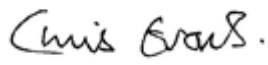




St Alban's RC High School

Teaching & Learning Policy

ORIGIN:	Governing Body Policy No: v0001.00
COMMITTEE RESPONSIBLE:	Performance and Improvement
LEAD MEMBER:	Assistant Headteacher (ER)
DATE APPROVED:	06-05-2025
CHAIR OF GOVERNORS NAME:	Chris Evans
CHAIR OF GOVERNORS SIGNATURE:	
REVIEW DATE:	06-05-2026

St Alban's RC High School is a voluntary aided school and the governing body is the employer of the staff who work there. The contract of employment is between the school's governing body and the employee. The governing body has all the employment responsibilities that this entails including the appointment and dismissal of staff.

General

This policy is an internal school policy. It has been discussed with governors, staff, and representatives of parents and pupils.

Purpose

The purpose of the policy is to ensure that the learning of pupils is systematically supported, guided and encouraged so that they become effective learners, understanding how they learn, possessing a range of effective study techniques and taking responsibility for their own learning. This policy expresses the general principles that should inform good teaching and learning within the school and to promote continuous improvement.

Rationale

Teaching and learning are inextricably linked – learning is the only reason for teaching. Teaching is considered effective and impactful when deep learning clearly results from it. It is worth distinguishing between them in the sense that **teaching** is directly under the control of teachers and promotes and secures **learning**, which is carried out by the pupils.

References

This policy should be read in conjunction with other relevant policies e.g. the Assessment, Recording and Reporting and the Skills Across the Curriculum policies.

The St Alban's High Impact T&L Principles (see appendix) present teaching and learning as an ongoing cycle which begins with:

1. The Learning Environment: **Ethos & Expectation RRR - challenge**
2. **Planning**
3. **Baseline assessment – Review Prior Learning**
4. **Modelling/Exemplification – Success Criteria**
5. **Guided/Supported/Independent Practice – learning products**
6. **Assessment/Feedback**
7. **Planning to close the gaps**

- **The Learning Environment (Conditions for learning):**

All staff are responsible for creating the optimum conditions for learning. Pupils can be encouraged or discouraged, enabled or disabled from learning by the management of the classroom and the learning environment. This can include but is not limited to the physical environment (e.g. displays, state of repair of the room) but more significantly refers to the atmosphere, mood, tone and sense of expectation generated by the teacher and the students in a working classroom.

The conditions for learning include:

1. A climate or culture/ethos within the school and the individual classroom that is:
 - orderly;
 - characterised by mutual respect between teachers and learners;
 - confidence-enhancing;
 - appropriately challenging;

- involves pupils in participating in/leading their own learning.
2. A commitment to high aspirations shared by teachers and all pupils via the school motto: Be the best you can be.
 3. Attention to the different learning needs of pupils.
 4. Effective and prompt assessment of progress. Feedback, whether verbal and informal or written and formal, encourages and empowers pupils to improve.
 5. Monitoring, evaluation and review of the attitudes to learning and achievements of individuals and groups.

Additional learning needs: The environment of the classroom must be inclusive so that pupils with additional learning needs and disabilities can thrive. It is important to encourage aspiration and to make appropriate adjustments so that learning is accessible and appropriately challenging for all students. This will involve close co-operation with ALN staff supporting pupils. It may involve the use of various aids to access (mechanical and technological) and adjustments to lesson and classroom organisation. (See ALN and Accessibility policies).

Planning

The process of planning for the new Curriculum for Wales is in place for Year 7, 8 and 9 and includes the following:

- **Big Question** tasks, linked to Descriptions of Learning for Progression Steps and Skills;
- **Schemes of Learning** in any appropriate form to organise the steps in the learning journey over a half term/term (grid, resource pack, Google Classroom Topics or slideshows);
- **AoLE Mapping spreadsheet** to identify where statutory skills are to be covered.

Schemes of Learning: High impact teaching starts with good **Schemes of Learning**, although it is recognised that planning should allow for flexibility in terms of individual classes, groups of learners and individuals, according to the teachers' discretion and professional judgement. Authentic learning requirements also need to allow some flexibility for learners to direct or influence planning. However, Curriculum Leaders will ensure that Schemes:

- take full account of the requirements for their AoLE in the Curriculum for Wales, The Catholic Education Service: *A Curriculum for Life* and WJEC Examination Board/Specification requirements;
- specify knowledge content, discipline-related skills and language/terminology to be taught;
- employ a range of pedagogical approaches, in line with educational research;
- provide key resources ready for teaching in lessons;
- specify approaches to assessment and success criteria;
- are evaluated in team meetings and refined.

Lesson Planning: This should vary between disciplines and allow for professional judgement. However, it is expected that lessons will:

- take account of the High Impact Teaching and Learning Principles;
- ensure that learning is authentic and relevant to pupils;
- ensure planning for appropriate levels of challenge, engagement, development of skills and allow for checks on pupil progress;

- ensure that there are varying opportunities for learning in different contexts e.g. group work; individual study; class discussion; presentations; ICT etc.;
- ensure opportunities for assessment for learning, in accordance with the school's Assessment, Recording and Reporting policy.

Responsibilities

The role of Governors: It is the responsibility of the Governing Body to monitor this policy and to ensure that it is regularly reviewed by means of:

- the outcomes of the policy in terms of results and added value in examinations;
- the enthusiasm that pupils show for their lessons;
- the outcomes of MER activities conducted by team leaders and others;
- the reports of Estyn and CES inspectors;
- the comments of parents.

The role of the Senior Leadership Team: *SLT is expected to:*

- create the conditions for effective learning throughout the school environment;
- promote learning to parents and pupils;
- promote whole school approaches that encourage enthusiasm for learning and continuous improvement among pupils;
- monitor attitudes to learning across the school;
- monitor achievement across the school, by subject and by groups of learners;
- evaluate, review and develop approaches to improve attitudes and achievement;
- intervene where attitudes and attainment are low;
- ensure that all staff are appropriately trained, competent and confident to teach within the curriculum requirements and expectations;
- provide/support appropriate Professional Learning Opportunities as part of Performance Management and Development Planning;
- implement arrangements for the regular monitoring and review of the policy and strategies;
- The headteacher is responsible for ensuring the implementation of the policy and reporting annually on its progress to the governing body.
- ensure that Curriculum Leaders are fulfilling their role in leading, monitoring and improving teaching in their teams;
- ensure that a system is in place to share good practice across the school;
- monitor the effectiveness of teaching and intervene where teaching falls below the standard expected.

The role of Curriculum Leaders: *HoDs are expected to:*

- create the conditions for good learning within their discipline;
- inspire pupils' interest in the subject by promoting it;
- lead teachers, encouraging them to promote the subject and inspire pupils;
- lead teachers in understanding pupils' learning and getting the best out of them;
- monitor the attitudes and achievements of the cohort and groups of learners;
- intervene where learners' attitudes or attainment in the subject dip;
- ensure that all teachers appropriately trained, competent and confident to teach within the curriculum requirements and expectations;
- co-ordinate planning of Schemes of Learning and recommendations for teaching approaches that reflect best practice nationally;
- ensure the provision of teaching materials and resources, the timetable for the subject and the deployment of staff to best effect;

- monitor and evaluate teaching in the subject and intervene where teaching falls below the standard required;
- ensure that good practice is shared between teachers of the subject;
- use the Performance Management procedures of the school to promote the development of teachers;
- ensure that support and cover staff are fully aware of their responsibilities and the work they are expected to cover with the class and to ensure that they are informed, supported and fulfil the requirements of the class.

The role of the Form Tutor:

Form Tutors are expected to:

- encourage positive attitudes and aspirations among pupils;
- help them develop study skills and take responsibility for their own learning;
- monitor achievement and enthusiasm for learning across subjects;
- liaise with subject staff where these are greater or less than expected;
- liaise with parents to improve attitudes, advise on courses and encourage high aspirations.

The role of the Teacher: The purpose of this policy with regard to teaching is to ensure that teaching in the school is as effective as possible, to set out the standards expected and the responsibilities of members of the teaching staff.

Teachers are expected to:

- create conditions for effective learning within the groups for which they are responsible;
- manage behaviour; ensure positive attitudes to learning so that pupils can focus;
- demonstrate high aspirations for pupils and challenge them appropriately;
- plan lessons that are accessible to all pupils in the class to build confidence;
- plan learning that appeals to the interests of the class, creating enthusiasm and high engagement in the class;
- support pupils in developing organisation skills and resilience;
- feed back to learners on their progress in ways that celebrate success (WWW), encourage them to address problems (EBI) and aspire to continuous improvement (PPP);
- monitor and evaluate pupil engagement and modify approaches accordingly;
- update regularly their knowledge within the subject discipline and of examination requirements;
- update their professional knowledge of pedagogy and current educational research;
- update their personal application of the technology available to support teaching;
- assess the abilities, aptitudes and learning needs of the pupils in each group and organise and plan lessons appropriately;
- provide effective reports on progress to pupils, colleagues and parents;
- liaise with support and cover teachers to ensure continuity of work for their classes and progress by pupils requiring additional support.

The role of Support Staff and Cover Staff

are expected to:

- make sure that they are aware how the work they are doing fits into the scheme of learning for the class;
- where possible, liaise with the class teacher or the Subject Leader;
- ensure that the climate in the classroom is appropriate for learning;
- ensure that work is explained well, collected and handed to the Subject Leader;

- liaise with the class teacher, where applicable, to ensure that work is assessed and feedback given in accordance with the policy laid down for the subject.

Appendices

Appendix 1: Professional Teaching Standards used in Performance Management

[professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf \(gov.wales\)](#)

Appendix 2: Excellence in Teaching and Learning Framework (for PM, MER activities)

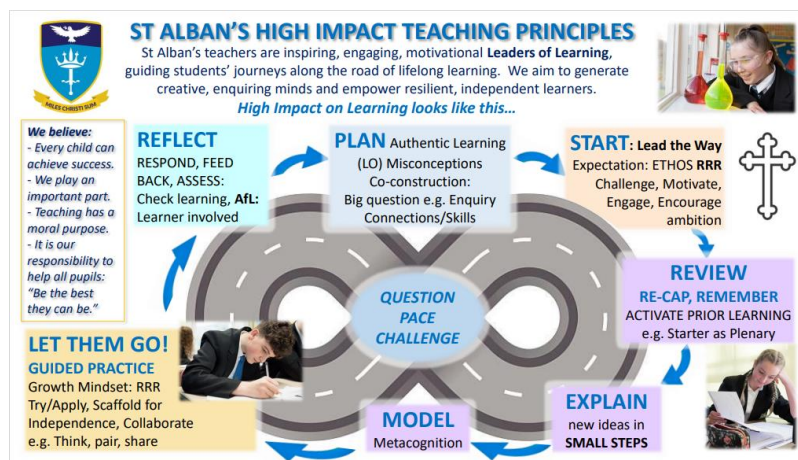
[XLence - School Improvement and Staff Development \(excellenceinteaching.co.uk\)](#)

Appendix 3: St Alban's High Impact Teaching Principles



ST ALBAN'S 4
PURPOSES DISPLAYS

Appendix 3: St Alban's 4 Purposes of Curriculum for Wales



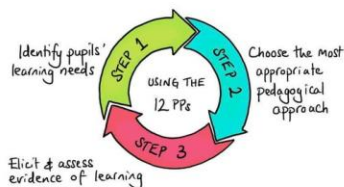
Appendix 4: 12 Pedagogical Principles of CfW

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"The recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching and learning are best taken by teachers themselves."
Prof G. Donaldson, Successful Futures (2015)



Good teaching & learning...

Focuses on the 4 Purposes	Supports sustained effort to reach high but achievable expectations	Employs a range of pedagogical approaches including direct teaching	Promotes wider skills including problem solving creative & critical thinking
Builds on previous knowledge and experiences	Creates authentic contexts for learning	Uses assessment for learning	Makes connections within & between AoLES
Reinforces cross curricular skills of LNF, DCF etc	Supports learners to take responsibility for their own learning	Supports social and emotional development & positive relationships	Encourages collaboration