

ST MARGARET WARD CATHOLIC COLLEGE

Teaching Policy

September 2020



*Let us remember we are in the presence of God "*

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| Policy Adopted | Next Review | Author         |
| September 2018 | July 2021   | Mrs E Robinson |

**This policy sits beneath the Newman Collegiate Policy for teaching and learning. As such this page is a copy of the front page of this document.**

### **Aims and Purposes**

Continued and sustained improvement is dependent upon improving the quality of teaching and developing children who are able to succeed in modern Britain. Within the Newman Catholic Collegiate, our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. The children's learning encompasses the values and skills of the school in aiding the development as future effective citizens of both Britain and the world.

Within the Newman Catholic Collegiate we seek to holistically educate each and every child and as such we have developed our own Attitudes to Life. We provide high quality teaching and learning in a friendly, caring environment, free from any form of discrimination.

**We expect every teacher to be an aspirational outstanding teacher – no child deserves less.**

By adopting a whole school approach to teaching and learning we aim:

- To provide consistently outstanding teaching and learning throughout our schools.
- To enable teachers to teach as effectively as possible.
- To enable pupils to learn as efficiently as possible.
- To give pupils the skills they require to become effective lifelong learners.
- To provide an inclusive education for all pupils.
- To learn from each other, through the adoption of a collaborative approach to teaching, where good practice is celebrated and shared.

**At the Newman Catholic Collegiate we believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community;**

- Children and adults demonstrate mutual respect;
- Children and adults developing a good rapport with one another;
- Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times;
- Children reflecting on how their behaviour affects themselves and others;
- Children working with adults to establish and meet rules and targets for both learning and behaviour;
- Children supporting, encouraging and praising each other;
- Children being intelligently critical of their own work and that of others;
- Children taking pride in shared and personal successes;
- Children able to work independently and in collaboration with others;
- Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
- Children being keen, able and confident to tell their parents/carers about their school-day in an honest way.

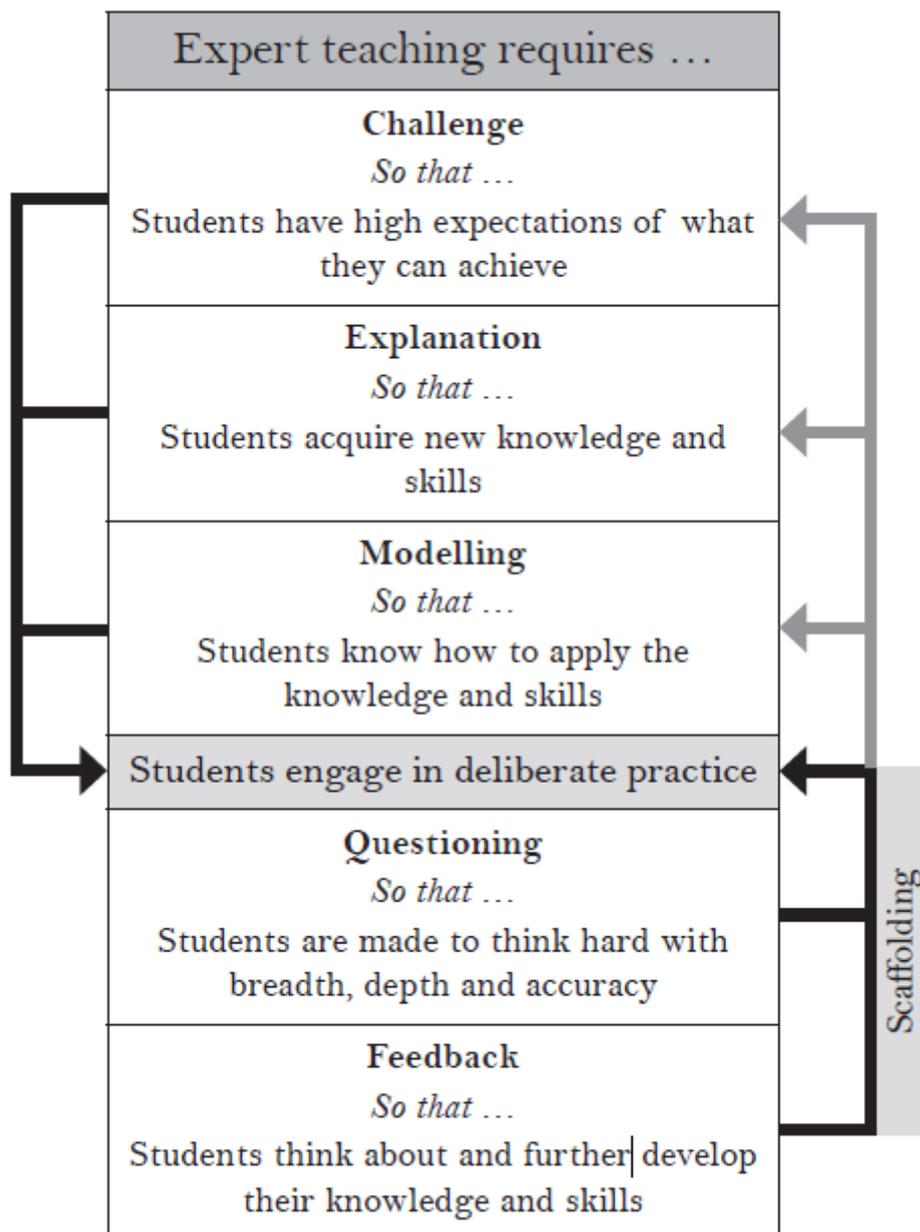
At St Margaret Ward Catholic Academy we recognise that learning is our core purpose. We acknowledge that every member of our community is made in the image of God and as such is unique and it is our duty to enable them to fulfil their potential.

**Excellence and growth = calculated effort + great teaching**

**‘... the effect of achievement on self-concept is stronger than the effect of self-concept on achievement’.**

**(Muijs and Reynolds, 2011)**

*The school uses ‘Make Every Lesson Count’ as the foundation to its Teaching Policy. A copy of this book can be accessed from the teaching section of the staff library (in the whole school library). The Teachers Toolkit on the T:drive provides important information, guidance and resources to support this policy.*



**Key principals:**

**Challenge:**

- Share a vision with the students so that they understand where they are going
- Set one clear and challenging objective for the lesson (aiming just beyond where they are expected to achieve)
- Provide alternative approaches to enable students to meet this objective
- Use excellent examples of work (own, professional and other student)
- Use SOLO taxonomy to move between surface and deep learning
- Undertake a task, interrogate an idea or create a product that truly challenges a student and takes them beyond what they believe they are capable of.
- Use a broad and rich range of resources

**Explanation:**

- Tether them to something already known.
- Allow for the limited capacity of the working memory.
- Aim to make the abstract, concrete.

**Modelling:**

- Use high quality teacher modelling
- Provide 'live modelling' during the lesson
- Use outstanding examples of work and unpick how they were created.

**Practice:**

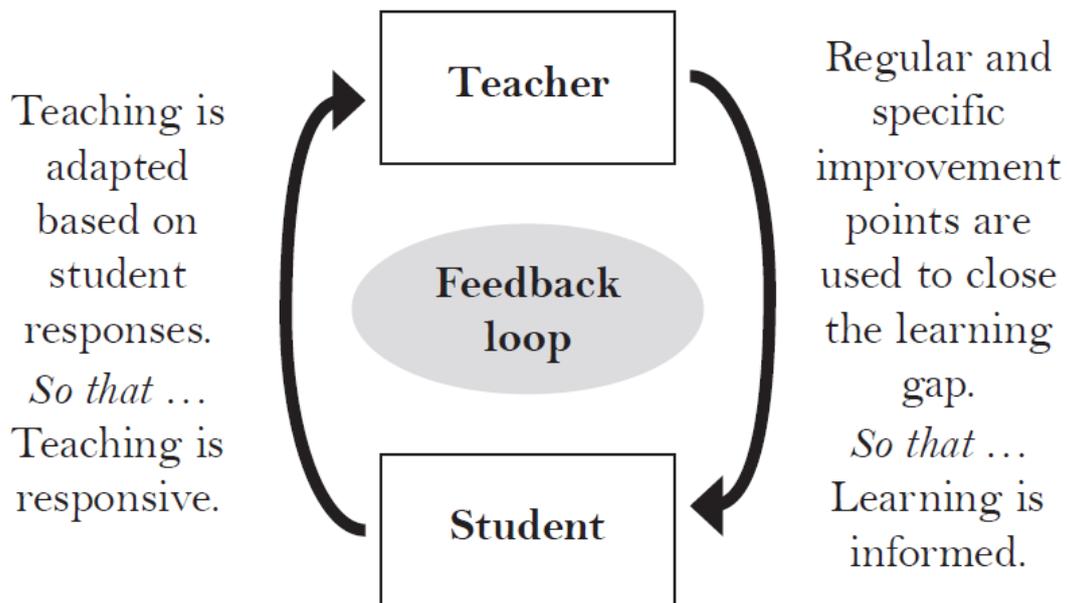
Practice for fluency and long term retention

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| <p><b>Dependence</b><br/>Teacher explains and models new content. Students are predominantly listening, watching and taking notes.</p> | <p><b>Heavy guidance</b><br/>Teacher leads practice through questioning, discussion and supports. Cognitive work is shared with the teacher.</p> | <p><b>Light guidance</b><br/>Students are doing cognitive work on their own with regular teacher feedback and fewer supports.</p> | <p><b>Independence</b><br/>Students work with and apply new knowledge for an extended period of time without the teacher's support. All cognitive work has now been passed to the student.</p> | <p><b>Autonomy</b><br/>Students fluently manipulate knowledge and skills independently by applying them to new contexts.</p> |
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**Feedback:**

- Feedback should be both verbal and written
- Use of DIRT – Dedicated Improvement and Reflection Time
- Examples of re-drafting can be seen in green pen in students work
- Examples of the school marking policy are clear
- Teacher keeps a record of common misconceptions

**Questioning:**

- Should check for understanding – i.e. hinge questions
- Provoke deeper thinking.
- Increase the ratio of participation and thinking – ‘cold calling’

**Behaviour Management:**

- We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.
- Risk assessments for all external learning will be completed in a timely and appropriate manner.

**Enrichment:**

At St Margaret Ward we believe in the importance of enrichment activities to contextualize learning and build the ‘cultural capital’ of our students. All enrichment activities must be logged and any trips must follow the trips policy.

### **The effective use of additional adults:**

- Additional adults are clearly directed to support learning, they are directed by the classroom teacher in order to maximise impact within the classroom.
- They are fully actively engaged with pupils during lesson times either on an individual or group basis.
- Additional adults are clear and able to articulate who they are supporting and why.
- Planning is shared with additional adults in advance of the lesson.
- Additional adults are involved in assessing pupils' understanding, recording observations and relaying assessments to the teacher.
- The impact of additional adults will be measured and monitored ensuring effective deployment and intervention.

Teaching will be monitored through the 'Monitoring Teaching' Policy.

All additional information and resources can be located in the Teachers Toolkit on the school T:drive.

There is a staff teaching and learning section within the school library where books can be borrowed for CPD purposes.

Review date: July 2019