



## **Teaching and Learning Policy**

*Reviewed May 2022*

### **1. AIMS**

- 1.1 To be a Catholic school where all members of the community live according to Gospel values and the principles and teachings of Mary Ward, promoting the virtues of freedom, sincerity, justice, truth and joy, to allow all members of the community to feel secure and able to work and live in an atmosphere of courtesy and respect.
- 1.2 The Governors seek to ensure that the values of Mary Ward are reflected in the planning and delivery of all policies. The principle values covered by this policy are:
  - Freedom – This policy aims to ensure that students are able to give of their best and take charge of their own lives.
  - Joy – This policy shows how the school will become a place where learning is enjoyed and pupils can flourish.
- 1.3 To create a caring and stable environment, in which each person is respected as an individual with unique gifts, talents and ambitions, and is given the freedom and confidence to develop these.
- 1.4 To ensure that teaching across the school is as engaging and effective as possible.
- 1.5 To ensure that teachings reflect Gospel values and the principles of Mary Ward, as promoted by the Loreto Teaching for Learning and Life programme.

### **2. GUIDING PRINCIPLES**

- 2.1 Learning objectives must always be clear to all concerned, must always be in line with carefully-planned schemes of work, and should reflect Ignation approaches to pedagogy.
- 2.2 The learning environment must be conducive to effective learning.
- 2.3 Many pupils have to overcome barriers to learning. Teachers and Learning Support Assistants must be aware of their individual needs and should do all they can to address these.
- 2.4 In order to help them reflect on how to promote effective learning, staff members should receive regular training and be given opportunities to share good practice.
- 2.5 The school will regularly undertake quality assurance exercises to ensure that learning is being managed effectively.

### **3. QUALITY ASSURANCE**

- 3.1 The effective management of learning always features in the Performance Management objectives of all teaching staff. Each year this is themed to reflect a key teaching and learning

focus in the School Development Plan. Teachers are expected to provide evidence that they are engaging with this objective effectively.

- 3.2 The internal staff training programme should ensure that new teachers understand the ideals laid out in the Teaching for Learning & Life programme, and that this is influencing their lesson planning. It should also support and reinforce good practice, and help teachers to meet their Performance Management objectives. Where relevant and appropriate, staff are also given access to external training opportunities in order to enhance their management of the learning undertaken both in school and at home.
- 3.3 The main focus of formal lesson observations is the quality of learning which is taking place.
- 3.4 SMT occasionally “drop in” to lessons unannounced in order to monitor teaching & learning.
- 3.5 Teachers regularly assess the quality of learning taking place. The progress of every student is tracked throughout their time at the school.
- 3.6 Where pupils are failing to maintain the expected level of learning, action is taken to address this.

#### 4. **HOMEWORK**

- 4.1.1 The purpose of all homework activities must be clear to all involved.
- 4.2 Homework can take any number of forms, but students must be given appropriate understanding, resources and time in which to complete the tasks set.
- 4.3 The amount of homework pupils are expected to undertake rises as they move up the school. As a rough guideline, pupils should receive the following amounts of work during the school week:  
  
Year 7 - up to 1½ hours each night, and 2 hours at the weekend.  
Year 8 - up to 1½ hours each night, and 2 or 3 hours at the weekend.  
Year 9 - up to 2 hours each night, and 3 hours at the weekend.  
Year 10 - up to 3 hours each night, and 3 hours at the weekend.  
Year 11 - up to 3 hours each night, and 3 to 5 hours at the weekend.

Year 12 & 13 students can expect the amount of private study they undertake to match the amount of hours they are taught for.

- 4.4 Wherever possible, pupils will be issued with a homework timetable, and teachers are expected to adhere to this.

#### 5. **ROLES & RESPONSIBILITIES**

- 5.1 We expect pupils to:
  - engage with their learning to the best of their ability, whether working at school or at home;
  - have high expectations of themselves, and do their best to fulfil these;
  - maintain the commitments made when signing the Home School Agreement;
  - show a positive attitude to learning, and respect everyone’s right to learn;
  - develop positive relationships with their fellow pupils and with members of staff, and
  - listen carefully to school staff, and respond to the feedback and advice they receive.

5.2 We expect parents to:

- help their children to engage successfully with their learning, especially when this is taking place at home;
- have high expectations of their children, provide plenty of encouragement, and reward good behaviour at school;
- maintain the commitments made when signing the Home School Agreement;
- attend information evenings and parents evenings so that they are empowered to support their children's learning;
- keep the school informed of any circumstances which may impact on their children's ability to access learning;
- regularly review and sign the pupil diary;
- ensure that their children are provided with a suitable environment in which to undertake home learning, and are given sufficient time and resources to complete this, and
- support initiatives taken by the school to improve their children's behaviour for learning.

5.3 We expect form tutors and Heads of Year to:

- ensure that pupils know what is expected of them;
- monitor the attendance, punctuality and behaviour of students, and take action to address any issues which prevent learning from taking place;
- ensure that effective communication between home and school is maintained;
- ensure that pupils start the school day with a positive outlook, and are ready to engage with learning, and
- monitor the number of merits and other rewards which pupils are given, and ensure that their achievements are acknowledged.

5.4 We expect class teachers and learning support assistants to:

- have high expectations of the students;
- ensure that lessons start and end on time, and that homework is set in accordance with school policy;
- ensure that appropriate schemes of work are in place, followed closely, and delivered in full;
- share clear learning objectives with the pupils and ensure that they are empowered to meet these;
- ensure that lessons are accessible but challenging for all pupils, whether they are being completed in school or online;
- be aware of, and address, the different learning needs of individual pupils;
- employ a variety of teaching strategies in order to facilitate effective learning;
- regularly assess the quality of learning in their lessons, and provide pupils with feedback which is constructive and formative;
- take prompt action to address significant or persistent underperformance by individual students;
- provide pupils with opportunities to reflect on the quality of their learning and help them to identify appropriate strategies for improvement, and
- reward pupils for making good progress, and celebrate their achievements;

5.5 We expect heads of department to:

- take full responsibility for the quality of learning which takes place in their department;

- ensure that expectations and standards are consistently high across the whole department, and that excellent learning is the department's top priority at all times;
- ensure that schemes of work are in line with school expectations and national requirements, are well-resourced, and are shared with all the relevant members of staff;
- monitor the delivery of schemes of work, and ensure that teachers are delivering them fully and effectively;
- monitor the assessment of all students within the department, and ensure that the information gained from this contributes meaningfully to subsequent teaching;
- ensure that teachers take action to address lack of progress or poor behaviour for learning on the part of individual pupils;
- support teachers who find that an individual pupil persistently refuses to access their learning, or is preventing others from doing so;
- meet regularly with senior leaders and advise them of any issues which are having a negative impact on the quality of learning in the department, and
- undertake an annual evaluation of the department's effectiveness, identify priorities for improvement, and draw up a departmental development plan which will ensure that these are addressed.

#### 5.6 We expect senior leaders to:

- have high expectations of everyone involved in the students' learning;
- take full responsibility for the quality of learning within the school;
- promote effective teaching and learning at all times;
- ensure that all teaching reflects Gospel values and the principles of Mary Ward;
- ensure that all departments have appropriate schemes of work in place, and undertake regular quality assurance activities such as work scrutinies, lesson observations, and pop-ins in order to ensure that these are being delivered fully and effectively;
- regularly review assessment and exam data in order to identify strengths and weakness in the quality of learning within the school, and take action to address any apparent shortcomings;
- meet regularly with heads of department and heads of year, and support them in their efforts to ensure that learning is as effective as possible throughout the school;
- ensure that the Performance Management process helps members of staff to improve the quality of learning within the school;
- ensure that members of staff are given plenty of opportunities to reflect on their own performance, to share good practice, and to access high-quality training opportunities;
- undertake an annual evaluation of the quality of teaching and learning in the school, identify priorities for improvement, draw up a departmental development plan which will ensure that these are addressed, and ensure that these are shared with staff, and
- regularly discuss with governors the quality of learning in the school.

The Governing Body has responsibility for setting and maintaining the principles underlying the school's policy, and reviewing and endorsing agreed strategies through the Curriculum Committee