



*Saint Joseph's*  
CATHOLIC SCHOOL

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**Teaching, Learning & Assessment Policy**

(Version 1 November 2017)

**Success Criteria:**

To ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves, respect others, respect the environment and to aspire for excellence in all that we do for the sake of the gospel.

To provide teaching, learning and assessment that supports a curriculum that is broad, balanced, flexible, relevant and inclusive, matching the needs of the individual irrespective of gender, race, religion, sexuality or social background.

**Objectives:**

To make teaching, learning and assessment an exciting and interesting experience for all our pupils. To make pupils aware of their abilities and, in so doing, encourage them to develop to their maximum potential.

Our pupils' academic performance is built upon:

- a broad and balanced curriculum
- intellectually challenging teaching
- high standards consistently applied in the classroom
- challenging academic targets
- providing pupils with clear success criteria
- marking of pupils' work that allows opportunities to reflect and act upon guidance to ensure progress
- regular assessments of work
- frequent monitoring of progress
- strong partnership with parents

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 objectives are that pupils who leave St Joseph's will:

- be articulate, literate and numerate
- have lively, enquiring, independent minds
- have developed a love of learning that will last for the rest of their lives
- be adaptable enough to react to the needs of a fast changing world
- be confident in their dealings with people
- be able to develop good working relationships with others
- be aware of how faith guides their decision making
- be aware of the needs of the community and be prepared to contribute to it appropriately
- have knowledge of a wide range of cultures and faiths and through this come to respect the rights and needs of others
- be able to make good moral judgements
- have well developed skills to show empathy for others
- Follow and see the benefit in British Values

Ultimately, all these strands combine to give each individual the best life chances and allow them to make choices about their contribution to our community, our nation and the wider world, as this is the basis for a happy and successful life.

**Monitoring Procedures:**

**By Whom:** Deputy Head teacher and/or Heads of Key Stage and the Governors of the Academic Committee

**When:**  
Biennially

**How:** Deputy Head teacher and/or Heads of Key Stage will meet with governors to discuss any need to update or change items in the Policy.

**Evaluation:**

<b>By Whom:</b> SLT	<b>When:</b> Biennially	<b>How:</b> Constant discussions at SLT meetings, analysis on SEF and examination results presentation (annually) to Governors	
<b>Revision History:</b>			
<b>Version</b>	<b>Approved and Ratified</b>	<b>Review Date</b>	<b>Additional notes</b>
V1.0	November 2017	November 2019	Separated from Curriculum Policy

**Vision Statement:**

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the gospel.

Head teacher

**Other SJCS Policies that relate to this Policy:**

- Curriculum Policy
- Special Educational Needs Policy
- Safeguarding & Child Protection Policy

**PRINCIPLES FOR TEACHING, LEARNING & ASSESSMENT**

The Senior Leadership Team, teaching staff and support teaching staff developed and agreed a set of whole school principles for teaching, learning and assessment. These principles were then utilised as a common framework for departments/faculties to create departmental handbooks that addressed how the principles would be put into practice, as applicable, via subject area. The handbooks that were created are working documents. Time has been allotted (via a year-long CPD program) and continues to be allotted (via 'time for teams' in the meetings schedule) to plan/work on/update the handbooks. The principles that are addressed in detail via department/faculty handbooks are as follows:

**Principles for Teaching:**

- Provide the classroom environment that allows individuals to flourish.
- Ensure that all students understand the learning aims and their link to prior learning.
- Ensure that all students understand key vocabulary.
- Ensure that all students are willing and able to participate.

- Review, identify and celebrate learning, during and at the end of the lesson to ensure that progress and success are recognised.

#### **Principles for Learning:**

- Ensure that all individual students are clear when tasks or activities begin.
- Ensure that tasks designed to develop understanding involve thinking and processing.
- Meet the needs of individuals through effective differentiation.
- Integrate basic and key skills when possible.

#### **Principles for Assessment:**

- The key purpose of assessment is to promote learning and should actively involve all students.
- Assessment criteria should be shared with and understood by all individual students.
- Students should be able to assess their own work and the work of others.
- Marking should provide *feedback* that celebrates achievement and identifies targets for improvement (*feedforward*).

### **LITERACY**

#### **The Teacher Standards**

A teacher must: demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and correct use of Standard English whatever the teacher's specialist subject.

#### **Aims**

The aim of this policy document is to support students' development of literacy skills in all subjects.

This will be achieved by working with classroom-based staff to:

- Increase the confidence of staff to understand the centrality of literacy to learning, and its place in all subject areas;
- Develop a shared understanding between all staff of the role of language in students' learning;
- Recognise that language is fundamental to students' sense of identity, belonging, and growth;
- Raise students' own expectations of achievement, thus raising standards;
- Develop students' confidence and self-expression through exposure to a wide range of texts.

The Literacy Trust has explored the relationship between literacy and the five areas of a person's life: economic well-being, aspirations, family life, health, and civic/cultural engagement. This research presented overwhelming evidence that literacy has a significant relationship with a person's success and happiness. We aim to support ALL young people and their families with adequate literacy skills to aid them in accessing information, employment, and economic well-being for the future.

#### **Rationale**

For the purpose of this document 'literacy' will be limited to the development of the language skills: speaking, listening, reading, and writing, whilst acknowledging that there are many technological and visual literacies that may require a more subject-specific focus.

Literacy underpins the school curriculum by developing students' abilities to listen, speak, read, and write for a wide range of purposes, using language to learn and communicate, to think, explore, and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all classroom-based staff have a crucial role to play in supporting students' literacy development.

#### **Marking Code**

In order to ensure that feedback to students is consistent in terms of their written work, the marking code will be applied by all staff to identify mistakes, and opportunities will be given to students to make corrections:

∧ A word is missing

/	Start a new sentence
//	Start a new paragraph
Gr	Grammar error
Sp	Spelling error
P	Punctuation error
?	Unclear meaning

### Reading

Staff at St. Joseph's will support students to enjoy reading for pleasure, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- Read fluently, accurately, and with understanding, using a wider range of vocabulary;
- Have a wider perspective on the World, considering diversity and empathy;
- Become independent and critical readers and make informed and appropriate choices;
- Select information from a wide range of texts and sources, including print, media, and ICT and to evaluate those sources;
- Apply techniques such as skimming and scanning effectively in order to research and appraise texts.

### Writing

Staff at St. Joseph's will support students to develop increasing confidence and competence in writing so that they are able to:

- Write in a widening variety of forms and for different purposes, for example to interpret, evaluate, explain, analyse, and explore;
- Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically, and whole texts coherently;
- Present their writing clearly using accurate punctuation, correct spelling, and legible handwriting.
- The above skills are also aided by the usage of the whole school literacy boards.
- Speaking and Listening

Talk is our main means of communication in everyday life, and it is critical for the development of understanding. Staff at St. Joseph's will support students to develop increasing confidence and competence in speaking and listening so that they are able:

- Listen with understanding and respond sensitively and appropriately
- Clarify and express their ideas and explain their thinking;
- Adapt their speech to a widening range of circumstances including paired and group discussions, and speaking to 'real' audiences;
- Use a varied and specialised vocabulary
- Speak for a range of purposes, for example to narrate, to analyse, to explain, to reflect, and to evaluate.

Research cited:

- The Leitch Review, 2006
- Literacy Changes Lives: An Advocacy Resource, The Literacy Trust, 2008
- Improving Literacy: a shared responsibility, Ofsted, 2013

### **MARKING**

Each Department/Faculty Handbook clearly states how the applicable subject area assesses and marks work in accordance with the whole school assessment principles. However, as an agreed rule marking is: Spilt into three types:

- **Detailed:** This includes teachers specifying areas to praise i.e. 'What went well' – **WWW**; The teacher identifying what needs to improve and a timeframe to make the improvement – 'Even better if...' **EBI** and, finally, an opportunity for pupils to address the EBI identified by the teacher through a 'My response is...' – **MRI**.

- Frequency of detailed marking: (as a minimum 1x half term most subjects or 1 x seasonal term for the following practical subjects at Key Stage 3: Art & Design, Compliant Materials, IT, Music and Drama – this is due to contact time with pupils)
- **Scan marking:** An opportunity for teachers to pick up on misconceptions at pupil/whole class level via book looks and/or to focus on marking for literacy.
- **Peer/Self assessed:** An opportunity for pupils to mark their own or others work against a clear success criteria or markscheme.

Note:

Where spelling is a particular weakness for a pupil, teachers should apply professional judgement to balance the maintenance of high expectations whilst aiming to not demoralise the child.

### **HOMEWORK**

Additional learning outside of the classroom is seen as an important aspect of the overall learning experience and, consequently, homework is set for all age groups within the school. Homework is set to consolidate and/or extend learning within the classroom. Each pupil is provided with a homework timetable. The amount set differs by year group but pupils receive approximately 3 pieces of homework per school evening. A homework club is offered via a before and after school session weekly in term time.

### **PROMOTING BRITISH VALUES**

At the heart of our curriculum, and therefore our teaching, learning and assessment, is the promotion of British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum develops skills and attitudes that will allow pupils to participate fully in and contribute positively to life in modern Britain.

### **MONITORING AND EVALUATION OF TEACHING, LEARNING & ASSESSMENT**

**Aims:**

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff.

### **Introduction**

At St Joseph's School we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's aims, ethos and vision.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish.

At St Joseph's, our staff:

- Support and challenge students to achieve their best
- Provide high quality, dynamic and stimulating lessons
- Provide high levels of interaction for all pupils
- Listen to students' views and are open to their opinions
- Evaluate and reflect on their practice
- Provide regular and meaningful home learning.

- Provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- Encourage and support
- Provide high quality feedback
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in T&L across all areas of the curriculum.
- Develop our range of T&L styles to create an exciting and creative learning culture.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.
- Reviews of T&L will take place on an on-going basis and will involve:
- Management of performance overtime in line with the Teacher Standards, by their Line Manager during the appraisal cycle.
- Lesson observations conducted by members of the Senior Leadership Team and/or line manager/performance reviewer
- Learning Walks on a regular basis
- Work scrutiny within lessons and/or samples requested for monitoring
- Student voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.

### **Monitoring**

Monitoring of T&L is a triangulated process at St Joseph's where we consider results, lesson observations and also quality of work over time in order to make balanced and sound judgements.

The annual model for monitoring of teaching and learning is as follows (Each of these procedures is laid out in more detail below):

- Regular learning walks (Climate for Learning Checks) – this may include a variety of formats such as 'drop-ins' or tours of the school
- Faculty/Department review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge; up to 4 departments to be reviewed each academic year
- Line Management / Appraisal Observation – one observation per year
- Peer observation – one observation per year
- Whole School Review - designed to develop a complete picture of the quality of teaching and learning and student outcomes school wide, within a specific focus. Up to 4 per year.
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible. All observations are logged and recorded on Bluesky

The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

### **WHOLE SCHOOL REVIEW**

The whole school review is designed to develop a complete picture of the quality of teaching and learning and student outcomes school wide, within a specific focus.

### **Structure**

There will be 4 whole school reviews calendared per year with the specific focus notified 1 term in advance. They will:

- Be led by SLT & Middle Leaders to tie in with SEF & SDP focus e.g.
  - Pupil voice
  - HA Focus
  - Book Trawl
  - Differentiation
- Take place over 3 days

The process of review can include:

- 1 day of KS4 observations
- 1 day of KS3 observations
- Work sampling
- Student voice
- Data analysis

### **Documents**

During the process, standardised documents will be used throughout as listed below:

- Pupil voice survey & summary
- Work sampling summary
- Observation forms
- Departmental data analysis pack
- Red folders

*(These forms will all be shared once the process of consultation of timings has been completed. Any additional forms used will be shared in advance of use).*

### **Feedback**

A report will be created within two weeks of the initial planning meeting with HoD's.

## **DEPARTMENTAL REVIEWS**

The departmental review is designed to develop a complete picture of the quality of teaching and learning and student's outcomes within a department.

### **Structure**

There will be 4 Departmental reviews calendared per year with the specific department notified 1 term in advance. HoD will be given a self-review summary form 1 month prior to review to be returned 1 week before review.

They will:

- Be led by SLT to tie in with pupil progress focus
- They will take place over a maximum of 2 days

The process of review can include:

- Pupil voice
- Book sampling
- Paperwork sampling
- Data analysis review
- Exploration of schemes of work
- Mixture of learning walks and lesson observations
- Meeting with HoD

## **Documents**

During the process, standardised documents will be used throughout as listed below:

- Pupil voice survey & summary
- Work sampling summary
- Observation forms
- Departmental data analysis pack
- Red folders

## **Feedback**

A report will be created within two weeks of review and will include:

- Comparison of findings to self-review
- Agreed action points and timescale (with CPD/Resource requirements)
- Follow up timescale to evidence implementation and impact (tbc)
  - *(significant issues may require additional agreed review)*

## **LINE MANAGEMENT / APPRAISAL OBSERVATION**

In line with the school's appraisal system, the current method of line management observations will take place as normal (see line management/appraisal documentation)

## **Documents**

During the process, standardised documents will be used throughout as listed below:

- Work sampling summary
- Observation forms
- Departmental data analysis pack
- Red folders
- Appraisal documentation

## **Feedback**

Verbal feedback will be provided as soon as practicable following the observation.

## **CLIMATE FOR LEARNING**

Throughout the academic year there will be times when members of staff from across the school may be present in lessons. These do not form any part of an observation process either formally or informally and are there to gauge a learner or focus groups of learner's engagement.

This essential tool is used to:

- Ensure specific pupils are engaged with their learning from a pastoral or academic perspective.
- To ascertain the learning climate and allow Senior and Middle leaders to direct their planning.

This process may use the Climate for Learning Check Sheet.

These Learning Walks do not form any part of a formalised teacher observation process.

## **Feedback**

There will be no feedback following this process, however the member of staff may choose to leave a thank you postcard.