

As teachers we will....	As Pupils we will....
Meet well dressed pupils at the door	Wear our uniform with pride and be ready and equipped to learn.
Engage learners so that they enjoy the subject and in turn, being in College, always looking for the positive.	Be positive , ask questions and readily volunteer to try new and consolidate old learning.
Create a learning environment that is safe , inclusive and welcoming.	Be mindful of our impact on the safety of others and call out behaviour that is not inclusive.
Use seating plans to maximise learning.	Look for opportunities to work with different people and participate in the learning.
Value written contributions and expect high standards from our pupil's work.	Use the College Presentation Standards , value our work and show pride in our creations.
Use Google Classroom to integrate in school and at home learning.	Use Google Classroom to complete and submit high quality school and home learning.
Use the SRR10 to plan, deliver and evaluate learning.	Respond to feedback and can show in our work how we have made improvements over time.

Link the learning to wider society and the big picture.



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As a teacher we will..	As a pupil we will...
<p>Introduce new ideas by explaining why we are learning about them.</p>	<p>Ask myself the question, why is this relevant to the challenges facing the world today.</p>
<p>Link lessons and skills to future learning and careers</p>	<p>Consider how my learning links to previous learning and extend my learning through research.</p>

Connect to the learning sequence and other subjects



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As a teacher we will..	As a pupil we will...
<p>Link learning to where we are in the learning sequence, detailing knowledge and skills that are required or built on from previous units.</p>	<p>Regularly review my learning and revise so that I am adding current learning to my long term memory.</p>
<p>Signpost future learning in the sequence to create purpose, clear success criteria and an understanding of the skills and knowledge that will be gained in the subject.</p>	<p>Ask questions of my teachers, peers and self how all my learning is connected.</p>
<p>Break the learning outcomes into smaller milestones.</p>	<p>Use success criteria, personal learning checklists and the learning sequence to consolidate my learning.</p>

Explore links between our learning and Catholic Social Teaching



As a teacher we will..	As a pupil we will...
Encourage discussion about Catholic Social Teaching with our pupils and how our Faith is integral to our learning.	Ask questions and talk about how our Faith informs our learning
Lead worship and prayer , including grace before meals.	Lead and respond to worship and prayer , including grace before meals.
Ensure there are opportunities for pupils to take their learning beyond the classroom to complete acts of service and live out their Faith.	Participate in acts of service that live out Catholic Social Teaching, for example looking after our environment.

Model positive classroom relationships where all are loved, listened to challenged and inspired.



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As a teacher we will..	As a pupil we will...
<p>Speak to every child every lesson. All will experience positive relationships every day.</p>	<p>Bring positive energy and engage with my teachers and peers.</p>
<p>Celebrate marvellous mistakes as part of the learning process</p>	<p>Be prepared to try, try and try again and know that mistakes will improve my learning.</p>
<p>Use considered consistency in my rewards and sanctions</p>	<p>Celebrate the successes of others and look to see the Good things of the Lord.</p>
<p>Ensure my learning environment is uncluttered, inspiring and relevant.</p>	<p>Take care of the learning environment, leave a space having improved it.</p>

Provide scaffolding and challenge



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As a teacher we will..	As a pupil we will...
<p>Scaffold work and provide the steps to achieve independence</p>	<p>Look back in our book, talk to classmates and think hard about potential solutions if we don't know what to do before asking our teacher. Brain, Book, Buddy, Boss!</p>
<p>Begin by setting challenge work that is within reach even something pupils are already very good at, so that initial experiences of struggle results in success.</p>	<p>Discuss how we got to a solution "out loud" so that we can use these strategies in the future and enjoy being in the struggle zone as it means we are thinking hard and learning more.</p>
<p>Display exemplars highlighting why these demonstrate the learning requirements.</p>	<p>Use the work displayed in the classroom and other examples given to you in your work. "Listen hard" to feedback.</p>
<p>Set questions we don't know the answers to to unpick thinking and put ourselves in the struggle zone</p>	<p>Have a "let's try this" attitude... rather than being asked to volunteer we will be the first to practice and try.</p>

Encourage purposeful talk, debate and discussion.



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As a teacher we will..	As a pupil we will...
<p>Explore Types of talk - building towards exploratory classroom talk. Ensure value is given to talk as well as writing.</p>	<p>Learn how to use conversation to move learning forwards, listen to peers and build on each others comments.</p>
<p>Explore and practise ensuring clarity and quality of teacher instructions modelling technical vocabulary.</p>	<p>Learn how to plan, monitor and evaluate the strategy needed in reaction to clear instruction and messages from their teachers.</p>
<p>Learn how to and practise the process of sharing your internal dialogue as a tool for differentiation.</p>	<p>Learn how to navigate their learning using metacognitive skills.</p>

Demonstrate and provide models or worked examples



As a teacher we will..	As a pupil we will...
<p>Have secure subject knowledge - Have a strong grasp of the curriculum content to enable pupil's cognitive understanding. Assess students understanding before introducing metacognitive approaches</p>	<p>Demonstrate understanding of subject knowledge through teacher assessment</p>
<p>Plan for modelling - This should not be an add on, they should be planned as an integral part of the lesson. The implicit should be made explicit. Each step of the worked examples should be broken down, step by step.</p>	<p>Follow each step of the worked example following the teachers instructions, reflecting as they work through.</p>
<p>Increased Competency - provide pupils with opportunities to practise the steps they have learned through more examples that have an increased level of difficulty from the example.</p>	<p>Pupils will work independently when required, using the worked example to aid them.</p>

Develop subject mastery by deepening as well as broadening knowledge



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As a teacher we will..	As a pupil we will...
<p>Have secure subject knowledge - Have a strong grasp of the curriculum content from the Key Stages to enable pupil's cognitive understanding.</p>	<p>Demonstrate understanding of subject knowledge through teacher assessment</p>
<p>Assess pupil understanding before introducing new topics, it is better to go slow and build knowledge and skills.</p>	<p>Embrace the opportunity to consolidate learning, valuing reviewing learning as well as learning new concepts.</p>
<p>Create opportunities to deepen as well as broaden skills and knowledge.</p>	<p>Research topics independently to supplement my in school learning.</p>

Plan opportunities for interleaving and spaced practice



As a teacher we will..	As a student we will...
Complete short, frequent, low stakes tests to consolidate learning.	Regularly revise and learn from frequent mini tests.
Return to topics at least twice before a formal assessment.	Revise a topic at least three times before a formal assessment.
Use personal learning checklists to understand where gaps in knowledge exist and make individual plans to fill these.	Use personal learning checklists to audit my knowledge and close gaps
Create a bank of revision resources/knowledge organisers and ensure time is devoted both at home and in class to learn these.	Create a bank of revision resources from the materials provided to me and my book/Google Classroom.

Give feedback that is timely, specific and is actioned in future work.



As a teacher we will..	As a student we will...
Help clarify what good performance looks like, clarifying task requirements (goals/criteria/standards)	Understand my teachers conceptions of assessment goals and criteria.
Facilitate the development of self assessment , providing structured opportunities for self-monitoring .	Reflect on identifying and judging how my work meets the standards and criteria of the work/lesson.
Deliver high-quality information to students about their learning (related to pre-defined criteria, timely feedback, corrective advice, prioritising areas for improvement)	Aware of my next steps and how to improve my learning.
Encourage teacher and peer dialogue around learning	Join in with whole class discussion and peers to discuss and make productive improvements to our learning.
Encourage positive motivational beliefs and self esteem	Take onboard advice and celebrate my progress and achievement
Provide opportunities to close the gap between current and desired performance	Engaged in all learning opportunities provided to support my progression and performance.