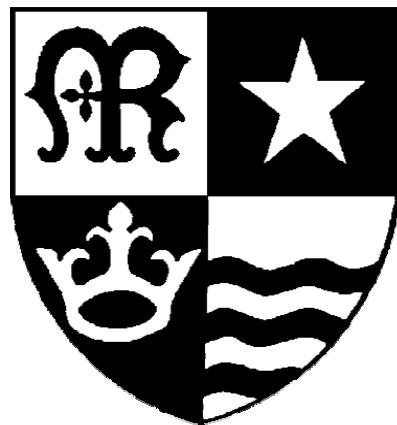


St Mary's College



Teaching and Learning Policy

2008 – 2009
Review July 2009

St Mary's College Teaching and Learning Policy

The Mission of St Mary's College

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself” (Mk 12:30-31)

St Mary's R.C. Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

The College aims to establish a clear and effective policy on Teaching and Learning which is rooted in our mission and which, when followed, will ensure that all of our students receive lessons which are at least good, and the norm is very good to outstanding (using the Ofsted criteria).

AIMS

- To ensure that all our pupils are challenged in their learning and helped to develop into confident independent learners for life
- To develop teaching and learning using the TEEP model

- To make sure that there is consistency in all lessons in all departments in terms of methodology and expectations of pupil performance

OBJECTIVES

- To raise the levels of attainment and achievement in all subject areas in all key stages
- To ensure consistency within and across departments in teaching methodology
- To raise student enjoyment of learning
- To raise pupil expectations of their own performance
- To develop independent learners for life
- To ensure high standards of pupil behaviour and motivation in all of their studies

TEEP (Teacher Effectiveness Enhancement Programme)

All St Mary's teaching staff are trained in the principles and methodology of TEEP. The TEEP model is the teaching and learning scheme that the College has decided to follow. The policy, therefore, takes into account the following underpinning elements:

ACCELERATED LEARNING

Principles:

- We do not learn when placed under negative stress
- We access information through all our senses
- We respond to novelty and remember context rather than content
- We learn in different ways (Howard Gardner, Multiple Intelligences)
- Recall is dramatically improved when information is regularly reviewed
- Learning is greatly enhanced when the whole brain is engaged



THINKING FOR LEARNING

- Match learning outcomes to higher-order thinking skills
- Display thinking skills on classroom wall and refer to them during lesson

- Debrief at end of the learning experience to unpack not just **what** has been learned but also **how** it was learned
- Use activities that promote higher order thinking, e.g. taboo, odd one out
- Make use of thinking tools e.g. concept maps, graphic organisers

ASSESSMENT FOR LEARNING

Assessment should be regular and routine. Teacher comments should be specific, and focus on the stated learning outcomes. The aim of formative assessment is to support the pupil to make progress.

DO

- Use a range of assessment strategies – written, oral, self, peer, teacher, etc.
- Give specific comments
- Encourage pupils to reply to your comments
- Teach pupils to assess each other's work
- Develop quality criteria for assignments and share them with pupils
- Assess regularly – pupils need feedback as quickly as possible

DON'T

- Use numerical marks on pupils' work – use comments (wherever possible)
- Use vague comments such as 'sound', 'satisfactory'

COLLABORATIVE PROBLEM-SOLVING

- Students are presented with real life or contextual scenarios or challenges to work through and solve
- Process, skills and dispositions are valued as much as content and are explicitly taught e.g. collaboration, communication, time management
- The Teacher uses a wide range of strategies to build explicitly a 'Community' of learners and invests time in this process
- Students regularly present their work to others and receive feedback on the 'quality' of their work from their peers
- Teacher takes role of coach or facilitator and is prepared to let students take chances, try things out, and sometimes 'fail' before debriefing the experience and turning it into a learning one

EFFECTIVE USE OF ICT



- ICT is used at point of need – i.e. in the classroom, to support pupils' learning.
- ICT should only be used if it enhances the experience. If it can be done as well with paper and pen, then do not use ICT.
- Students need visual stimulation, and ICT enables images to be projected easily.
- Interactive Whiteboards, projectors, digital cameras, PCs, laptops etc. can enrich a pupil's experience, and departments working collaboratively to develop appropriate ICT use can greatly enhance pupils' learning.

Procedures for Effective Teaching and Learning

There are certain things which are non-negotiable and should be features of all lessons in all subjects:

- In line with College policy, the **Classroom Code**, which should be clearly displayed in each classroom, should be followed by all pupils.
- At **Key Stage 3 pupils should be sat boy / girl** but it is the teacher who decides on seating arrangements.
- All lessons must start with the **Sign of the Cross**
- The **attendance register must be taken** in all lessons preferably near the start.

EFFECTIVE TEACHER BEHAVIOURS

Using the TEEP model there are key teacher behaviours which are essential for effective learning. These would include the following:

Classroom Climate

- The teacher should create an atmosphere where children feel both emotionally and physically safe
- The classroom should be a positive and inviting environment
- Encourage enthusiasm among the children
- Always have high and challenging expectations of all pupils
- Seek to develop good relationships among all in the class
- Value pupils' work (through rewards and display)

Classroom Management



- Be organised and have all resources to hand
- Use the College behaviour policy at all times and always correct inappropriate behaviour
- Seek to gain and hold pupils' attention
- Always seek to be fair and clear in your dealings with pupils
- Create a secure learning environment
- Be vigilant in the classroom constantly scanning the room

Interactive Teaching

- Have clear learning outcomes
- Regularly review the learning during the lesson
- Get the pupils to demonstrate their learning
- Questioning skills
- Respond to questions
- Give pupils time to think before getting an answer
- Stimulate class discussion

DIFFERENTIATION

All lessons need to be differentiated for the following groups:

1. Gifted and talented students

Teachers need to ensure that they know which students have been identified as gifted or talented within their class groups. This information is available on SERCO and the G&T directory is stored electronically on the staff shared area and each Head of Department has a paper copy.

Teachers need to employ a range of strategies to provide G&T students with sufficiently challenging tasks. The G&T folder on the staff shared area contains a wealth of advice and practical strategies for working with our more able students. The following is a summary of some of the most important principles:

- The correct starting point for each child should be taken into account, instead of a common approach to all.
- Allowance should be made for students to miss out stages when it is clear that they have the ability to jump steps needed by the great majority
- Space for individual pupils should be given so that they can experiment and work in an original way.
- G&T students respond well to more open-ended tasks.
- Teachers should be prepared to cut short the amount of practice of a particular skill or process if an able child shows an early mastery. The time can then be used to allow for other development, either in depth or breadth.
- The child should be encouraged to work independently, where possible.
- Exciting and challenging extension materials should be provided so that the able child finishing early has something worthwhile to do next. NOT MORE OF THE SAME!
- Where possible, G&T students should receive differentiated homework.
- Teachers should use more sophisticated vocabulary with G&T students to further their linguistic development.

2. SEN

Teachers need to ensure that they identify which of their students are on the SEN Register and for what reason. This information is available on the SERCO system on the class register and will show the letter S (statement), A (school action) or P (school action plus). Further information is available within the personal details of the student's record on SERCO, on the staff shared area, or from the SEN department.



For students with a statement of special educational needs, a confidential booklet is available in departments and year offices, giving a one page summary of the needs of each of these children. Just because they have a statement, does not necessarily mean that there are also learning difficulties.

Depending on the needs of the student, various differentiation strategies may be required. Many of these (such as using clear fonts, like sans serif, for dyslexia) may help a much wider range of students. Help sheets are available on the SEN staff-shared area for various learning difficulties. Some general principles are:

- Give instructions in plain English and be happy to repeat them
- Use a variety of teaching and learning styles
- Break down longer tasks into smaller more manageable bits.
- Ask the student what strategies help them
- Summarise key points at the start and end of lessons
- Provide simplified worksheets where appropriate
- Make sure that homework is not only written down, but understood
- Most of all check for and use the appropriate differentiation for that specific student

3. EAL (English as an Additional Language)

Teachers need to ensure that they identify which of their students are on the EAL register. This information is in the EAL folder in the Staff Shared Area and on SERCO.

When planning lessons, teachers need to begin by identifying the language that children new to English require to actively participate in the lesson. Once the language demands of the lesson have been identified, teachers then need to plan how they will model that language in a supportive context, scaffolding children's understanding and they will also need to plan opportunities for the children to use the identified language.

When planning for children new to English, teachers might want to consider how to incorporate the following approaches:

- anticipating language that might create difficulties, such as language structures and tenses and planning how it will be introduced;
- providing models of the language the child will be expected to use, both oral and written either by the teacher or by other children;
- identifying vocabulary that might create barriers to understanding and teach it explicitly;
- encouraging the use of a bilingual dictionary ,
- encouraging the child to develop their own dual language dictionary;
- using the child's abilities in their home language-note taking etc,
- pairing them with a confident speaker of their home language if appropriate;
- using AfL processes to gauge children's previous knowledge at the start of any new unit of work;
- using visuals, actions and real objects as much as possible to support meaning;
- using active tasks such as card sorting, transferring to grids, role-play and drama;
- using practical tasks as much as possible, ensuring that someone speaks to the child

about what they are doing to support them in attaching meaning to language;

- varying the activities in a lesson so that concentration is maintained and the same language is encountered in a range of contexts;
- respecting the need of children who are going through a '**silent period**' to assimilate the language before speaking it, providing them with opportunities to use visual and practical rather than oral responses to demonstrate understanding;
- ensuring that speaking and listening activities are planned for specifically, with scaffolding for children learning EAL (ensure careful selection of talk partners);
- repeating instructions, key phrases and questions to increase familiarity;
- summarising key points in simple sentences;
- ensuring that reading materials are geared to the child's interest and maturity levels as well as their ability to read in English.

Vocabulary is one of the key language features for EAL learners and will be the starting point for many children new to English. To teach new vocabulary, teachers will need to:

- model it in context;
- prompt for it and elicit it;
- draw attention to it and use it in other contexts;
- display it;
- provide meaningful opportunities for children to practice it.