

Bishop Walsh Catholic School

Teaching & Learning Policy

Ratified: June 2023

This policy is designed to ensure a consistent and effective approach to Teaching and Learning at Bishop Walsh. Underpinning the policy is an understanding that **expert** teaching requires teachers who engage with key principles of effective Teaching and Learning and a recognition that expert teaching is defined as that which leads to improved **pupil progress**. A culture of **high challenge** and low threat is modelled in our school so that all pupils make good progress and that the **impact** of the education provided by staff leads to good results, reflecting what pupils have learned. We know that the responsibility for supporting students to excel rests with all members of staff in order to support the Catholic ethos and in recognising the unique dignity of each individual student.

This policy will ensure that all staff members understand the key principles that create effective Teaching and Learning and can apply our Framework for Excellence to support **all pupils** in achieving their full potential. Teaching and Learning at Bishop Walsh will determine how effectively our **ambitious curriculum** is taught and assessed within our subjects and classrooms.

Bishop Walsh is committed to continued professional development which will be implemented through our staff training sessions and promotion of best practice and research. This policy will be aligned with effective professional development in order to deliver and sustain high quality teaching and learning. Teachers receive regular CPD and training in order to reflect upon, and enhance, their practice. As a school we aim to nurture teachers' individual CPD through the promotion of qualifications such as the Department for Education's Specialist and Leadership NPQs as well as utilising the National College.

Policy Sections

- A. Underpinning Research Evidence
- B. Key Principles of Effective Teaching and Learning
- C. A Framework for Excellence
- D. Driving an Ambitious Curriculum
- E. Behaviour for Learning
- F. Feedback
- G. Professional Learning and Development

A. Underpinning Research Evidence

The underpinning principles of this policy are based on the following evidence based research and sources:

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| Teaching and Learning Toolkit Education Endowment Fund (EEF) | Rosenshine's Principles in Action Tom Sherrington | Closing the Vocabulary Gap Alex Quigley | Understanding How We Learn Weinstein and Sumeracki |
| Metacognition and Self-Regulated Learning - Guidance Report, EEF | Making Every Lesson Count: Shan Allison and Andy Tharby | The GCSE and A Level Mindset Steve Oakes and Martin Griffin | The Teacher's Standards |

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| Seven Myths About Education and Making Good Progress Daisy Christodoulou | What makes great teaching? Review of the underpinning research Coe et al | Teach Like A Champion 2.0 Doug Lemov | Why Don't Student's Like School? Daniel Willingham |
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B. Key Principles of Effective Teaching and Learning

Effective teachers have deep pedagogical knowledge of the subject they teach, understand the ways in which pupils think about the content, use successful principles of instruction and recognise the limits of pupils' working memory and the capacity of their long-term memory. This policy aims to ensure:

- Teachers have deep subject pedagogical knowledge
- Teachers provide opportunities to review material
- Teachers support students to embed key concepts in their long-term memory and help them develop fluency
- Teachers have clarity of explanation and encourage appropriate discussion
- Teachers understanding the stages of practice
- Teachers use modelling to aid learning
- Teachers ask effective questions
- Teachers provide quality feedback in lessons
- Teachers have high expectations of all pupils and deliver challenging work
- Teachers ensure vocabulary teaching is explicit
- Teachers teach pupils metacognitive strategies: how to plan, organise and monitor their learning
- Teachers set a positive climate for learning
- Teachers manage behaviour for learning effectively.

C. A Framework for Excellence

The Bishop Walsh Framework for Excellence translates evidence research into classroom practice. To facilitate pupils' thinking teachers will use strategies that ensure knowledge is encoded in **long-term memory** through **retrieval practice** and **deliberate practice** - recognising that knowledge is generative. Following the learning signals teachers will ensure that our Framework for Excellence permeates in lessons and over a series of lessons. We recognise that departments will have their own subject approaches/nuances and that they will embed the following:

1. Daily/Weekly Review

Opportunities for **retrieval practice** that provides a review of daily, weekly and monthly learning. This will include a repertoire of routines to support pupils build knowledge and apply it. Retrieval practice is shown to strengthen automatic recall and free up pupils' working memory; pupils will need several interactions with information to store information in their **long term memory**. Departments will adopt good routines at the start of all lessons.

2. Explanation and Reading



...d around what pupils need to think about in a lesson.

Good explanations will have: brevity, clarity and relevance.

Over a series of lessons there will be opportunities for **reading**, including explicit opportunities to explore **vocabulary** choices and to discuss.

3. Modelling

Teachers will use live **modelling** to provide powerful opportunities for pupils to watch and listen to teachers making their knowledge and application of their thinking explicit.

Teachers will also provide exemplars of excellent responses to tasks so that pupils can see what they are aiming for and how answers are constructed.

Questioning is an important aspect of modelling and clarifying knowledge and understanding. Teachers are expected to ask effective **questions** of all pupils to support in their learning.

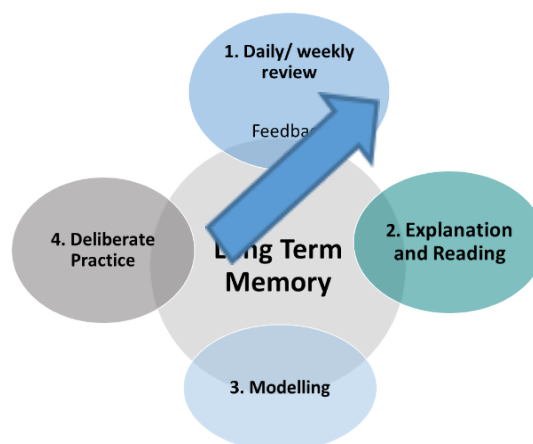
4. Deliberate Practice

Teachers will guide pupils' practice, using **scaffolding** techniques (as appropriate) and follow learning signals to ensure a high success rate is obtained from the class. Pupils, when ready, are expected to practise and apply their learning in an **independent** manner.

Independent practice produces overlearning in order to help pupils recall knowledge automatically.

5. Feedback

Teachers will be able to address misconceptions and check for clear understanding, whilst placing the onus on pupils to correct their errors and improve their work. Pupils will be encouraged to reflect on how to avoid errors and learn from mistakes. This is an important stage in developing metacognition and supporting pupils' self-regulation.



Teachers will actively seek to capture the audience by inspiring awe and wonder and setting up **hinterland** opportunities. Pupils' imagination and creativity will be stimulated to provoke their curiosity and get them thinking. Teachers will convey what is magical about their subject so that motivation becomes **intrinsic** rather than extrinsic.

D. Driving an Ambitious Knowledge Rich Curriculum

The Framework of Excellence and understanding of the key principles will be used to facilitate a high quality knowledge rich curriculum. The framework will be used to support in the implementation of a knowledge rich curriculum. For example, at Key Stage 3, our booklets will be used to identify the canons of knowledge. The booklets act as a knowledge guide facilitating our Framework for Excellence and guiding pupils' learning. The framework will be used to ensure that the curriculum we offer, through the lessons we teach, is appropriately demanding and ambitious. This knowledge rich curriculum will be an entitlement for all pupils. Our Framework for Excellence will support pupils to build and apply their knowledge and equip them with the skills and knowledge for later life.

E. Behaviour for Learning

Staff are required to know the pupils in their classes. This means being aware of individual specific needs, building positive relationships and recognising pupils' self-worth.

Effective classroom routines must set a positive tone for learning. The behaviour policy is designed to support all staff in the delivery of this teaching and learning policy and all staff are expected to work collaboratively in applying this policy consistently. Staff should ensure they employ a range of techniques in their classroom to secure excellent learning behaviours from all pupils and should refer to the professional development around this area.

Staff will invest time in supporting pupils in how to plan, monitor, and evaluate their learning; this will ensure that they develop good learning systems and routines. This involves attributing student success to effort rather than ability and valuing resilience and grit.

It is recognised that establishing effective rules and routines in a classroom has a positive impact on pupil achievement. At Bishop Walsh, staff will adopt a common approach to the start and end of lessons to establish these routines.

F. Feedback

All teachers will ensure high standards are evident in pupils' exercise books and will ensure that feedback is an essential part of lessons. Pupils will receive timely and effective feedback in the following ways:

1. Responsive feedback during a lesson
2. Whole class feedback on class work and homework
3. Live modelling

All feedback gained this way will be recorded by the pupils in purple pen.

4. Teacher marking of formal pupil assessments.

G. Professional Learning and Development

Bishop Walsh is committed to providing all staff with the guidance, support and professional development they need to be the very best practitioners. Throughout the academic year there will be planned opportunities for collaborative Professional Learning. These sessions will align

to our whole school priorities, the Framework for Excellence and subject specific training needs. The needs of individual staff and subject areas will be identified and addressed using data gathered from the usual monitoring and evaluation procedures. Any gaps in subject or pedagogical knowledge will be addressed through this programme of support.

The aim is for all staff to be empowered as educators and staff should be willing to take up all opportunities provided for them to develop themselves professionally. Staff will be able to demonstrate a deep understanding of their subject pedagogical knowledge and be able to impart this knowledge to all pupils.