





## St Augustine's Catholic High School

# Learning and Teaching Policy

Approved		Date
Chair, Academy Representatives M Dean		12.12.18
Head of School G T O'Connor		12.12.18
Curriculum & Standards Full Board	Reviewed at Meeting Ratified at Full Board	14.11.18 12.12.18
Cycle of Review: 3 years		
Next Review Date: October 2021		

# Saint Augustine's

CATHOLIC HIGH SCHOOL & SIXTH FORM CENTRE

*A Christ centred learning community committed to the development of the whole person*



## LEARNING AND TEACHING POLICY

### RATIONALE

In order to realise our Mission to 'be a Christ centred learning community committed to the development of the whole person' and 'to offer the highest quality of teaching and learning, which will equip students for life' St Augustine's Catholic High School has a learning and teaching policy. This 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.

### Key Principles

1. Although there is no preferred teaching style, all sequences of lessons should be structured around the Learning Cycle and Key Ingredients for Learning.
2. Progress is actively planned for and reviewed in every lesson.
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 Values for Success and boy/girl seating plans.
7. Student feedback is valued as a tool for improving teaching and learning.
8. Homework is set to support learning at least once per fortnight, or more frequently according to each department's marking and assessment policy.

**Review and reflect on the learning**

Have you/the students reviewed learning against the learning outcomes/levels?

Does review, marking and/or assessment enable students to know what grade/level they are working at and what they need to do to progress?

**Prepare for learning**

Have you made links with prior/future learning?

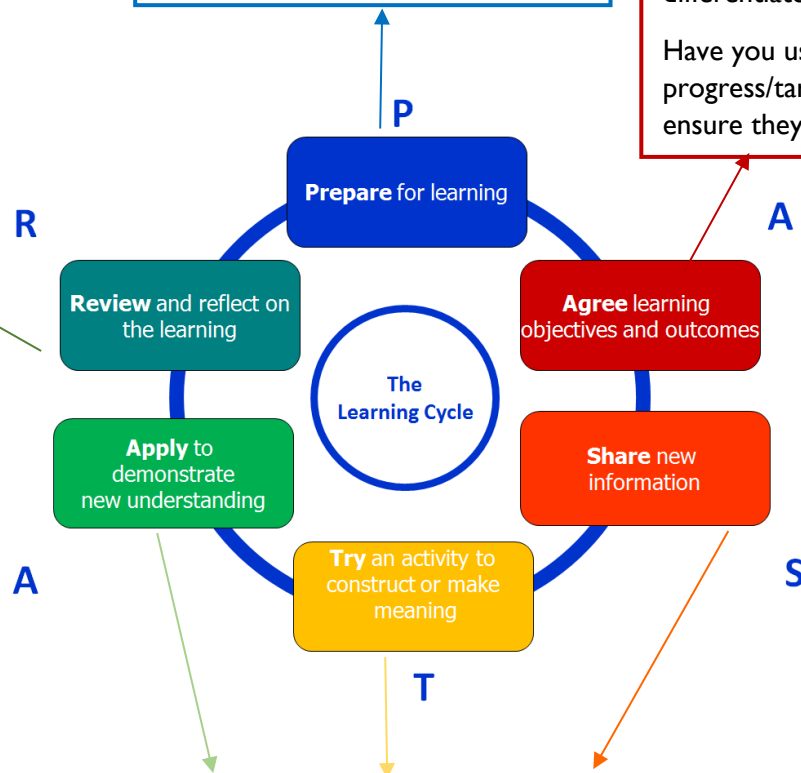
Is your starter engaging?

Have you considered the bigger picture of this lesson/how does it fit in a wider context?

**Agree learning objectives and outcomes**

Are the learning objectives differentiated and levelled?

Have you used current progress/target data to ensure they are pitched



**Share, Try, Apply**

Have you considered the different abilities/needs of groups of students in the class and differentiated resources, activities, strategies, student groups, to match learning to their needs?

Will the teaching strategies/style impact on learning? Are they well-judged and imaginative?

Have you used mini-plenaries throughout to check progress against the learning outcomes and to highlight how to reach the next level?

Have you included literacy, numeracy or SMSC?

Does homework support the learning?

## Appendix I: Key Ingredients for Good Learning

All students should have...	Why we think this is important	Learning Cycle
A Do Now Task upon arrival	<ul style="list-style-type: none"> <li>Creates a calm, orderly climate for learning</li> <li>Helps students adjust from one subject to another</li> <li>Provides an opportunity to take the register etc.</li> </ul>	<b>PREPARE</b>
An <b>active starter</b>	<ul style="list-style-type: none"> <li>Stimulates the brain</li> <li>Engages students with the learning objective/s</li> <li>Creates enquiry for the next phase of learning</li> </ul>	<b>PREPARE</b> <b>AGREE</b>
An <b>understanding of the learning objectives, outcomes and success criteria</b>	<ul style="list-style-type: none"> <li>Students are more motivated if they understand what they are learning, why they are learning it and how they will know if they have been successful.</li> <li>Sharing them in an interesting way creates engagement.</li> </ul>	<b>AGREE</b>
Access to <b>resources</b> which engage, challenge, or create relevance	<ul style="list-style-type: none"> <li>Hooks can generate a desire to learn, explore and extend thinking</li> <li>Resources should support the learning objective and wider skills</li> <li>Making links with the real world adds a wider value to the learning</li> </ul>	<b>SHARE</b> <b>TRY</b> <b>APPLY</b>
Opportunities for <b>collaborative learning</b>	<ul style="list-style-type: none"> <li>Group or paired work encourages deeper learning through dialogue</li> <li>Enables different learning styles and intelligences to be included</li> <li>Students are more willing to take risks or engage in open enquiry with others</li> </ul>	<b>SHARE</b> <b>TRY</b> <b>APPLY</b>
Chances to engage in quality <b>dialogue</b> about their learning	<ul style="list-style-type: none"> <li>Teacher and TA input and feedback during the learning process is needed to ensure that individual students make appropriate progress</li> <li>Planned opportunities for guided intervention can address underperformance</li> </ul>	<b>All</b>
<b>Mini-plenaries</b> to review their progress during the lesson	<ul style="list-style-type: none"> <li>Students are more motivated when they can see they are making progress</li> <li>Success criteria enable quick peer/self /teacher assessment</li> <li>Generates progress information for intervention and reshaping</li> </ul>	<b>REVIEW</b>
Well- <b>paced</b> learning with clear transitions	<ul style="list-style-type: none"> <li>A crisp pace maintains the learning momentum</li> <li>Dips in pace or lengthy transitions are often times when the learning climate deteriorates and progression slows down</li> </ul>	<b>All</b>
Activities which allow them to ask and answer <b>challenging questions</b>	<ul style="list-style-type: none"> <li>Planning when questioning will happen helps to embed the learning</li> <li>Higher order questioning encourages deeper learning and understanding</li> <li>Those who know the answer should not be the ones asking the questions!</li> </ul>	<b>SHARE</b> <b>TRY</b> <b>APPLY</b>

<p>A <b>plenary</b> which reviews their progress and makes links with future learning</p>	<ul style="list-style-type: none"> <li>• Creates an opportunity to evaluate and celebrate progress</li> <li>• Identifies personal priorities for future learning</li> <li>• Students can see the bigger picture for the learning in that lesson</li> </ul>	<p><b>REVIEW</b></p>
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**Appendix 2: Planning Checklist.**

