

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Teaching & Learning Policy

Approved by Standards Committee:	November 2023
Reviewed by Full Governing Body:	December 2023
Next Review Date:	November 2024

Introduction

As a Christian community seeking to live out and share the Good News of Jesus Christ, the Gospel underpins all our shared activity and endeavour. We recognise all students in the community, young people, and adults as children of God. As such, each is a unique creation, gifted by God and precious. The adults in our community support and challenge each other to fulfil their responsibility to nurture and develop all of the young people in our care. We therefore choose with care the type of learning experiences we offer and the values we promote to enable all students and adults to be able to live life in all its fullness.

The purpose of this policy

This policy clearly outlines the vision for Teaching & Learning at St Cuthbert Mayne School. It identifies the four core drivers, which will be used to transform Teaching & Learning. It makes explicit what learning is and what type of learning experiences students will have. It provides a clear framework that underpins the pedagogical approach of the school. It outlines the strategies the school will use to rigorously monitor and evaluate the quality of Teaching & Learning.

Our Vision for Teaching & Learning

Strategic Aim:

To provide an inspirational Christian education where all students and adults live life to full both now and in the future.

Our core drivers for transforming Teaching & Learning

- A Teaching & Learning policy, which makes explicit what learning is, what outstanding learning looks like at St Cuthbert Mayne and how it may be promoted through good or better teaching.
- A lesson planning process (Using St Cuthbert Mayne TLAC Lesson Planning Proforma) that provides a clear pedagogical framework and underpins our approach to teaching and Learning.
- High quality coaching and professional development opportunities.
- Effective monitoring and evaluation systems and practices that are consistently deployed to support the development of outstanding learning and teaching.

What is learning?

Learning is the creation of knowledge and the acquisition of skills, behaviours and values which the student is able to relate to their own experience and use to understand new experiences and contexts.

At St Cuthbert Mayne School all students will experience:

- A Christian learning environment which is safe and secure, values and respects learning and is free from interruptions and distractions
- Praise for their efforts and recognition for their achievements
- An ambitious curriculum which is well connected, sequenced and planned
- Opportunities for students' personal development that extends beyond the academic , technical or vocational and provides an opportunity for students broader development e.g. talents and interests, character, physical and mental wellbeing, careers and prepares them for life in modern Britain
- First class resources and access to new technologies
- A sense of ownership of their own learning
- The opportunity to shape their own learning
- Opportunities to realise their full potential and vocation
- A curriculum which promotes the skills and understanding necessary to become successful lifelong learners
- Lessons in which a shared language of learning is used across the curriculum
- A positive, enabling attitude from all adults in the school community
- All strands of Assessment for Learning
- Enrichment and extra-curricular opportunities
- Adaptive teaching approaches
- Timely, well informed Careers, Information, Advice, and Guidance (CIAG) about next steps.

- Opportunities to develop a Growth Mindset
- Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge. To achieve this, effective teaching involves pedagogical principals as outlined below:
 1. Challenge and inspiration
 2. Explanation
 3. Modelling
 4. Questioning
 5. Feedback
 6. Deliberate practice
 7. Positive and effective classroom climate and relationships
 8. Developing long term memory

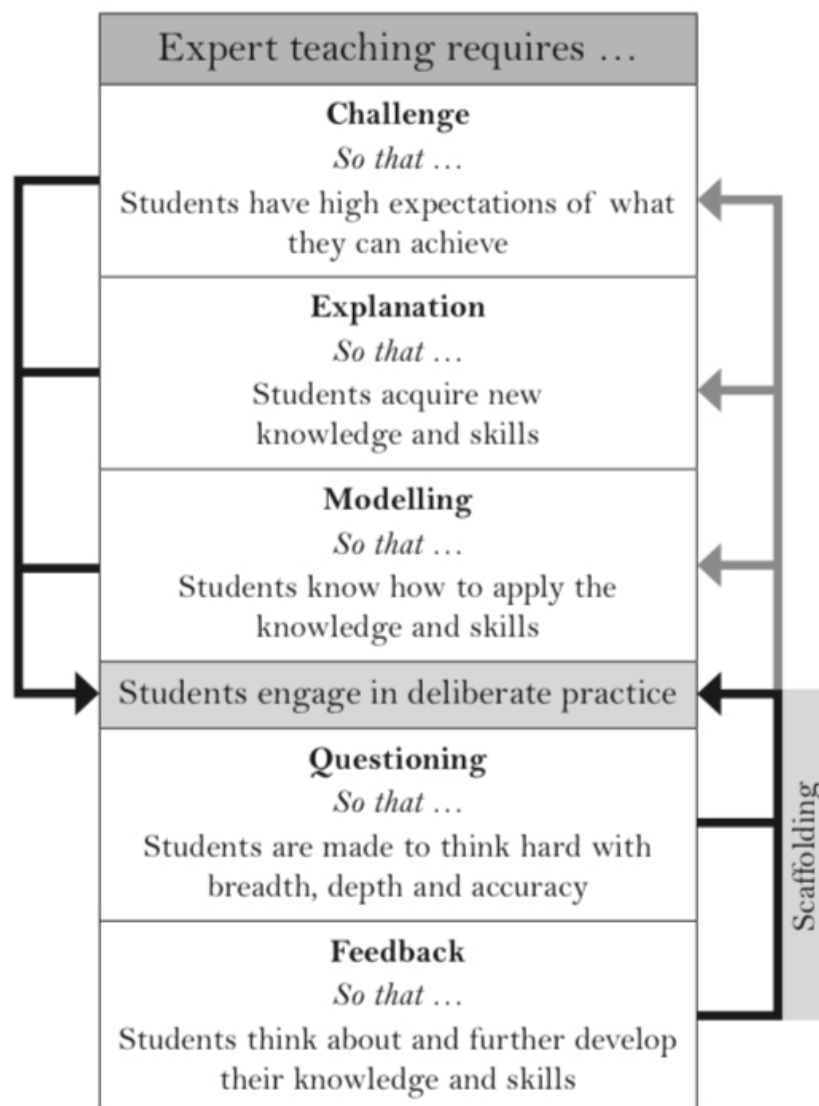


Diagram taken from: Making every lesson count, Alison and Tharby, 2015


St Cuthbert Mayne School Lesson Planning

The Lesson Planning Template (Appendix 2) provides teachers with a clear pedagogical framework along with the opportunity to frame planning around a shared approach that is flexible enough to meet the needs of all students.

Every lesson at St Cuthbert Mayne School is planned and delivered using the template as a planning tool/thinking tool.

Teaching Standards - How this looks at St Cuthbert Mayne School

(Live Document)

Teaching Standards A teacher must:	St Cuthbert Mayne 
<p>1. A teacher must set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> <i>establish a safe and stimulating environment for pupils, rooted in mutual respect</i> <i>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i> <i>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</i> 	<ul style="list-style-type: none"> Our classrooms are well organised and have carefully considered seating plans so that we can move around the classroom to Check for Understanding and hold pupils to account when they are working To promote strong relationships and a sense of belonging, we greet all pupils on entry through Threshold with a smile and use their names and on exit as we thank them for their positive attitude In years 7-9, we guide and motivate pupils to score highly on Knowledge, Practice and Attitude to Learning reports through relentless reinforcement of the importance of learning In Year 9, we guide pupils in their setting of their own GCSE targets We insist students take Pride in their Work and prepared for their learning with the correct equipment (Super 7) We frequently point out and celebrate positive behaviours (First attention to positive behaviour) and encourage all students to be Ready , Respectful and Safe.
<p>2. Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> <i>be accountable for pupils' attainment, progress and outcomes</i> 	<ul style="list-style-type: none"> Regular assessments are strategic to ensure responsive teaching with lesson time devoted to bespoke whole class, group and individual feedback Department and Year Team meetings are used to implement interventions to ensure pupils meet their aspirational targets We use learning journeys to clarify the big

<ul style="list-style-type: none"> • <i>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</i> • <i>guide pupils to reflect on the progress they have made and their emerging needs</i> • <i>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</i> 	<p>picture and build knowledge by identifying cross-curricular links and consolidate prior learning</p> <ul style="list-style-type: none"> • Our SEND Learning Passports demonstrate our knowledge of up-to-date information about our students with SEND which are working documents regularly updated • We use data to be sure of what it is students cannot do at the start of the year and at regular intervals and plan accordingly
<p>3. Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • <i>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</i> • <i>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</i> • <i>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</i> • <i>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</i> • <i>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</i> 	<ul style="list-style-type: none"> • We are experts of the curriculum and can articulate clearly what the subject intent is and how the curriculum builds knowledge and understanding over time • We circulate in the classroom as pupils work, picking up errors and misunderstandings at an early stage and use examples of student work to improve understanding • We break down the learning, building knowledge sequentially, checking for understanding at each stage • Our teaching strategies are evidence informed. We use EEF strategies in the classroom such as role model reading around our subject areas and promote subject-specific texts and vocabulary to our classes • We run enrichment activities and clubs that demonstrate a passion for our subject area and other extra-curricular interests • We do not dumb down academic terminology or our vocabulary but teach key vocabulary, check for understanding and explain as we go along (eg using Freyer models) • We follow the Numeracy Strategy that employs the Sparx calculations methodology
<p>4. Plan and teach well structured lessons</p> <ul style="list-style-type: none"> • <i>impart knowledge and develop understanding through effective use of lesson time</i> • <i>promote a love of learning and children's intellectual curiosity</i> • <i>set homework and plan other out-of-class activities to consolidate and extend the</i> 	<ul style="list-style-type: none"> • Lessons start with a silent Do Now while the teacher takes an immediate register using Good Morning or Good afternoon. • We stress the importance of the lesson's learning. Outcomes and progression steps (Big Picture and Learning Focus) • We use TLAC techniques such as No Opt Out , Cold Calling, Right is Right and Stretch it to skillful target questioning to incite curiosity and assess understanding and progress. We support students through Teacher support, Wait Time and Turn and

<p><i>knowledge and understanding pupils have acquired</i></p> <ul style="list-style-type: none"> • <i>reflect systematically on the effectiveness of lessons and approaches to teaching</i> • <i>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</i> 	<p>Talk to be able to answer questions in the classroom.</p> <ul style="list-style-type: none"> • We set knowledge-based home learning, giving success criteria and guidance to support parental engagement. We use online platforms as part of our home learning offer • We reflect on schemes of learning at regular department meetings and collaborate with colleagues across within networks and our teaching strategies are evidence informed
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • <i>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</i> • <i>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</i> • <i>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.</i> • <i>have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</i> 	<ul style="list-style-type: none"> • Every teacher has access to SISRA and Classcharts that identifies pupils by group and contains learning passports with strategies for individuals (including disadvantaged, EAL, and SEN pupils) • Pupils' work shows scaffolding and strategies to meet all needs where necessary • We speak kindly to pupils and frequently remind them how much we believe in their potential. • We find time in class to have 1:1 conversations to review recent progress and achievements and help them set 'next step' targets • We circulate regularly to track pupils, pick up misunderstandings at an early stage and check for understanding constantly • Learning is challenging for ALL pupils.
<p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • <i>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</i> • <i>make use of formative and summative assessment to secure pupils' progress</i> • <i>use relevant data to monitor progress, set targets, and plan subsequent lessons</i> • <i>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</i> 	<ul style="list-style-type: none"> • We moderate marking and assessment to review the effectiveness of teaching and how to adjust ensuing lessons to fill gaps in understanding and move the learning forward • Pupils use purple pen to correct and improve their work in response to verbal feedback • We make frequent use of low stakes quizzes within lessons to check for understanding • We ensure students keep records of their progress in the form of test scores or working at grades in their books or assessment folders. • We use PLCs and Smith proformas to support students in identifying where and

	<p>how they can improve their learning and understanding</p> <ul style="list-style-type: none"> • We following our marking and assessment policy
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • <i>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</i> • <i>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</i> • <i>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</i> • <i>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</i> 	<ul style="list-style-type: none"> • We highlight positive behaviours and are firm and fair in following the Behaviour and Relationships policy. • We support each other by consistently following sanctions and procedures, making reasonable adjustments where appropriate and maintaining high expectations at all times • We use Attitude to Learning descriptors to explicitly outline the visible behaviours expected of students in class • Silent Work – when pupils work individually, they work in silence, as evidence informs us it is more productive • We use TLAC techniques such as Threshold, SLANT and warm/strict to support positive behaviours for learning • We record praise and sanctions using ClassCharts
<p>8. Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • <i>make a positive contribution to the wider life and ethos of the school</i> • <i>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</i> • <i>deploy support staff effectively</i> • <i>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</i> • <i>communicate effectively with parents with regard to pupils' achievements and well-being.</i> 	<ul style="list-style-type: none"> • Staff show their commitment through their wholehearted contribution to Parents' Evenings, Sports Day, Enrichment days, Prom, celebration of Achievement evening and contact with primary schools • Cover work is of high quality and reflects high expectations of pupils as independent learners and shows support for cover supervisors by using the STCM Cover Pro Forma • The CPD programme ensures teachers invite feedback from peers, especially through the coaching programme (Steplab) • Teachers make regular phone calls home to praise outstanding work and to discuss below expectation performance, behaviour or attendance • We promote the wellbeing of ourselves and our pupils by amongst other things, celebrating successes together and sharing our challenges with those in a position to help

Theory- based approach
Teach Like A Champion - Doug Lemov

The School has introduced Teach Like A Champion techniques to implement the curriculum.

Teach Like a Champion offers a theoretical, pedagogically-sound and systematic scaffold to improving practice. It builds a shared language – one familiar to both teaching staff and students – verbal and visible ‘shortcuts’ to ensure lessons of clear routine and pace.

Techniques, but not exclusively, we would expect to see in the classroom are;

- Threshold
- Strong Start
- Do Now
- No Opt Out
- Right is Right
- Stretch it
- SLANT
- Cold Call
- Turn and Talk
- Habits of Discussion
- Wait Time
- Everybody Writes
- Warm Strict

Please see TLAC handout for more information

How leaders will monitor the quality of Teaching & Learning

Leaders at all levels will use the following strategies to monitor and quality assure the quality of Teaching & Learning:

- Review performance data/ Data outcomes after every Progress Check
- Appraisal
- Focused Learning walks - Curriculum Leaders and SLT
- Incremental coaching with action steps aligned to teaching and learning.
- Quality Assurance
- Deep Dives including rigorous work scrutiny
- Student and Parent Voice
- DIP
- SEF
- SLT Climate Walks
- Curriculum Conversations
- School Improvement Partner visits and activities
- Peer review process

Appendices

This section of the policy will be ‘live’ on the T-Drive and Google Drive and regularly added to and updated after consultation with the Senior Leadership Team, Team Leaders and all staff.

- Teaching Standards - Appendix 1 (below)
- [STCM TLAC Lesson Planning Proforma](#) (Appendix 2)
- [STCM TLAC Lesson Planning Proforma example](#)
- Learning Walks Protocol
- Learning Walks Google Form
- [Coaching Protocol and model](#)
- [TLAC handout](#)
- Ofsted ‘School Inspection Handbook’

Links to other policies

- Assessment, marking and feedback policy
- Curriculum Policy
- Behaviour and Relationships policy

Appendix 1: Teaching Standards

Teachers’ Standards

PREAMBLE	
<p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.</p> <p>Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p>	
PART ONE: TEACHING	
1	A teacher must set high expectations which inspire, motivate and challenge pupils
<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	
2	Promote good progress and outcomes by pupils
<ul style="list-style-type: none"> • be accountable for pupils’ attainment, progress and outcomes • be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. 	
3	Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.