



Maria Fidelis
Catholic School FCJ

Teaching and Learning Policy	
Committee	Curriculum
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The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.



Teaching and Learning Policy

Rationale

At Maria Fidelis we seek to create a positive and exciting learning environment that leads to academic success whilst also developing social and emotional success for our students, preparing them to lead an active and fulfilling part in society.

We are committed to working together and reflecting on our practice. We are passionate about subjects and endeavour to create an environment where our pupils feel challenged and supported.

This policy aims to

- Ensure that the pupils at Maria Fidelis are provided with high quality learning experiences that lead to consistently high levels of progress and achievement;
- Guide what teachers do to create an effective and well-managed learning environment in which the individual needs of each pupil can be met;
- Provide a common language and understanding of what makes excellent teaching.

Principles of Policy

Staff will

- Support and challenge pupils to achieve their best by teaching high quality and stimulating lessons;
- Evaluate and reflect on their own practice and best practice;
- Provide home learning in line with department policy;
- Provide opportunities and guidance to apply and develop literacy and numeracy skills;
- Provide high quality specific feedback;
- Work collaboratively to ensure consistency in identifying and sharing best practice in teaching and learning across all areas of the curriculum.

Pupils will

- Take an active part in their learning;
- Support each other, and their teachers, so that all learn effectively;
- Take pride in developing and applying their skills across the curriculum;
- Respond as appropriate to feedback and strive to improve;
- Rise to challenges, working collaboratively and supportively.

Procedure

Planning – staff will be prepared for lessons by

- Checking data, e.g. reading ages, target grades, prior attainment;
- Checking SEND and HLP information to differentiate where necessary;
- Checking curriculum maps to sequence lessons so that learning builds and is revised;
- Planning the home learning to be set and placing copies of all homework on Google Classroom;
- Communicating with relevant staff, e.g. LSAs, for shared classes;
- Using prior lessons to inform the planning of future lessons;

Delivery – staff will use a range of strategies in lessons:

- Greet pupils at the door with clear routines for the start of the lesson;
- Explain the direction of the lesson within the wider context;
- Use formal and technical language throughout;
- Sequence the work, link tasks and give timeframes;
- Demonstrate tasks or model answers;

- Consider a range of 'live' differentiation strategies;
- Check understanding using question stems;
- Circulate around the room to check understanding and adapt the lesson where appropriate;
- Follow the behaviour policy;
- Be aware of the time and bring the lesson to a timely close.

Assessment – staff will use a range of strategies to ensure that their preparation and delivery is having an impact:

- In-class evaluation, e.g. low stakes quizzes, RAG;
- Assess and report on work regularly according to the assessment and reporting policy;
- Moderate assessments;
- Track data;
- Track progress of SEND pupils using a variety of indicators as indicated on pupil passports;
- Identify gaps / weaknesses / misconceptions from monitoring and target work on this;
- Give pupils time to work on feedback.

Learning Environment

Learning spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through

- A seating layout that allows everyone to see the board and participate;
- Accessible resources for learning such as books, worksheets and other equipment;
- Displays of material pupils have previously learned about and can identify;
- Displays that celebrate and support pupils' learning.

Roles and Responsibilities

All staff are

- To follow the expectations for teaching and professional conduct as set out in the Teachers' Standards;
- To actively engage parents/carers in their child's learning and produce a written report on their child's progress according to the assessment and reporting policy;
- Responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all pupils.

Subject Leaders are responsible for ensuring

- The curriculum meets pupils' needs;
- Standard operating procedures are implemented across the department;
- Monitoring and evaluating the quality of teaching and learning;
- Providing support and training to develop teaching and learning across their department;
- Tracking the progress of pupils.

The Assistant Headteacher (Teaching and Learning) is responsible for

- Leading the vision for high-quality, inclusive education;
- Planning, monitoring and evaluating the development of teaching and learning across the school;
- Providing guidance and support to staff;
- Input into and monitoring the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.

The Governors are responsible, in consultation with the Senior Leadership Team, for establishing the policy for the promotion of high-quality lessons and for reviewing it at the appointed review date.

Pupils will

- Take responsibility for their learning and support the learning of others;
- Meet expectations for good behaviour and follow the behaviour policy;
- Attend lessons on time with any necessary equipment;
- Put maximum effort and focus into their work;
- Complete home learning as required.

Parents and carers will

- Value learning;
- Encourage and support their child as a learner;
- Participate in discussions about their child's progress and attainment;
- Communicate with the school to share information promptly;
- Support and give importance to home learning.

Monitoring and evaluation

Teachers are responsible for the progress of all pupils in their classes and for evaluating their own performance and professional development.

This can be achieved by

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives;
- Taking an active part in sourcing and completing relevant CPD activities;
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management;
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally.

Review of teaching and learning is on-going and will involve a variety of activities, including, but not limited to

- Lesson observations
- Line-management meetings
- Work scrutiny
- Pupil voice
- Staff evaluation
- Department reviews
- External reviews

Remote Learning

In Periods of Time Outside National Lockdown

- Where individual pupils need to self-isolate but the majority of their peer group remains in school, staff will upload to Google Classroom the lesson taught in class;
- Subject to health or other conditions which are causing pupils to be absent from school, pupils will be expected to follow their school timetable and access the lesson uploaded by their teacher. Pupils will be able to use Google Classroom to message teachers with any questions about the work. Upon their return to school, they will be able to request additional support from staff to ensure they have understood the work completed (or make up work missed) whilst they were isolating.

Under Whole-School Closure / National Lockdown

We will revert to our full Remote Learning Policy which outlines our expectations of staff and pupils.

