

The logo consists of several concentric, overlapping red curved lines that form a stylized, abstract shape resembling a person or a figure. A small red circle is positioned at the top of the innermost curve.

ST. JOSEPH'S
CATHOLIC COLLEGE

Learning and Teaching Policy 2014



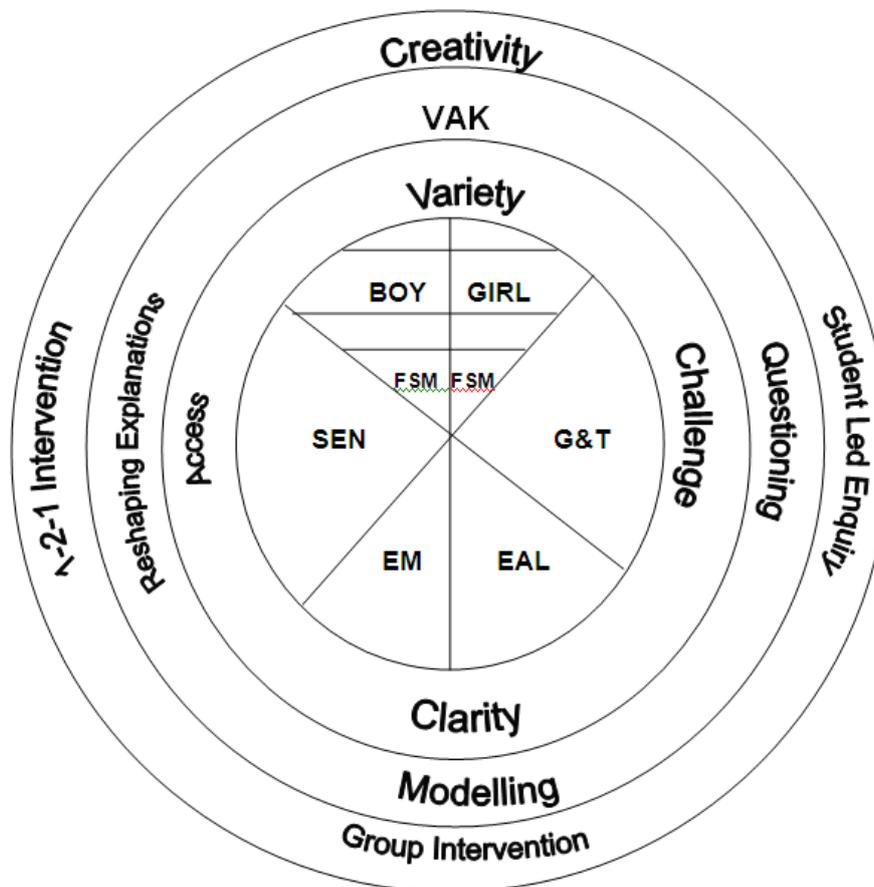
Learning and Teaching Policy

Aims: St Joseph's Catholic College aims to create: a stimulating learning environment where high expectations, a challenging pace, and clear standards are the norm, and also where consistency of approach is a characteristic of all teaching, all of which will create a rewarding experience for students and teachers alike.

At St Joseph's the learning and teaching vision is to focus on the students in our care.

The inner circle is our students who have many differing needs relating to gender, class, culture, race, ability and physical, behavioural and emotional needs. The outer circles are the approaches that meet that these need and have an impact on the whole class.

It is our intention and commitment to know our students even better and so meet their needs, therefore have a **beneficial** impact on progress and community engagement.



This policy provides a framework for the planning of learning and teaching across the College. All learners are entitled to experience these minimum expectations at St Joseph's Catholic College and many will have positive learning experiences beyond those outlined.

All lessons at St Joseph's Catholic College will have elements of these learning skills

Key Learning Skills based on B&E/PLT Skills – Students are learning to be:					
Independent Enquirers who:	Creative Thinkers who:	Team Workers who:	Self-Managers who:	Effective Participators who:	Reflective Learners who:
compare experiences with those of others	use resources in new ways	assess their peers	take and manage risks – with increasing resilience	carry on an activity or conversation	take a different approach to an activity or redraft written work
find out about what others think about their experiences	use vocabulary in new ways	listen and understand others	set targets based on current performance	start an activity or conversation	evaluate their success
find out about others' experiences at a local level and beyond	find solutions to problems	work well in groups	use resources well (including any financial implications)	ask questions	check their work for communication (physical, verbal, written literacy)
find out about others' experiences at a national level and beyond	create original work	work well in pairs	use time well	answer questions	Check their work for accuracy
Finding and using information	Initiative	Team Work	Flexibility & Risk Taking, Time & Resource Management	Communication (Speaking & Listening)	Reflection and Improving

Lessons should give students the opportunities to link between subjects, current events and improve their literacy skills giving students the opportunity to demonstrate how they contribute to the learning community within the classroom, their year group and the whole College.

Creating a Supportive Learning Environment

There is a College held belief that all lessons will:

- Have a clear statement of differentiated learning objectives to include the progress to be expected by the end of the lesson
- These objectives are translated into guided learning activities
- Have an opportunity to consolidate, reflect and review on the learning taking place
- Link to prior learning
- Consist of appropriate pace and challenge
- Encompasses a variety of learning and teaching styles
- Use directed questioning to stimulate participation and assess students' understanding
- Offer a range of differentiated strategies to accommodate all learners
- Use a variety of resources, approaches and assessment techniques to meet the learning needs of all students
- All rooms have a variety of peripheral learning including examples of assessed student's work from all key stages

Useful documents:

Personalised Learning – a Practical Guide (2008) DCSF
Pedagogy and Practice Unit 18 Creating a Climate for Learning

Behaviour for Learning

A safe and purposeful environment is created for learners through

- Staff and students arrive punctually to lessons
- Staff and students arrive to lessons properly equipped
- Students have their planners on their desk
- Behavioural expectations are made clear by staff and students
- All classes have a seating plan designed to enable all students to be effective learners and make expected progress
- Students demonstrate supportive learning behaviours whilst working with their peers
- Students efforts and achievements are regularly praised
- Staff use the College reward system in order to offer a wide audience for students 'achievements'
- Effective actions are taken to resolve incidents of behaviour which undermine the achievement of the learning objectives or threaten the well being of others.

Useful documents

St Joseph's Catholic College Behaviour Policy
Pedagogy and Practice: Unit 20 – Classroom management

Students' Infinite Potential

- Through careful and skilful planning, students are challenged to achieve in line and above National targets.
- Students take responsibility for their own learning and are provided with opportunities to work independently.
- The balance of the lesson is 70% students, 30% teacher.
- The curriculum is designed to enable students to have a personalised curriculum that best meets their needs.
- Equally high expectations for all students.

Useful Documents

St Joseph's Catholic College Gifted and Talented Policy
Independent Learning and Marking Policy

Assessment for Learning

- Pupil progress is assessed using a range of effective strategies including APP
- Students progress and attainment are regularly monitored through both written and oral feedback
- Students receive regular How to Improve (HTI) comments and student respond to these comments using green pen to demonstrate learning and progress.
- Students know the level they are working at, their aspirational target level and the next steps they need to make progress

Useful Documents:

St Joseph's Catholic College Assessment for Learning Policy

Teaching Standards

Professional Skill Level Descriptors for the 3 Band Structure (taken from PM documentation)

Standard	Band 1 Teacher	Band 2 Accomplished Teacher	Band 3 Expert Teacher
Sets high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> Students want to work hard and improve. 	<ul style="list-style-type: none"> Sets students challenging activities. Expectations promote student resilience, confidence and independence. 	<ul style="list-style-type: none"> Students are accustomed to being challenged in all lessons Expectations promote high levels of resilience, confidence and independence
Promotes good progress and outcomes by pupils	<ul style="list-style-type: none"> With appropriate additional support from colleagues most pupils progress in line with school expectations 	<ul style="list-style-type: none"> Most pupils progress in line with school expectations. Teacher is proactive in seeking appropriate support. 	<ul style="list-style-type: none"> Pupils achieve well relative to their prior attainment, making progress as good as or better than similar learners nationally
Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> Displays a clear understanding of the subject, curriculum and literacy/numeracy requirements. Develops knowledge with support from colleagues 	<ul style="list-style-type: none"> Displays an in depth knowledge of the subject, curriculum and literacy/numeracy requirements. Seeks out opportunities to develop knowledge 	<ul style="list-style-type: none"> Displays an expert, up to date knowledge of the subject, curriculum and literacy/numeracy requirements. Actively seeks out CPD opportunities to update knowledge Supports other colleagues in their subject area.
Plan and teach well-structured lessons	<ul style="list-style-type: none"> Plans lessons that differentiate for different students Can adjust lesson plans to meet the needs of the student in the lesson Can address students' misconceptions about subject 	<ul style="list-style-type: none"> Plans lessons that differentiate precisely for different students Makes astute decisions about lesson adaptations to ensure learning for all students Reshapes tasks and explanations to improve learning Enthuses and motivates students to participate 	<ul style="list-style-type: none"> Plans very sharply focused lessons that match individual needs accurately Use well-judged and imaginative teaching strategies that have impact on learning Engenders high levels of enthusiasm, participation and commitment to lessons

Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> • Shows a clear understanding of the differing needs of students. • Teaching is adapted with support from colleagues to address these needs 	<ul style="list-style-type: none"> • Shows a good understanding of the differing needs of students. • Teaching is adapted to address those needs without additional support 	<ul style="list-style-type: none"> • Shows an exceptional understanding of the differing needs of students. • Good professional practice is shared with colleagues
Make accurate and productive use of assessment	<ul style="list-style-type: none"> • Assessment of work takes place and offers advice for improvement. • Advice is not always followed by students, thereby not demonstrating consistent progress • Work scrutiny/moderation shows that assessment is mostly accurate. 	<ul style="list-style-type: none"> • Accurately assessed students' prior knowledge and skills to inform lesson planning • Evidence of feedback that mostly results in student progress • Work scrutiny/moderation shows that assessment is consistently accurate 	<ul style="list-style-type: none"> • Assessment is used with precision and incisive impact to determine students' knowledge and skills to plan precisely focused lessons. • Evidence of feedback that allows student to progress consistently • Work scrutiny/moderation shows that assessment is exemplary.
Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • Poor behaviour from students is managed in line with the College's behaviour policy with some additional support from colleagues • All students are on task during lessons 	<ul style="list-style-type: none"> • Poor behaviour from students is managed in line with the College's behaviour policy. • All students actively engage in learning 	<ul style="list-style-type: none"> • Poor behaviour from students is rare and dealt with effectively in line with the College's behaviour policy. • Good professional practice is shared with colleagues • All students are absorbed in learning and willing to take risks
Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • Supports the implementation of new policies and practice • Able to direct to appropriate place for advice on the development and well-being of children and young people 	<ul style="list-style-type: none"> • Contributes to implementing policies and practice • Able to give some advice on the development and well-being of children and young people • Contribute to the professional development of colleagues through sharing good practice 	<ul style="list-style-type: none"> • Contribute significantly to implementing policies and practice • Able to give knowledgeable advice on the development and well-being of children and young people • Contribute to the professional development of colleagues

			through coaching and mentoring
Professional conduct	Meets the standards set out in the Teacher's Standards	Meets the standards set out in the Teacher's Standards	Meets the standards set out in the Teacher's Standards

Management Competencies Taken from PM documentation

	Inadequate	Satisfactory	Good	Outstanding
Strategic thinking	<ul style="list-style-type: none"> • Has little or no sense of forward planning • Doesn't link future plans to College priorities • Does not look to make improvements in the team • Does not interrogate current and future needs and practices 	<ul style="list-style-type: none"> • Creates basic plans to deliver annual team objectives • Shows clear links between each objective and College priorities • Plans to improve team capacity • Incorporates findings from review of current and future needs and practices 	<ul style="list-style-type: none"> • Defines projects, milestones and measurements to meet objectives • Sets challenging plans to support accomplishment of multi-year College priorities • Develops individuals for roles in the department as part of succession planning • Uses internal and external benchmarking to drive improvements 	<ul style="list-style-type: none"> • Competently adjusts detailed long-term plans to deal with changing circumstances • Identifies and plans substantive changes that must occur to achieve long-term College goals • Develops exceptional employees of all backgrounds to meet the College's long-term needs • Researches internal and external factors to set strategic direction
People Management	<ul style="list-style-type: none"> • Does not know team members and deploys inappropriately • Delivers messages inappropriately • Shows favouritism or inconsistency • Directs too much or doesn't empower people 	<ul style="list-style-type: none"> • Knows team members and deploys appropriately • Delivers appropriate messages with clarity and in a professional manner • Treats all team members fairly and consistently • Delegates tasks 	<ul style="list-style-type: none"> • Uses differing skill sets, perspectives and styles of team members to maximise outcomes • Addresses people management issues before they become problems • Is known beyond own team for fairness and consistency • Delegates work based on development objectives, capability and capacity 	<ul style="list-style-type: none"> • Is sought after as a mentor for great people management • Addresses complicated or subtle performance problems by using a wide range of management practices • Role-models integrity in people management • Delegates information, authority, and resources to get the job done right
Resource	<ul style="list-style-type: none"> • Is non-compliant with some 	<ul style="list-style-type: none"> • Complies with College financial 	<ul style="list-style-type: none"> • Uses strong understanding of 	<ul style="list-style-type: none"> • Uses strong understanding of

Management	<p>College financial procedures</p> <ul style="list-style-type: none"> • Creates problems by not managing to budget • Allows situations to occur where essential resources are not available 	<p>procedures</p> <ul style="list-style-type: none"> • Understands budget implications • Ensures essential resources are available 	<p>College financial procedures to maximise departmental outcomes</p> <ul style="list-style-type: none"> • Manages budgets to accomplish the greatest good for the department • Shifts resources from low-impact to high-impact activities, making difficult trade-off decisions. 	<p>College financial procedures to maximise whole-College outcomes</p> <ul style="list-style-type: none"> • Manages budgets to accomplish the greatest good for the College • Assembles resources to achieve complex, cross-department objectives
Team effectiveness	<ul style="list-style-type: none"> • Confuses team about vision and objectives • Shows inconsistency or inadequacy in dealing with individual or team issues • Team fails to meet most of its objectives 	<ul style="list-style-type: none"> • Expresses vision and objectives clearly to team • Implements strategies to support the team • Team meets most of its objectives 	<ul style="list-style-type: none"> • Inspires and enrolls team to implement vision • Sustains team effectiveness even through adversity and changing circumstances • Team meets all of its objectives 	<ul style="list-style-type: none"> • Purposefully links multiple groups' visions with each other to deliver College improvement • Energises a highly effective team which is mutually supportive and deals well with conflict • Team exceeds some of its objectives

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