



All Saints Catholic College

# TEACHING AND LEARNING POLICY

“You are the light of the world. A town built on a hill cannot be hidden.”

Matthew 5 14:16

**BE INSPIRED. BE EXCELLENT. SUCCEED**

## Document Record

|  |                              |
|--|------------------------------|
| Title                                  | Teaching and Learning Policy |
| Date                                   | January 2024                 |
| Supersedes                             | New document                 |
| Author                                 | Jacqui Preston               |
| Date Approved by Headteacher           | January 2024                 |
| Approved Policy Seen by Governing Body | 09.01.2024                   |
| Review Date                            | January 2025                 |
| Date Adopted by School                 | 09.01.2024                   |
|  |                              |

There are 3 areas of this section including:

- 1) Teaching and Learning**
- 2) Marking and Feedback**
- 3) Homework**

The procedures and policies relating to behaviour and assessment for learning also support the development of teaching and learning quality, and therefore run alongside this section.

## **1) Teaching and Learning**

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### **Pedagogy and Practice**

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The most effective teaching methods are heavily debated. At All Saints Catholic College, we believe that the only way to evaluate the quality of teaching is whether it leads, over time, to successful learning and progress, and we accept that there is no single 'right' way to achieve this. We do not want our teachers to be constrained by onerous lesson planning restrictions. We want our own knowledge, research and experience to inform 'what works' in our context, and to equip our teachers with the professional confidence to continually evaluate, refine and develop their own practice free from one-off performance, but within a common learning policy that is clear, consistent in its expectations and developmental rather than restrictive.

At All Saints Catholic College, we have a Quality-First Teaching approach. Put very simply, this means that fundamental responsibility for closing students' knowledge gaps and securing Good progress for all individuals lies with the teacher in the classroom. Different students at different times may, for a variety of reasons, access additional support and/or interventions which take place on top of this, but this should never detract from or replace the quality of teaching in the classroom as we accept this is the single greatest factor in the progress any student makes. In order to ensure whole school consistency of expectations, we have Standard Operating Procedures for all teachers (see appendix).

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### **Rationale**

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Our approach links to the Assess-Plan-Teach-Repeat cycle. This should be applied at all scales, from the minute-by-minute (e.g. the principles of formative assessment) to the term-by-term (e.g. implementing a new scheme of learning). Everything else should be of secondary importance to this.

#### **ASSESS**

Assessment has two purposes. One, students act on feedback in order to make progress over time. Two, it informs future planning and teaching.

1. Teachers must have a secure overview of the starting points, progress, context and learning gaps of all their students.
2. Formal assessment must reflect the rigorous demands of the KS4 specifications and the KS3 curriculum framework.
3. Marking must be primarily formative, using actions which make it clear about what students must do to improve and how.
4. Feedback must be regular, using our agreed common practices.

### **PLAN**

Planning is a process, not an end product. It has one purpose, to enable high quality delivery which meets the needs of all students.

1. Be clear and precise about the knowledge and skills you want students to learn, not what you want them to do in lessons.
2. Learning activities, including independent study and homework tasks, must be designed to facilitate learning and not to keep students busy.
3. Schemes of work must be planned backwards from known assessment criteria in order to address the knowledge and skills necessary, and must not put a limit on students' progress.
4. All students need challenge, not just the 'most able'. It is when students struggle just outside of their comfort zone that they are most likely to learn – Teach to The Top, with appropriate scaffold.
5. Differentiation should be planned over time to ensure a quality first approach which meets the needs of all students, and maximises the effectiveness of any additional adults in the room.
6. Classes should have a seating plan constructed with due regard to prior attainment and individual need.
7. Refer to the shared Standard Operating Procedures to ensure consistency across the school.
8. All lessons must get off to a strong start, with students purposefully learning from the beginning and throughout. Plan proactively for behaviour.

### **TEACH**

1. Go with the learning. The 'flow' of great progress is more important than following a lesson plan.
2. Ensure that the learning has stuck, through precise, recall and systematic checking of understanding. Adapt your teaching as a result.
3. We are all teachers of literacy and numeracy. The quality of both students' and teachers' language in instructions and questioning are significant factors on progress.
4. All students must work harder than the teacher, over time (ideally an 80% student/20% teacher split). Don't plan for students to be passive.
5. Teachers must be explicit about learning outcomes and key words – students need to know what they must learn, and how they'll be assessed.
6. Reinforce our core values, mission statement and ethos. Your classroom is a learning community and everyone's success depends on each other

### **REPEAT**

Quality-first teaching is never finished. The effectiveness of teaching is evaluated through assessment of the students' learning, which informs changes to your planning and begins the cycle again.

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## ***Teaching and Learning***

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All of our pupils are individuals, unique and valued. Teaching staff must provide opportunities for all to develop their full potential both academically and spiritually. All members of staff should have high expectations of all pupils.

### **Effective Teaching and learning take place when:**

- Pupils are welcomed into a place of learning where they are interested, stimulated, and demonstrate a love of learning and intellectual curiosity

- It is carried out in an atmosphere of good relationships between teacher and pupils and between pupils, in a context of firm and consistent discipline which allows learning to take place
- There is an environment which demonstrates high standards of literacy and the correct use of English as well as language appropriate for the reading age of the pupil
- Pupils can build on their capabilities and prior knowledge
- Pupils feel safe and secure in a stimulating environment, rooted in mutual respect which is conducive to learning
- Goals are set that enable pupils of all backgrounds, abilities, and dispositions to be stretched and challenged and content is appropriate to the age, ability, and stage development of the pupils
- Teachers have high expectations of all pupils
- The lesson is carried out at an appropriate pace and all time is used effectively
- Learning is differentiated appropriately to suit all learning needs
- Pupils are aware of final grading assessment procedures, specifications, and the standard they must work towards
- Planning demonstrates secure subject knowledge and is linked to assessment criteria or exam syllabi
- Prior assessment is used to inform planning
- Pupils are encouraged to take a responsible and conscientious attitude to their work
- Objectives and assessment criteria are clearly defined and shared with the pupils, informing them clearly about what they are doing, why they are doing it, and the way in which they can judge their work
- Science of learning strategies are utilised to help pupils learn and remember more
- Meaningful homework is set which consolidates and extends knowledge and understanding

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## ***The Learning Experience***

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**This section reflects the College's minimum expectations regarding planning, preparation, lesson structure and assessment for learning.**

### **Before the lesson:**

#### **Planning and preparation**

- Lessons are planned to challenge and support all pupils
- Objectives are clearly linked to departmental long- and medium-term plans which are annually reviewed. Objectives are derived from the relevant specification or programme of study
- Teachers make use of all available information, both statistical and personal, to inform their teaching and learning and ensure it maximises pupil progress
- Lessons are planned to build on prior learning
- Opportunities for developing literacy, numeracy, ICT skills, British Values, SMSC, as well as cross-curricular elements, are integrated into all subject plans wherever possible

- Planning makes provision for the effective use of Teaching Assistants and other adults as appropriate
- Teachers utilise their training through staff CPD so that they include facets of the Science of Learning to help pupils learn and remember more
- Assessment for learning and checking pupil understanding should be planned in every lesson

## **Lesson Structure:**

### **Entry Routine**

|                     |  |
|---------------------|--|
| Entry and Retrieval | <ul style="list-style-type: none"> <li>• Teacher greets the pupils at the door</li> <li>• Pupils enter and complete the retrieval straight away</li> <li>• The date and title are not on the same slide – <b><u>this activity is called Retrieval in all lessons.</u></b></li> </ul> |
| Register            | <ul style="list-style-type: none"> <li>• After moving off the door and the 'meet and greet', teacher completes the register</li> </ul>   |
| Circulation         | <ul style="list-style-type: none"> <li>• Teacher checks the pupils are on task and circulates the room looking for errors and misconceptions, praising where appropriate.</li> <li>• Teacher may make notes about common errors and address in reteach stage.</li> </ul>             |
| Feedback            | <ul style="list-style-type: none"> <li>• Students correct their work in red pen.</li> </ul>  |
| Reteach             | <ul style="list-style-type: none"> <li>• Questions where there are errors or misconceptions are retaught straight away.</li> </ul>   |

### **Evidence summary**

Research suggests that establishing clear and consistent routines for students entering the classroom has a positive impact on their engagement, motivation, and behaviour. Predictable entry routines create a sense of safety, enabling students to know what to expect at the beginning of each lesson and encouraging their active participation.

Consistent use of a clear entry routine sets a positive tone for the lesson and helps manage student behaviour, fostering a conducive learning environment. Students who display better classroom behaviour and attention are more likely to achieve academic success, while disruptive behaviour can hinder learning for all students. By proactively managing behaviour at the start of the lesson, disruptive incidents can be minimised, as clear behaviour expectations are communicated from the outset.

To ensure successful implementation, teachers should effectively communicate and reinforce routine expectations. Clear, concise, and positively framed expectations, along with regular modelling, contribute to the routines' effectiveness. Furthermore, to make routines lasting, intentional efforts are required. This includes continual revision of expectations, regular practice, and positive reinforcement using school behaviour systems.

Research indicates that clear expectations and routines are beneficial for all students, including those with special educational needs and younger pupils

## Lesson Structure: Entry Routine

|   |  |
|---|--|
| Retrieval (Entry Routine)   | <ul style="list-style-type: none"> <li>• Builds on previous learning</li> <li>• Assesses prior knowledge</li> <li>• Identifies gaps in knowledge</li> <li>• Tests memory of knowledge from previous lessons/units/Key Stages</li> </ul>  |
| Learning Intentions   | <ul style="list-style-type: none"> <li>• Pupil writes the date and Learning Intention</li> <li>• Learning intentions should name the essential knowledge that will be learnt in this lesson (taken from mid-term plans)</li> <li>• How does this lesson fit into the wider curriculum – why are they learning it?</li> </ul> |
| Knowledge is taught<br>New processes are modelled using science I do/we do/you do<br>Understanding is checked using Hinge Questions |  |
| Review  | <ul style="list-style-type: none"> <li>• Give students feedback and corrections from their work</li> <li>• Collect student data to decide next steps for future teaching/homework</li> </ul>   |
| Pupils exit   | <ul style="list-style-type: none"> <li>• Pupils stand behind their chairs</li> <li>• Teacher stands at the door and dismisses pupil row by row with oversight of the corridor</li> </ul>   |

## Lesson Development:

The teacher should strive to:

***Ensure that learning is focused on the progress of the pupils.***

- Manage behaviour in accordance with school policies
- Present lessons with clarity, enthusiasm, and pace
- Provide opportunities for independent learning and avoid times where pupils are completing tasks independently but not actively learning
- Model activities and processes using I-We- You
- Provide exemplar work, where appropriate, so that pupils are aware of the type of response expected
- Provide appropriate levels of scaffolding to support pupils' learning and differentiate according to the range of ability in the class
- Use a variety of questioning techniques to probe and develop pupils' understanding and incorporate "thinking time"
- Use Hinge Questions to check pupil understanding
- Give constructive, positive feedback on work in progress
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Enable a pupil to understand their strengths and weaknesses through ongoing formal and informal assessment
- Set homework appropriately using quizzing

- Provide opportunities for pupils to learn and practise communication, literacy, and numeracy skills
- Use checkpoint marking to identify pupil understanding and misconceptions

**Pupils' should:**

- Work effectively and purposefully in a range of contexts
- Come fully equipped and prepared to maximise the learning opportunity
- Be respectful
- Have resilience to tackle problems independently before seeking help from the teacher
- Know where to go for help, when required, and recognise that further progress can always be made
- Work with increasing independence, developing the skills to become life-long learners
- Use revision strategies introduced by the college, including Cornell Notes revision and interleaving.
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work

**End of the Lesson:**

- Pupils check the content and presentation of their work
- Opportunities are provided to celebrate success
- The end of the lesson and dismissal are prompt and orderly, allowing for efficient transition between lessons

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## Quality Assurance

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The quality of Teaching and learning is evaluated at all leadership levels through learning walks, pupil voice, staff voice and work scrutiny. HODs quality assure the teaching in their departments and SLT quality assure the areas they line manage. This process is overseen by the Assistant Headteacher who collates the results and coordinates the coaching process.



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## **Marking and Feedback**

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### **Aims of Marking and Feedback**

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All Saints Catholic College is focused on having a positive impact on young people's learning. Marking should provide regular and meaningful written feedback to pupils.

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### **Principles**

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Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the pupil's management of their learning or self-regulation, or them as individuals. This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Feedback studies tend to show very high effects on learning, because of this, it is the teacher's responsibility to ensure that pupils' classwork is assessed at least twice each half term using assessment criteria, checking for understanding of key concepts in the subject and literacy acquisition.

Effective feedback is often essential to acquiring new knowledge and skills. Good feedback is:

- Specific and clear
- Focused on the task rather than the pupil
- Explanatory and focused on improvement rather than merely verifying performance.

The purpose of marking pupils' work is to:

- Ensure the appropriate pitch and challenge of work
- Give structured and informative next steps feedback to aid rapid and sustained progress for learners in all subjects
- Facilitate self-esteem and motivate pupils
- Ensure high standards of presentation, accuracy, and quality of pupils' work.
- To feedback to the pupil on when and why they make mistakes to help correct these
- To feedback on misconceptions or problems with understanding
- To inform future planning
- To gather information for target setting
- To monitor pupils' progress in whole College initiatives e.g., literacy / numeracy / SMSC
- To help identify any special needs

- To help the pupils understand how ‘marks’ are allocated for exams / assessments and to help the pupils gain a greater understanding of criteria for marking certain assessments – this will then aid peer and pupil self-assessment

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## Feedback in Practice

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- Both class work and homework must show evidence of regular marking of key pieces of work, with specific next steps comments aimed at supporting pupils to succeed in their learning or stretch them academically
- All teacher comments should be recorded in green pen
- Following detailed marking, dedicated feedback time should be given as an activity within the following lesson or as homework to allow pupils to act on their feedback. It is useful for pupils to do these in red pen to highlight change.
- Teacher should use Whole Class Feedback to facilitate assessment and support wellbeing (see appendix)
- All pupils should have a standardised assessment at half-termly intervals to ensure they are making sufficient progress and these assessments should be recorded and feed forward marking completed
- Prior attainment data and marks for key pieces and assessments should be recorded in each teacher’s marksheet
- Use grades (in KS4) whenever this is appropriate and use these with the pupils

### The written feedback should:

- Stimulate exactly how the pupil can improve their pieces of work either through scaffolding or challenge
- Provide pupils with the opportunity to respond
- Be rooted in progress within the subject area in addition to feedback about the quality of literacy

### Marking will provide effective written feedback if:

- Feedback incorporates the 5Rs of feedback in some way, these are:
  - **R1:** Redraft (edit and improve certain areas of your work).
  - **R2:** Repeat (practise again and again to master specific skills)
  - **R3:** Revisit (practise by answering similar questions)
  - **R4:** Re-learn/Re-test (ensure you fully understand previous learning)
  - **R5:** Research & record (develop your work with deeper insight and wider references)
- Pupils are given time to read over the comments and respond to them

It is the responsibility of the Head of Department, to ensure that the marking policy is followed. A review of marking forms part of the Quality Assurance process. Heads of Department should check that schemes of work are being followed and that work is differentiated, and the pitch of lessons is appropriately challenging. They

should also ensure that the marking policy (this document) is being followed rigorously and to a high standard.

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## Approaches to Marking

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Approaches to Marking All marking at All Saints Catholic College should fit into one of the following categories and the consistent use of the school's marking codes.

**Acknowledgement Marking:** the teacher regularly checks that work has been completed and that there are no obvious mistakes but does not mark in detail. This light touch marking might include verifying peer assessed work. This is a valuable tool to ensure that students are completing tasks set and for providing acknowledgement of this. The use of stamps, ticks, 'score out of ten', stickers and school codes are good examples of this type of marking.

**'Closing the Gap' Marking:** this is more thorough and detailed marking where students are given clear guidance on how their work could be improved (and hence 'close the gap'). Feedback is given on significant pieces of work as a specific question to be answered or set of instructions to be followed. It is essential that students get time to act on this feedback.

**Peer/Self/Verbal feedback:** verbal feedback often occurs at many points during the lesson both planned and spontaneous. Peer and Self-assessment can be effective tools to promote independent and reflective learning but the focus must be clearly on the learning objectives and success criteria and students should have the process modelled first.

**Whole Class Marking and Feedback:** teachers will on occasion mark a whole class set of books and offer feedback on 1 document for all students. This is a whole class feedback sheet and will detail common errors, examples of excellent work and specific activities that the students need to complete.

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## What this looks like in the Classroom

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**Every lesson:** Teachers share learning objectives and tell students how their progress will be assessed against these. Teachers make success criteria explicit before students start any pieces of work that will be marked in detail. Students are confident that assessment and feedback will be linked to these criteria.

**On a regular basis:** Selective self or peer marking will be planned for and encouraged. Students expect verbal feedback from their teacher so that areas of difficulty are addressed promptly. Opportunities are given wherever appropriate for students to act upon verbal and written feedback. Students are encouraged to check their work for common literacy errors, and self-correct as directed by their teacher

**Every 3 times per half term:** Teachers use one of the strategies or similar to mark a piece of work in detail. A section of the next lesson is devoted to students responding to and acting on the feedback.

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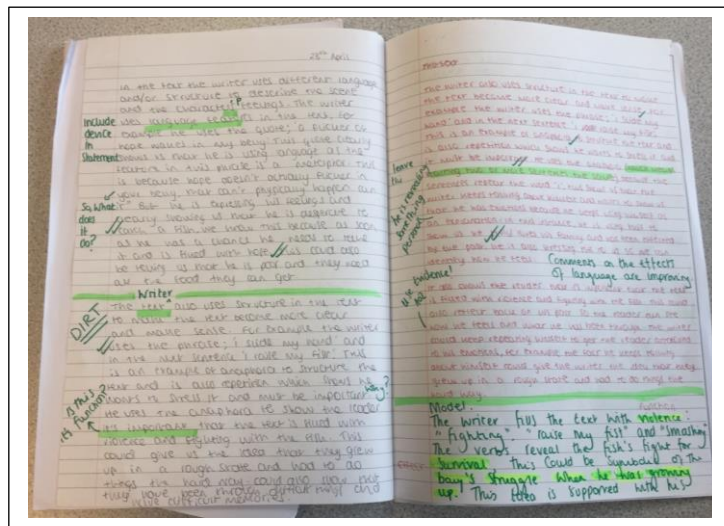
## Marking for Literacy

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In order to develop the literacy and numeracy skills of our pupils all staff must encourage the development of literacy and numeracy skills within their subject areas. The purpose of this policy is to ensure that a common and consistent approach is used in the marking of literacy and numeracy.

Commenting on aspects of literacy within marking:

| Code | Description        |
|------|--------------------|
| SP   | spelling error     |
| G    | grammar            |
| //   | paragraph          |
| V    | improve vocabulary |
| P    | punctuation        |
| C    | capital letter     |



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## Quality Assurance

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The quality of Teaching and learning is evaluated at all leadership levels through learning walks, pupil voice, staff voice and work scrutiny. HODs quality assure the teaching in their departments and SLT quality assure the areas they line manage. This process is overseen by the Assistant Headteacher who collates the results and coordinates the coaching process.

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## Homework

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### Rationale

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To ensure there are clear and consistent links between our curriculum offer in school and pupil engagement at home, pupils will be expected to complete homework activities each week/ fortnight.

The aim of the homework policy is to contribute to the promotion of securing key knowledge and developing key skills resulting in high quality learning and progress for all pupils.

Research from the Education Endowment states that: 'Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons'. The research also states that: 'Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons, or revise for exams... Therefore, schools should consider the 'active' ingredients to the approach, which may include:

- Considering the quality of homework over the quantity.
- Using well-designed tasks that are linked to classroom learning.
- Clearly setting out the aims of homework to pupils.
- Understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Explicitly teaching independent learning strategies.
- Providing high-quality feedback to improve pupil learning.
- Monitoring the impact homework on pupil engagement, progress and attainment'.

At All Saints Catholic College, we strive to ensure that we use effective research within our policies to best develop and support our learners. We have composed the implementation aspect of our Homework Policy using findings and guidance from the EEF and endeavour to implement the 'active' ingredients as stated within the EEF research.

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### Satchel One

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Homework will be set online using the 'Satchel One' software package. The format of the homework will primarily be quizzes and retrieval activities.

Quizzes and low-stakes assessments are not just good for providing teachers with information about how much a student knows and what they still need to learn to inform future planning – they can also help students take advantage of the benefits of 'retrieval practice', where recalling things from memory actually helps to strengthen retention of that knowledge. The online quizzing tool on Satchel One will be used for this.

## **Evidence summary**

Research into the 'testing effect' and 'retrieval practice' shows that one of the most effective ways to secure material in students' long-term memory is dedicating time to retrieving the information from memory frequently. Homework incorporates frequent, low-stakes or no-stakes testing and quizzing,

In this way, testing and quizzing become part of the learning process, not just assessment. Of course, information collected from low-stakes quizzing is then used to identify misconceptions and inform future teaching, acting as a form of formative assessment tool.

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## **Pupil Engagement**

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1 quiz per week (10 questions minimum) core subjects (Maths/English/Science/RE)

1 quiz per fortnight (10 questions minimum) – options subjects

Pupils must retry until they get at least 80% correct

Quizzing is the minimum expectation.

It can be set in addition to revision/extended pieces of work, this is based on key knowledge and skills.

### **Setting and Completion Structure:**

|                                |  |
|--------------------------------|--|
| Homework is set on Satchel One | <ul style="list-style-type: none"><li>• Tasks are set on Satchel One</li><li>• Based on key knowledge/skills from various points in the curriculum</li></ul>   |
| Pupil completion               | <ul style="list-style-type: none"><li>• Pupils are to complete on Satchel One</li><li>• Pupils must repeat quiz until they get 80% completion</li></ul>  |
| Retrieval Task                 | <ul style="list-style-type: none"><li>• Retrieval task will repeat the content of the quiz to identify gaps in knowledge/misconceptions</li><li>• Pupils mark in red pen</li><li>• Teacher addresses errors/misconceptions</li></ul> |

### **Further Reading:**

Deans for Impact (2015). The Science of Learning. Austin, TX: Deans for Impact

Feedback

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

Focus on Formative Feedback

<http://www.ets.org/Media/Research/pdf/RR-07-11.pdf>



Homework (Secondary – updated September 2018)

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=155&t=Teaching%20and%20Learning%20Toolkit&e=155&s=>

Important New Study of Homework

<http://www.learningscientists.org/blog/2016/10/18-1>

Professor Sue Hallam, from the Institute of Education ‘Homework: It’s Uses and Abuses ‘

<https://content.ncetm.org.uk/itt/sec/KeelePGCEMaths2006/Research/Homework%20Research/ReportSusanHallam.pdf>

‘Homework: Is It Any Good for Kids ‘

<http://time.com/4466390/homework-debate-research/>

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## Appendix

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### Standard Operating Procedures


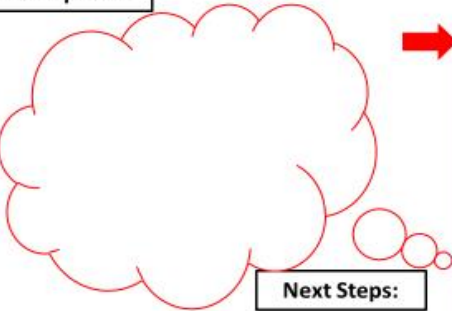


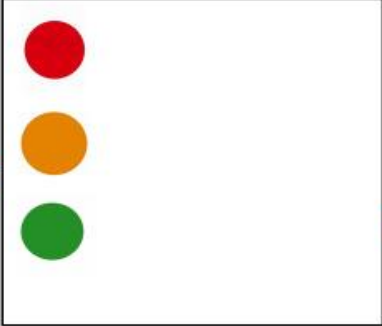



## ALL SAINT'S OPERATING PROCEDURES FOR OUTSTANDING TEACHING AND LEARNING

- All staff should understand the additional needs of the children they teach and implement adaptations outlined in pupil passports.
- Teachers welcome pupils to the lesson with good morning/welcome. Each lesson should include formal start and end. Staff should be on their door to welcome children to the lesson.
- Each lesson ends with children stood behind their chair dismissed row by row, while staff observe corridor behaviour and say farewell to the pupils.
- Teachers should reward all pupils for demonstrating good behaviour including in unstructured times.
- Before any child is sent to partner teacher, teachers must ensure that they try to de-escalate using agreed script. With the door open briefly try to de-escalate further. As a final resort log the incident on Sims using the correct code.
- In lessons use agreed science of learning strategies to reduce passivity:
- I we you
- Checkpoint
- Hinge questions
- Be present on corridors at change over to ensure children are transitioning well between lesson and arrive punctually to lesson.
- Staff should arrive at their duty point on time in a high vis vest circulating the area, interacting with pupils. This is a part of your timetable therefore pre-planned trips and visits must be covered.
- Mobile phones should not be used throughout the school day except for on PPA and lunch time when you are not on duty.
- Maintain constant vigilance around pupil well-being if you are worried about a pupil check on them and refer through the appropriate channels. Every child in this school is every member of staff's responsibility not just those you teach.

**BE INSPIRED BE EXCELLENT SUCCEED**

## Whole Class Feedback Sheet

| Key Knowledge/ Skills   | Misconceptions   | Hall of Fame  |
|---|--|---|
|  |  |  |
|  |   |  |
| BE INSPIRED. BE EXCELLENT. SUCCEED  | BE INSPIRED. BE EXCELLENT. SUCCEED   | BE INSPIRED. BE EXCELLENT. SUCCEED  |