



CARDINAL HEENAN
CATHOLIC HIGH SCHOOL

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Learning & Teaching Policy

March 2013

School Mission Statement

Cardinal Heenan Catholic High School: *Putting our Faith in Education*

Our Mission

This school exists to serve the Catholic community in providing education of our young within a faith environment, grounded in the vision of Jesus Christ. Our school aims to ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves and others, and grow in the love of God. We aim to serve each other, the Church, parents and the wider community.

We recognise that every person is created in God's image and we value every individual as an equal and with unconditional acceptance. We strive to create an atmosphere where each person is inspired, encouraged and supported to the highest levels of educational achievement.

Our Goals

Worship

To celebrate our faith by creating structures and encouraging attitudes that will make prayer and liturgy highly valued, with all members of our community becoming involved.

Attitudes and Values

To create within the school a caring community that respects the dignity, integrity and individual needs of all and to develop an understanding and pride in the diversity that is our school's and this country's heritage. In so doing, to ensure that this is a place of truth, honour and kindness where the values of the gospel are seen in all that is attempted and achieved, and where the love of God touches all who come into contact with the school.

Achievement

To provide all pupils with the means and opportunity to identify and develop their potential intellectually, physically, spiritually and socially, through a balance of self discovery and excellent teaching.

Community

To value the diversity of people's backgrounds and faiths in our global community and to promote equality of opportunity for all. In so doing, to work with partners, other schools and local businesses to develop life-long learning opportunities and to establish the school in the wider community.

Using Our Talents

To use the expertise and resources of the school's specialist language status in developing innovative practice and raising standards across the school.

Introduction

This policy sets out the principles of a whole school approach to teaching and learning under the guidelines of the National Curriculum.

1. General Principles: Putting the School Mission Statement into Practice

Cardinal Heenan Catholic High School aims to help parents to educate their children. The school recognises the key role of parents in supporting their children's learning and in continually encouraging pupils to aim for high standards.

The school aims to provide all pupils with the means and opportunity to develop their potential through a balance of self-discovery and sound teaching. This means developing pupils' abilities to be properly self-critical, helping them to set targets for future learning and to take responsibility for their own progress. Assessment information will be used by teachers to ensure differentiation which respects the dignity, integrity and special needs of all pupils and to plan carefully the next steps in learning.

Pupils of all abilities will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.

School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning. It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

2. Aims:

- to provide a safe, stimulating learning environment for all pupils and teachers;
- to enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- to provide a broad, balanced and relevant curriculum in line with the National Curriculum and examination board specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school;
- to set high expectations for all pupils in order to raise their aspirations
- to raise standards of both teaching and learning.

3. Quality Learning is:

- when students are captivated and enthused by what they are learning
- an active process – a product of doing rather than receiving
- linked to prior knowledge
- supported by both the teacher and other students, and takes the form of interaction, collaboration and teacher intervention

- collaborative through cooperation, dialogue and creating knowledge with others
- centred on the learners' responsibility for their own learning. (They are able to exercise choice, develop goals, plan their approach and work independently.)

- reflective and enables learners to monitor and review the learning
- where learners make considerably better progress than may be expected
- when students display a strong desire to contribute the effort and concentration required to match the teacher's passion for learning

4. Learning

Effective learning takes place when students know:

- How to make progress
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work collaboratively and without close supervision
- How to work collaboratively
- The skills they need to develop, including enquiry, research, analysis, reflection

5. Teaching

Good teaching needs:

- Clear planning
- Assessment for learning
- Different teaching styles
- Pace and challenge
- Organised classroom management
- Effective partnership with Learning Support Assistants
- Good classroom relationships
- Relevant homework
- Monitored progress
- A stimulating environment
- Regular evaluation and review

a) Planning and Preparation

- Lessons will usually take the form of a three-part lesson, unless the teacher decides that another approach is more effective in particular instances.
- Teachers should plan lessons which:
 - allow pupils to progress in their learning;
 - start with clearly stated objectives;
 - use a clear three part structure, namely starter, development of learning objective, plenary, when appropriate;
 - use plenaries to summarise learning, and help pupils to understand how to improve;
 - allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
 - are differentiated for varying needs by task, resources, outcomes and/or method;
 - use stimulating resources, including use of ICT and e-learning, that are differentiated as appropriate to the pupils;
 - provide pace and challenge for all pupils;
 - use effective questioning to direct and challenge pupils;
 - meet external requirements;
 - are informed, when appropriate, by liaison with feeder primary schools; and
 - are enjoyable and interesting

- The teacher should work in partnership with Teaching Assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of students.

b) Preparation, planning and delivering lessons

- Lessons will usually take the form of a three-part lesson, unless the teacher decides that another approach is more effective in particular instances.
- The teacher should have clearly identified those students who need monitoring or intervention.
- The teacher should work in partnership with Teaching Assistants when they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of students.

c) Content (*new addition March 2011*)

- Though some issues in sex, relationships and health education may arise in a variety of subjects across the curriculum, our wish to follow the guidance of the Church means that the programme will be delivered primarily through Religious Education.

d) Teaching styles

Teaching and learning styles and strategies

The range of teaching and learning styles used at Cardinal Heenan is extensive. These include:

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| • Explanation | • Making judgements |
| • Instruction | • Oral Feedback |
| • Questioning | • Role play |
| • Observation | • Research |
| • Modelling | • Brainstorming |
| • Reporting back | • Sharing |
| • Investigation | • Games and puzzles |
| • Consolidation and practice | • Simulations |
| • Problem solving | • Revision |
| • Individual work | • Self-assessment |
| • Paired work | • Feedback through marking |
| • Collaborative work | • Puzzles and games |
| • Using ICT | |
| • Extended writing | |
| • Peer assessment | |
| • Songs / rhymes | |
| • Directing and telling | |
| • Discussion | |
| • Demonstration | |
| • Listening | |

Teachers should use teaching strategies which:

- allow pupils to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for pupils to achieve, including
praise and rewards according to the school's PD and other policies;
- use topics which are relevant and within pupils' experience; wherever possible

6. Assessment, Recording and Reporting

Teachers should:

- assess pupils' work regularly according to the school assessment policy;
- use analysis of assessments to inform their teaching and support pupils' progress;
- use data to ensure that pupils are working at their full potential and set targets to achieve this
- inform parents and appropriate staff within school of pupils' progress or underachievement.

7. Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, gifted and talented;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning;
- use IEPs as working documents

8. Continuous Professional Development

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at departmental and other meetings in order to share good practice; and
- plan their own CPD programme in conjunction with their Curriculum Leader or Line Manager as a result of the Performance Management process.

9. Monitoring and Evaluation of Quality of Teaching and Learning

a) Classroom Teachers

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school.
- responding to feedback from Learning Walks and lesson observations
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b) Curriculum Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
 - ensuring curriculum coverage, continuity and progress for all pupils;
 - establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
 - analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, C/D pupils);
 - monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality and consistency and to implement strategies for improvement;
 - observing teachers at least annually and giving constructive feedback. This will also inform Performance Management of teachers; and
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- evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.

c) Year Leaders

Heads of Years are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress and potential of the year group, and using pupil data to identify and set targets for specific pupils according to their needs, e.g. underachievement, able pupils;
- maintaining an overview of the experience of pupils in their year group by e.g. monitoring the number of detentions, pupil days in Inclusion, cross-curricular activities;
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners;
- monitoring learning through attendance, homework, attitude to learning, Progress Grades;
- reporting back to the School Leadership Team and to staff as requested.

d) Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan. Monitoring and evaluation principally takes place through department reviews and classroom observations of teaching and learning.

- The Headteacher is responsible for monitoring the performance of members of the School Leadership Team.

10. Reviews of Teaching and Learning

Subject Review Meetings

A member of the School Leadership Team will meet with link Curriculum Leaders with the aim of:

- monitoring the effectiveness of leadership and management of their curriculum area;
- analysing performance data and setting targets for improvement;
- giving support and arranging training for development;
- ensuring quality of standards and verifying judgements of middle leaders; and
- ensuring that meetings take place half-termly with an agenda distributed in advance.

Annual Reviews

A comprehensive review of teaching and learning takes place annually in order to gain a snap shot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with Ofsted criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Development Plan;
- identify key aspects of teaching for development by departments and for the whole school;
- identify and teachers who require additional or specific support; and
- standardise monitoring procedures including lesson observations and work scrutiny, through paired observations.

11. Summary

Cardinal Heenan Catholic High School is committed to strong academic performance built on intellectually challenging teaching and a work-centred environment. Frequent monitoring of progress, the marking of pupils' work promptly and constructively by teachers and regular formal examination practice are all essential in achieving these aims. The implementation of the policy outlined above is part of the school's strategy to realise its goals.