





St Augustine's Catholic High School and Sixth Form

Learning and Teaching Policy

Approved		Date
Principal G T O'Connor		22.06.22
Chair B Stokes Standards & Performance meeting		22.06.22
Cycle of Review: Every 3 years		
Next Review Date: June 2025		



ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

DEVELOPING THE WHOLE PERSON

Learning and Teaching Policy

Rationale

St Augustine's Catholic High school aims to provide the highest standards of Catholic Secondary Education which will equip students for their lives today and in the future, placing the worship of God, the Gospel Values and Prayer at the centre of school life and instilling fundamental British values with a deep understanding of equality to become confident and responsible citizens of the future.

This Learning and Teaching policy is mindful of the Catholic nature of the school and its continued pursuit of excellence in all areas of school life. This policy is also mindful of the expectations placed on all teachers in the National Teacher Standards. Evidence-based research, such as the ones carried out by the EEF, underpin the teaching approaches and quality assurance procedures used at Saint Augustine's Catholic High School.

Key Principles

1. Although there is no preferred teaching style, all sequences of lessons should be structured around the agreed curriculum and learning cycle.
2. Progress through the agreed curriculum is actively planned for and reviewed across lessons.
3. Learning activities are planned to meet the specific needs of individuals and groups of students (including SEND, Pupil Premium and the more able) as identified by assessment and other data.
4. Teachers intervene or reshape learning as soon as the need arises.
5. Students receive regular detailed formative assessment feedback, as outlined in the Marking and Assessment Policy.
6. Behaviour for learning is supported by following the school's Gospel values and expected behaviours alongside boy/girl seating plans.
7. Student feedback is valued as a tool for improving teaching and learning.
8. Homework tasks are set fortnightly to support learning, or more frequently according to each department's marking and assessment policy.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development. This can be achieved by:

1. Self-evaluating their own subject knowledge and understanding of changing educational initiatives.
2. Taking an active part in sourcing and completing relevant CPD opportunities.
3. Self-evaluation of the quality and effectiveness of their own teaching and classroom management.
4. Engaging in work scrutiny within the department to ensure that the agreed curriculum is being implemented and that all students are making expected progress.
5. Monitoring student progress through the agreed curriculum to ensure they achieve well against prior achievement and similar groups nationally.

6. Encouraging students and teachers to reflect on teaching and learning practice through student voice.
7. Sequencing lessons and ensuring that they incorporate opportunities for students to revisit learning regularly.
8. Enabling students to reflect on their learning and engage actively with the feedback given by teachers and/or peers during regular and timely DIRT opportunities.

Lesson Visits

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus. Lesson visits are a powerful tool to observe and develop common trends in classrooms and to audit typicality.

During the lesson visit:

Evidence will include: KOT Folders, (register, detailed seating plan including targets and working at grades, class context sheets, PP and SEND information, identified cohorts, marking and assessment tracking data), ClassCharts information and the learning environment. This will be used as part of the process and should be available at all times and provided by the class teacher.

1. Senior and middle leaders will conduct lesson visits walks as part of the self-evaluation process and when calendared.
2. Lesson visits will be used to quality assure school and department policies and will be recorded in self-evaluation documents (SEFs).
3. Lesson visits will not result in lessons being graded.
4. Where possible, lesson visits will have a focus which will be given in advance.

Work Scrutiny

The purpose of the work scrutiny process is to ensure that:

1. The agreed curriculum is being implemented as agreed in pupil books
2. Department teams are following St Augustine's processes with respect to marking and feedback within and between teams
3. Students are taking pride in their work and are making expected progress through the agreed curriculum

During departmental work scrutiny:

1. Where possible, work scrutiny will have a focus which will be given in advance
2. HoDs will share the proforma prior to work scrutiny week
3. HoDs will collect 5 books and assessment folders/ learning journals where applicable (Focus 5/ SEND/ PP where appropriate) identified by HoD per teacher for that year group
4. HoDs/ TLR holders will complete the proforma for each teacher with SLT link
5. HoDs will give feedback to his/ her team
6. Each form will need to be completed (scanned or typed up) and saved on the appropriate HoD shared file by the end of the work scrutiny schedule
7. HoDs will meet with line manager to feedback on work scrutiny and analyse the data
8. HoDs will update the DIP/DEF in light of feedback from the work scrutiny

Student Voice

The purpose of the Student Voice process is to:

1. Quality assure the delivery of the agreed curriculum in lessons
2. Increase students' engagement in their learning
3. Enable students and teachers to reflect on teaching and learning practices
4. Ensure students are taking pride in their work and are making expected progress through the agreed curriculum
5. Encourage collaboration between students and their teachers

During departmental student voice:

1. HoDs will select a group of 10-15 students from a range of year groups and teachers
2. HoDs will meet with students and ask them questions re: T and L in their area
3. HoDs will summarise the data using the proforma provided

4. HoDs will save the data in HoD folder and share with their SLT link
5. HoDs will identify action points where applicable

Continuous Professional Development

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar.

Teachers should:

1. Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
2. Discuss learning and teaching in Department Development time in order to share good practice;
3. Plan their own CPD programme in conjunction with their Line Manager as a result of the self-evaluation process and by reflecting on the Teacher's Standards document and potential career progression.
4. Teachers on the Upper Pay scale should also:
 - Make a distinctive contribution to the raising of student standards
 - Contribute effectively to the work of the wider school
 - Engage with and make a substantial and sustained contribution to CPD

Process to book external CPD:

If you would like to access external CPD, please discuss the CPD needs with your line manager and make a request for the appropriate course using CPD genie. The request will be reviewed by the Senior Leadership Team and, if agreed, will be booked by HR. You will receive confirmation of this from HR.