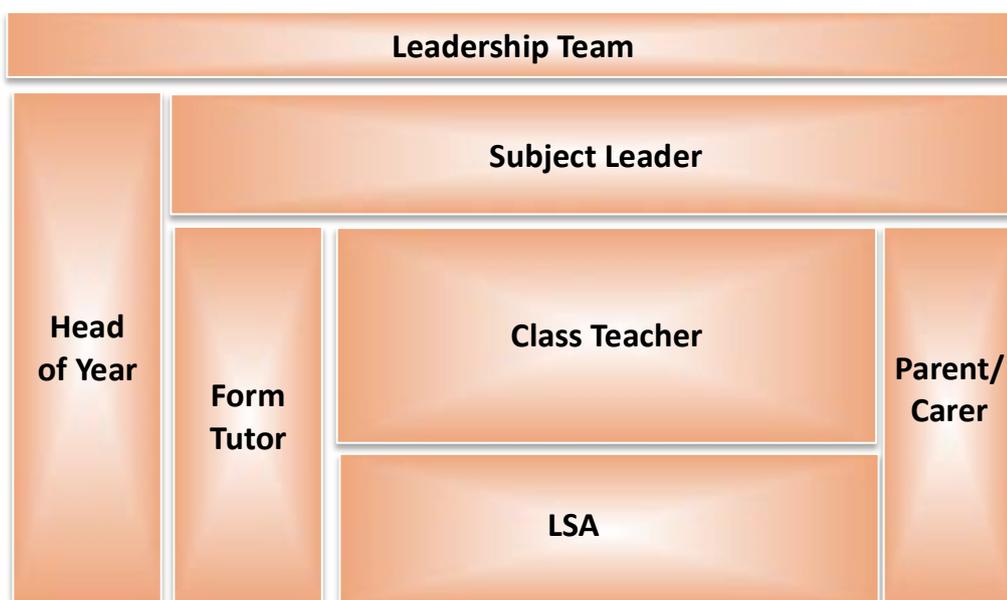


**Ways we work at SRRCC:**

SRR is...	SRR is not...
Positive and engaging: <i>“Great it’s 8M today!”</i>	Negative with low expectations: <i>“Oh no! 8M, I hope you won’t be like you were last week”.</i>
Hooking students with the learning: <i>“We’ve got lots of interesting things we’re going to learn about today”.</i>	Irrelevant and boring: <i>“Open your book, turn to page 154 and start the questions”.</i>
Welcoming the class, on time, at the door.	Logging on as the class arrives, not acknowledging them or having any resources for students to start.
Professional, teacher on their feet helping the learner	Coffee in hand, shoes off, sitting behind the desk.
Helping students find the answer, sometimes letting them fail: growth mindset.	Giving the answer, closed questioning, closed mindset
Praise in the classroom and postcards home	Names on the board for late arrivals & detention warnings
Learning outcome orientated: By the end of this lesson I will: 1) Be able to recall three key terms	Task orientated: Learning Objective: 1) To write down a list of key terms

**Roles and responsibilities**

We believe all stakeholders in a child’s development have a responsibility to deliver great outcomes for the child who is at the very centre of the learning and development process.



**Students:** are responsible for working to the best of their ability and developing ways of overcoming challenges that they encounter. See appendix A.

**Parents/Carers:** are responsible for supporting their child so that they arrive at school every day, on time, in full College uniform, ready and equipped to learn, as well as support for homework and extracurricular activities that develop the whole child.

**Classroom Teachers:** are responsible for the progress of students in their classes and for self-evaluating their own professional development.

**Learning Support Assistants:** are responsible for working closely with the classroom teacher to ensure students are best supported in their learning.

**Form Tutors:** are responsible for contributing to and monitoring the progression and well-being of students in their tutor group, and for providing support and advice to those students, both socially and academically.

**Subject Leaders:** are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

**Heads of Year:** are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

**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 College Development Plan. Monitoring and evaluation principally takes place through regular line management meetings, learning walks and formal classroom observations of teaching and learning.

### **Monitoring and Evaluation**

Examples of ways by which we will monitor and evaluate the quality of the teaching and learning at our College are:

- sampling work – both students' work and departmental schemes;
- learning walks;
- formal lesson observations;
- Student Voice interviews and lesson observations (1 Leadership Team, 1 Line Manager, 1 Peer).
- Staff Voice feedback;
- regular line management meetings with both Subject leaders and Pastoral Leaders;
- scrutiny of development plans;
- sharing good practice through peer observation.

Please refer to the College Appraisal Policy for further details on our appraisal process and timings.

### Student work Presentation Guidelines

We recognise students learn best when consistent routines are established in the classroom and in exercise books. Students are expected to set their work out in the following way:

- Students are to write in blue or black ink, unless otherwise directed by their teacher
- Date to be written in the top right-hand side of the piece of work
- Title written in the middle of the top line, underlined with a ruler and then miss a line before starting work
- Label each piece of work with c/w or h/w, written in the top left-hand side
- Graphs, diagrams and drawings to be done in pencil
- Miss a line after every paragraph and at the end of a piece of work - this lets the teacher add comments if they wish
- Students to use purple pen for all DIRT activities
- Students to use green pen for all assessment/peer & self-marking activities
- Any corrections should be visible as they are evidence of learning – cross out with a single line, no tippex
- Use space wisely – continue to the end of the page and both sides of a sheet of paper should be used.
- Worksheets or paper should be stuck in neatly and folded only once.
- Books should be kept free of doodles

See below for an example of a student's work set out in this way:

