



St Richard Reynolds Catholic High School

Policy: Learning & Teaching Policy

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Learning and Teaching Policy

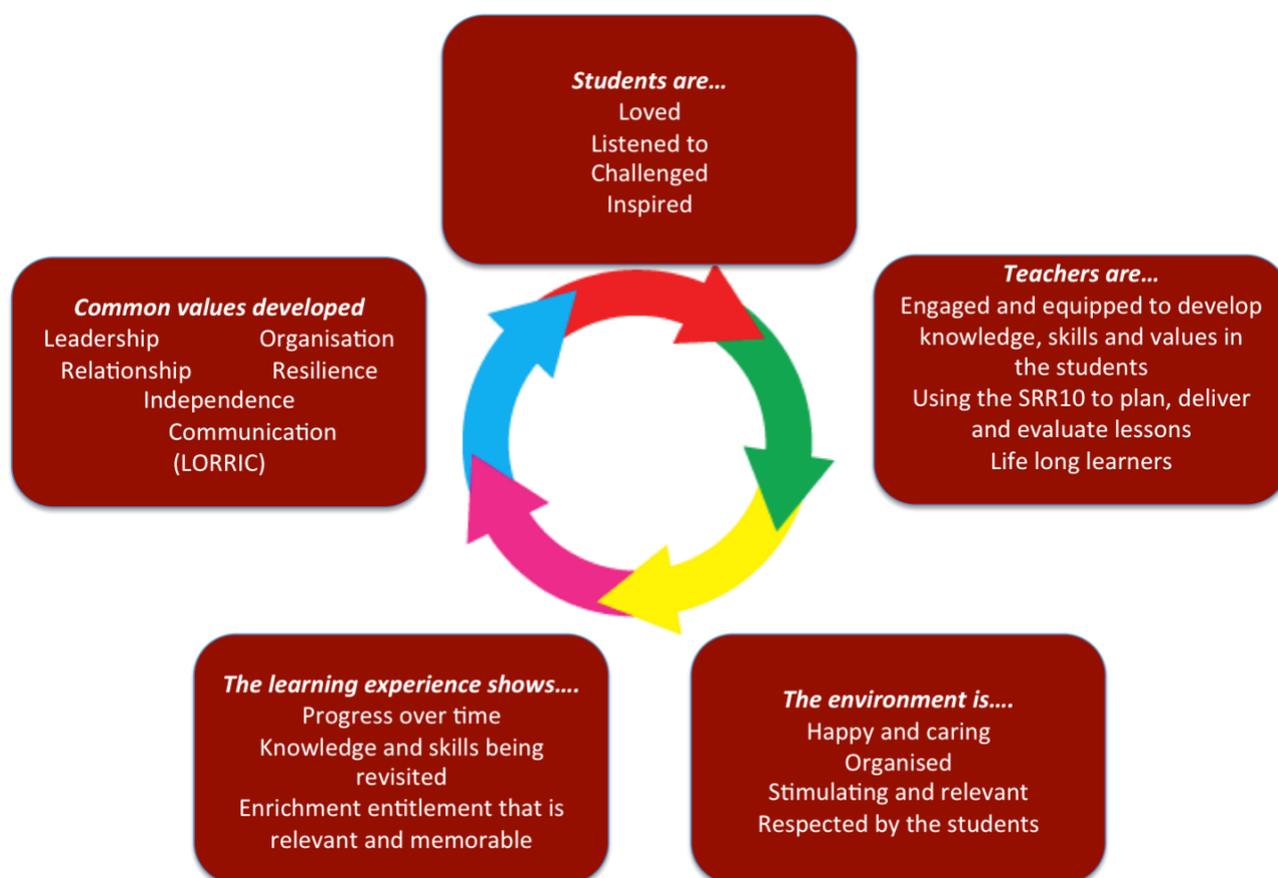
Aims:

At St Richard Reynolds Catholic College we recognise that all students possess unique skills, abilities and aptitudes and all have an entitlement to a broad, balanced and challenging curriculum tailored to our local context. Every student is entitled to high quality teaching and learning which enables them to achieve their individual potential and become lifelong learners. Catholic values and attitudes are at the heart of what we do and their development will enable students to be active members of their community, gain employment that is meaningful and fulfilling and become the person God has created them to be.

The purpose of this policy is to:

- Ensure that the students at our High School 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.
- Describe how learning and teaching will be monitored and evaluated.
- Provide an overview of the College presentation standards
- Outline our approach to Literacy and Numeracy across the curriculum

Guiding principles Learning and Teaching:



How we approach 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. (The questions below each SRR give some indicative content you would expect to see in all lessons, however are not an exhaustive list).

<p>SRR1 Big Picture and Shared Success Criteria Do the students know the big ideas of the subject this lesson is part of? Do the students know what they will be able to know/be able to do/demonstrate by the end of this lesson.</p>	<p>SRR6 Encouraging a Growth Mindset Does learning encourage resilience and failure? Are there opportunities for independent work? Are there opportunities for group and individual work?</p>
<p>SRR2 Positive Behaviour for Learning Do the students demonstrate the LORRIC attitudes of successful learners? Are these values being developed during the lesson?</p>	<p>SRR7 Development of Key Skills Are there opportunities to develop literacy, numeracy and communication skills? Are there opportunities for practice in the lesson?</p>
<p>SRR3 An Engaging Environment for Learning Is the environment organised and purposeful? Is the environment stimulating and relevant? Is the environment respected by all who use it?</p>	<p>SRR8 Regular Review and Feedback Is each student spoken to each lesson? Are students given written feedback in line with the school policy?</p>

<p>SRR4 Varied Learning Activities</p> <p>Is the learning engaging? Is the learning active, i.e. involving student as well as teacher input?</p>	<p>SRR9 Ensuring students know how to improve and reflect</p> <p>Are students given formative and summative feedback? Do students use purple pen to highlight their improvements and reflections.</p>
<p>SRR5 Differentiation and Challenge</p> <p>Is the learning tailored to students need? Is challenge provided for all? Are challenge activities more than just “more of the same”</p>	<p>SRR10 Evidenced progress/increased competency</p> <p>Can students translate their feedback into improvements in knowledge and skills both on the page and when they talk to you? Is there evidence that work gets progressively harder and that it is tailored to need?</p>

The SRR10 is supported by the Brilliant Basics (BB) which outline the foundations of good classroom organisation:

- BB1: We meet well dressed students at the door
- BB2: We look for the positive
- BB3: We use the SRR10 to plan, deliver and reflect
- BB4: We use seating plans on ClassCharts
- BB5: We use College presentation standards
- BB6: We set differentiated homework on SMHW
- BB7: Teachers give and students respond to timely feedback.

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 and asking for help if they are not sure.

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 co-curricular 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.

- 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 and for the student to add review and reflection
- Students to use purple pen for all DIRT (reflection) activities
- Teachers 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, not pex
- 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

Literacy Policy at SRRCC

Literacy underpins students' achievement in all curriculum areas, and in adult life. This is because students will primarily learn and understand through either reading or listening, and will demonstrate their learning through writing or speaking. GCSE qualifications in many subjects award marks for the accuracy of students' spelling, punctuation, and grammar, so exam success can depend on students being able to communicate clearly and accurately as well as this being a key skill for a successful, meaningful and engaged life.

At SRRCC all members of staff are teachers of literacy and we appreciate that although important this means more than vocabulary and spelling.



In each lesson there will be an opportunity to practice literacy and progress the students' skills as we know that good literacy skills are a key factor in raising standards across all subjects and it is best taught as part of the subject, not as an add-on and definitely not solely as the job of the English Department or English teachers.

All teachers will:

- Promote and plan for specific activities that develop speaking and listening skills as well as activities that integrate speaking and listening with reading and writing
- Develop speaking, listening, reading and writing skills through work that makes cross-curricular links with other subjects, for example through the PSHE curriculum, College Parliament and tutor time activities
- Plan for opportunities to develop the art, craft and discipline of writing

Through feedback, plan for opportunities to redraft, improve and upgrade work which shows not only knowledge but also literacy improvements.

Our* approach to learning vocabulary:

1. Read it
2. Define it
3. Use it
4. Link it
5. Deconstruct it

*Adapted from Pixl (2019).

Subject Leaders will:

- Ensure key language in their subject is highlighted in Schemes of Work
- Provide other adults with appropriate resources to support language development in that subject
- Support and promote cross curricular language initiatives, such as commonly misspelled words or Book Week.
- Promote awareness of the derivations of words, including Latin roots and language development.

Numeracy Policy

Alongside literacy, we see numeracy as a core skill to develop in children to enable them to lead successful lives. Just as literacy is not the preserve of the English Department, so should numeracy taught within the curriculum not as discreetly within Maths time.

Numeracy is a proficiency which is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

All teachers will:

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.
- Be aware of appropriate expectations of students and difficulties that might be experienced with Numeracy skills.
- Plan for specific activities that develop number skills including the integration of addition and subtraction, as well as the application of these to time, speed, money and volume
- Develop the use of mental arithmetic, use of calculators and the recall of key formula
- Develop reading and mathematics skills through work that uses words to explain or frame mathematical problems

Subject Leaders will:

- Discuss with the Subject Leader for Maths the stage at which specific Numeracy skills will be required for particular groups.
- Discuss appropriate cross curricular links or content with the Subject Leader for Maths them to enable them to use examples of applications of Numeracy relating to other subjects in Mathematics lessons.