



Teaching and Learning Policy

Approved by:	PWG	Date: 21 st March 2023
Last reviewed on:	(New Policy)	
Next review due by:	March 2024	
SLT Lead:	Euan Douglas	

“Wherever God has put you, that is your vocation. It is not what we do but how much love we put into it”

Mother Teresa

1. Aims of this policy

This policy aims to:

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils’ learning and development

2. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. As a Catholic community, we acknowledge that the primary educators of a child are the parents.

2.1.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers’ Standards
- Update parents/carers on pupils’ progress through termly mentoring reports
- Meet the expectations set out in the College curriculum policy, behaviour policy and SEND policy.

2.1.2 Support staff (including teaching assistants)

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Identify and use resources to support learning
- Have high expectations and celebrate achievement

2.1.3 Subject leads (Heads of Department)

Heads of Department at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Encourage teachers to share ideas, resources and good practice
- Develop and maintain department policy into practice guidance for assessment & feedback and homework within their subject
- Drive improvement in their subject through the Department Development Plan process

- Meet the expectations set out in the College curriculum policy, behaviour policy and SEND policy.

2.1.4 Senior Leaders

Senior Leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Provide support and guidance to staff through CPD and other resources
- Continually monitor the quality of teaching across the school (through Tour, lesson observations, pupil panels and assessment reviews)
- Hold staff and pupils to account for their teaching and learning
- Meet the expectations set out in the College curriculum policy, behaviour policy and SEND policy.

2.1.5 Parents and carers

Parents and carers of pupils at our school will:

- Support good attendance
- Participate in discussions about their child's progress and attainment, particularly at parents' evenings and on mentoring days
- Support and give importance to homework

2.1.6 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher and senior leaders to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

3. Whole school expectations (lessons)

3.1 In every lesson students are expected to;

- Write the date, title and learning objective in their book
- Write the topic into their planner

3.2 Across the school teachers will;

- Be prompt to lessons and where possible meet and greet students at the door as they enter
- Ensure adult support is used effectively when available
- Finish lessons on time to ensure students are not late for their next lesson
- Ensure a seating plan is produced for every class where students are sat down
- Write target grades on the front of students' books

4. Absence and cover

When an absence is foreseen, appropriate cover work should be provided by the teacher and left in the trays in the front office in advance (and no later than 7:30am on the day of the cover).

If an absence is not foreseen, for example due to illness, and the teacher is unable to set cover work, the Head of Department should be informed and then set cover work at the earliest opportunity.

In either circumstance, in order for cover staff to be adequately equipped, the information required from the absent teacher is;

- Class information (including room, group and seating plan)
- Lesson information (topic and learning outcome as well activities including information on where any resources e.g. textbooks are to be found)
- Support information (who to contact if there are any problems with the work set – usually Head of Department)

A Saint George Catholic College cover lesson proforma is available and staff are encouraged to make use of this.

5. Homework

5.1 Purpose of homework

Homework is an essential part of the learning process. Saint George has departmental homework policies for individual subjects. We look for parental support in helping to make sure homework and assignments are completed when required.

Homework is important because it:

- a) helps to consolidate and extend what is learnt in the classroom
- b) develops individual learning responsibility
- c) develops research and revision skills
- d) helps teachers to assess students' learning

5.2 Frequency

At both Key Stage 3 and Key Stage 4, each subject should be setting homework at least twice per half term and no more frequently than weekly. Tasks will vary according to subject and year group. Homework must be recorded in students' planners – this is the students' responsibility and teachers will ensure the task and due date are made clear.

5.3 Marking of homework

Work is marked in line with department assessment and feedback policy into practice documents. Homework marking will be prefaced with HW before the mark, grade or comment (for example: HW5 or HW 10/10). Attitude grades are awarded for effort in homework in each subject towards the end of each term.

5.4 Homework support, reward and sanctions

For those students who require the additional support and are not able to complete homework at home, independently, after school support is available through Trinity. Pupils are also able to use the ICT facilities during lunchtime to complete homework tasks. Rewarding good homework and sanctioning students who do not complete the work to the level expected, or on time, is done by following the school behaviour policy.

Each term, departments identify pupils who have had a particularly good attitude to homework and recognise them in the end of term award assemblies.

6. Assessment and feedback

6.1 Purpose of assessment

All assessment should have a clear purpose that helps guide the method of assessment, how feedback is provided and also how students act on this feedback. The purposes identified below are consistent across the school, and individual departments provide their own assessment policy into practice documents to show how these purposes are met within their subject area.

Not every subject will assess for every purpose listed below; the department policy into practice document (see section 6.2) will show how they work towards the purposes most relevant to them.

6.1.1 Formative (diagnosis and intervention)

- To inform future teaching
- To motivate students and build confidence
- To help pupils embed and use knowledge fluently
- To check understanding
- To identify misconceptions (and allow teachers to address them)
- To support the development of literacy and numeracy across the curriculum

6.1.2 Summative (tracking)

- To understand different starting points
- To inform predictions of future performance
- To be able to inform stakeholders (student as well as parents and others) of progress and current attainment
- To give students experience of assessments to support future improved performance

6.2 Assessment and Feedback: Department policy into practice documents

6.2.1 It is understood that the best methods of assessment will differ between subjects across the school. For this reason it is the responsibility of each Head of Department to produce and review a policy into practice document that outlines how the purposes of assessment are met within their subject area. These documents will be reviewed by the Senior Leadership Team to ensure consistency and that they meet the demands of this whole-school policy.

6.2.2 The department policy into practice document will outline the following information in a consistent format;

- The methods of assessment used and how they aim to meet the specific purposes listed above (6.1.1 – 6.1.2)
- The specific actions expected by the teacher and student in regards to that assessment
- The frequency of each type of assessment for each year group (across the school, the minimum is for there to be one piece of summative assessment and two pieces of formative assessment each term. Where students have more lessons in a subject, the expectation is that there would be more frequent assessment and therefore more frequent feedback).

6.3 The Feedback Process

6.3.1 Not all written work by students requires a written response from their teacher. For example, notes taken in a lesson or draft work where students are exploring how to respond, do not require a written response.

6.3.2 Feedback should be timely and prompt so that students can gain most from it.

6.4 Specific marking guidance

6.4.1 All teachers should record marks in a mark book/tracker in line with their department expectations.


6.4.2 All departments should follow the whole school approach to **literacy** marking, using the codes below

- SP – spelling
- C – capitals (circle letters where capitals have been misused/not used)
- PU - punctuation
- // - new paragraph
- ? – vague/unclear
- WW – wrong word
- MW – missing word

6.4.3 When a spelling mistake is identified and corrected by the teacher, the student should respond by writing the correct spelling out three times.

6.4.4 **Teacher marking should be in red. Peer marking, self-marking and responses to teacher feedback should be written in green pen by students.**

6.4.5 **HW** to be identified with a HW symbol **HW**.

6.4.6 When a teacher gives a target for how piece of work should be improved or extended, this target should be prefaced with a  to denote that it is a target that the student should respond to using green pen.

7 Principles of High Quality Teaching (PHQT)

Saint George Catholic College developed the PHQT as a model and descriptor for what a good learning journey looks like. It is used as a consistent language and description of teaching and learning, helping identify areas of strength and areas to develop and improve.

8 Monitoring and improving the quality of teaching

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Senior and middle leaders work together to monitor the quality of teaching within each subject area. This is done by:

- Using line management time to discuss the quality of teaching
- Carrying out regular lesson observations and assessment reviews of student's work, including feeding back to individual teachers
- Carrying out pupil panels

Continuing Professional Development (CPD) is provided for all teachers to improve and develop their practice. This includes;

- INSET** – CPD delivered through evening twilights and staff INSET days
- New staff/ECT meetings** – CPD programme for new staff/ECTs/trainee teachers offered each week. These are set in the school calendar
- Mentoring** – Trainee Teachers & ECTs all have a designated mentor. Mentoring is also offered to staff who need more direct mentoring
- Wednesday morning T&L sessions** – A mixture of whole school and department based sessions that all teaching staff attend weekly

- **Qualifications and courses** – Variety of internal and external CPD opportunities are offered at points during the year. External opportunities include National Professional Qualifications (NPQs), exam boards offering subject specific courses and ECT Mentoring. Our LA offer opportunities on the Southampton Aspiring Senior Leadership Programme, Southampton Effective Middle Leaders Programmes and we offer an in house, Middle Leader coaching programme.