



TEACHING & LEARNING POLICY

Policy Type:	School Policy (not statutory)
Policy Approval	Governing Board
Policy Implementation:	Governors' Curriculum & Pupils' Issues Committee
Review Frequency:	Every 3 years
Last Reviewed/Approved:	Autumn 2012 & 2015, Summer 2018, Autumn 2021/Spring 2022
Policy reviewed by:	Mrs C Keefe & Mr A Greaves (Senior Assistant Headteachers)
	Sponsor Governor – Mrs F Horrocks/Mr B McAnenny
Date of Next Scheduled Review:	Autumn 2024

Rationale:

At Cardinal Langley RC High School, we believe that all students, regardless of background and circumstance, should have the opportunity to succeed and be empowered to have high aspirations.

We want our students to:

- Experience a diverse and knowledge rich curriculum
- Be highly engaged in their learning
- Show resilience and value effort
- Understand that failure is an essential part of the learning process and to recognise that developing a positive attitude to learning will help them to set and achieve aspirational goals

The purpose of this policy is to promote a consistency of practice, ensuring clarity of purpose and opportunity to reflect upon aspects of our practice that, as a school, we hold to be effective.

Principles guiding this policy:

It is important that we recognise the role of the teacher as an expert and build upon this. All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. Teachers take an active interest in and responsibility for developing their teaching practice and are supported by the school to do this.

At Cardinal Langley RC High School there is an expectation that:

- Teachers know their students, effectively assessing their needs and raising their aspirations
- Teachers promote a trusting, fair and safe environment that is conducive to learning
- Teachers enforce an appropriate level of challenge ensuring that students have high expectations of what they can achieve
- Teachers make effective use of questioning, retrieval practise and modelling alongside other evidence-based teaching and learning strategies

We believe that children learn best when they are:

- Happy and confident
- Motivated
- Actively engaged
- Challenged and stimulated
- Secure and aware of boundaries

We believe that the learning experience should be organised so that children have opportunity to:

- Work individually
- Collaborate with others
- Solve problems
- Be creative
- Be reflective
- Use initiative
- Develop social skills
- Develop culture capital

Responsibilities for Teaching & Learning

Classroom Teachers

Classroom teachers are responsible for the progress of all students in their classes and for self-evaluating their own professional development. This is achieved by:

- Self-evaluation of their subject knowledge
- Secure understanding and implementation of evidence-based research
- Self-evaluation of the quality and effectiveness of their own teaching
- High classroom expectations and positive classroom management
- Making effective use of formative and summative data to inform teaching
- Making necessary adjustments to provision to provide challenge for all
- Monitoring student progress to enable all students achieve well against school targets and similar groups nationally
- Monitoring pupils' attitude to learning and encouraging pupils to take responsibility for this
- Self-evaluation of their contribution to the aspirations of the school

Form Tutors

Form tutors are responsible for contributing to and monitoring the progression and well-being of individual students in their tutor group, providing support and advice to those student's socially, spiritually, and academically. This is achieved by:

- Monitoring academic progress and attitudes of individual pupils through academic review meetings
- Monitoring students' attitude to learning and encouraging pupils to take responsibility for this
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform, and attendance
- Setting high expectations and routines at the beginning of the school day

Form tutors are also responsible for effective delivery of the Life Skills curriculum in line with curriculum plans.

Subject Leaders

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

This is achieved by:

- Evaluating the overall quality of teaching within their subject using this analysis to identify and share effective practice and actions for improvement.
- Ensuring curriculum coverage, continuity, and progress for all pupils.
- Ensuring effective sequencing of lessons.

- Establishing and implementing clear policies and practices for assessing, recording, and reporting on student progress and setting targets for further improvement in line with whole school policies
- Analysing and interpreting data on pupils' performance against school targets and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (PP, Boy/Girl, SEND)
- Clear evaluation of gap analysis for key groups (PP, Boy/Girl, SEND)
- Implementation of strategic actions focused on narrowing attainment gaps between key groups
- Monitoring pupils' work through undertaking subject reviews
- Making a comparative evaluation of pupils' work against other classes, subjects, and year groups to ensure quality, consistency and to implement strategies for improvement
- Instructional coaching to develop departmental staff

Pastoral and Academic Leaders

PALs 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 overall academic progress of the year group against school targets
- Clear evaluation of gap analysis for key groups (PP, Boy/Girl, SEND) across the year group
- Implementation of strategic actions focused on narrowing gaps between key groups
- Maintaining an overview of the experience of students in their year group, e.g. monitoring the number of rewards, sanctions, detentions, use of the Exclusion Room, cross-curricular activities
- Quality assurance of tutor time activities
- Analysis of attitude to learning data
- Analysis of behaviour data
- Monitoring attendance and punctuality
- Instructional coaching to develop pastoral staff

School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole-school level based on evidence gained from monitoring and quality assurance procedures.




This is achieved by:

- Effective line management with a relentless focus on improvements in teaching and learning.
- Monitoring and evaluation of the quality of teaching across the school and using this information to inform CPD and disseminate good practice.
- Planning and delivery of evidence informed CPD to improve teaching and learning across the school.
- Analysing data on pupils' performance against school targets and other comparative data.
- Formulating strategies to improve pupil performance against school targets and other comparative data, with regular reviews as outlined in the quality assurance calendar.
- Monitoring the effectiveness of strategies against key performance indicators (such as school targets and other comparative data), implementing bespoke actions plans where necessary.
- Evaluation of gap analysis for key groups (PP, Boy/Girl, SEND) across the school.
- Planning and delivery of evidence informed CPD to reduce attainment gaps (PP, Boy/Girl, SEND).
- Monitoring of agreed actions focused on narrowing attainment gaps between key groups across the school, making strategic amendments where necessary.

- Monitoring and reviewing progress made on the School Improvement Plan making strategic amendments where necessary.
- Monitoring of pupils' progress through conducting subject reviews, deep dives and subject temperature checks.
- Instructional coaching to develop Subject Leaders.

The indication that the requirements of this policy are being actioned effectively will be found in evidence from the whole school quality assurances process such as subject deep dives, subject reviews, departmental temperature checks, lesson drop-ins, lesson observations, learning walks, etc.

Policy Approval:

Signature of Headteacher:		Date:	01.03.2022
Signature of Chair/Vice-Chair of the C&P Committee		Date:	01.03.2022
Signature of Chair/Vice Chair of Governors:		Date:	23.03.2022