

# ST JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

## *School Mission Statement*

***“Learning and Growing Together in Christ”***

*“As a Catholic School we aim to develop a Christian Community which believes in and affirms the dignity and value of the individual and encourages its members to develop their potential in terms of knowledge, understanding, spiritual, moral, cultural and physical awareness”.*

ST JOHN LLOYD  
CATHOLIC SCHOOL



## **WHOLE SCHOOL LEARNING & TEACHING POLICY**

Reviewed by Governors December 2021

## **Introduction**

Our school mission statement is ‘Learning and Growing Together in Christ’. It is a summary of the values underpinning everything we are aiming to achieve at St. John Lloyd School. We try to make our mission statement a reality by striving to become:

*“A Christian community that recognises the dignity and value of the individual, and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral and cultural awareness.”*

## **Rationale**

The contents of this policy are designed to help promote effective **learning and teaching** - the core business of our school. St. John Lloyd constitutes much more than learning alone; nevertheless, the success of our school and of our pupils is determined by the quality of learning. Our role is to guide and enable pupil learning, so that achievement and attainment are as good as they can be.

Consistently applying principles for learning has the potential to increase the life chances of our pupils by raising the quality of the education we provide. It also has the potential to improve pupils’ engagement, enjoyment, achievement, relationships and behaviour in school, as well as parental satisfaction, and the capacity for us as staff to find professional fulfilment in our work.

## **As a school, it is essential that we all understand that:**

1. All pupils have the right to access the very best learning that we are able to offer.
2. It is vital staff have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, and approaches;
3. **‘Working’ is not always ‘learning’** – we should enable our pupils to be independent, active learners who are stimulated by our lessons and therefore encouraged to think for themselves. We are not helping pupils to learn by simply providing them with pages of information. We must always remember:

***“The mind is not a vessel to be filled, but a fire to be kindled.” Plutarch***

**“Learning & Growing Together in Christ”**  
**Effective Learning & Teaching Policy**

This Policy Document aims to encourage teachers to:

- Re-examine current practice
- Reflect on the purposes and principles which underpin current practice
- Identify areas of strength & development
- Develop appropriate strategies to further promote effective Learning & Teaching

Teachers who refer to this document will find the Appendices a useful tool toward the achievement of the above through:

- Accessing a range of practical guidelines outlining effective teaching and learning strategies
- Sharing the good practice which exists at Learning Community, whole school and departmental level

This Policy Document further aims to encourage our pupils to:

- Be active participants in the learning process
- Take a personal pride in their own learning
- Support and encourage each other.
- Contribute to a positive ethos where all forms of achievement are celebrated

### **ACHIEVING EFFECTIVE LEARNING**

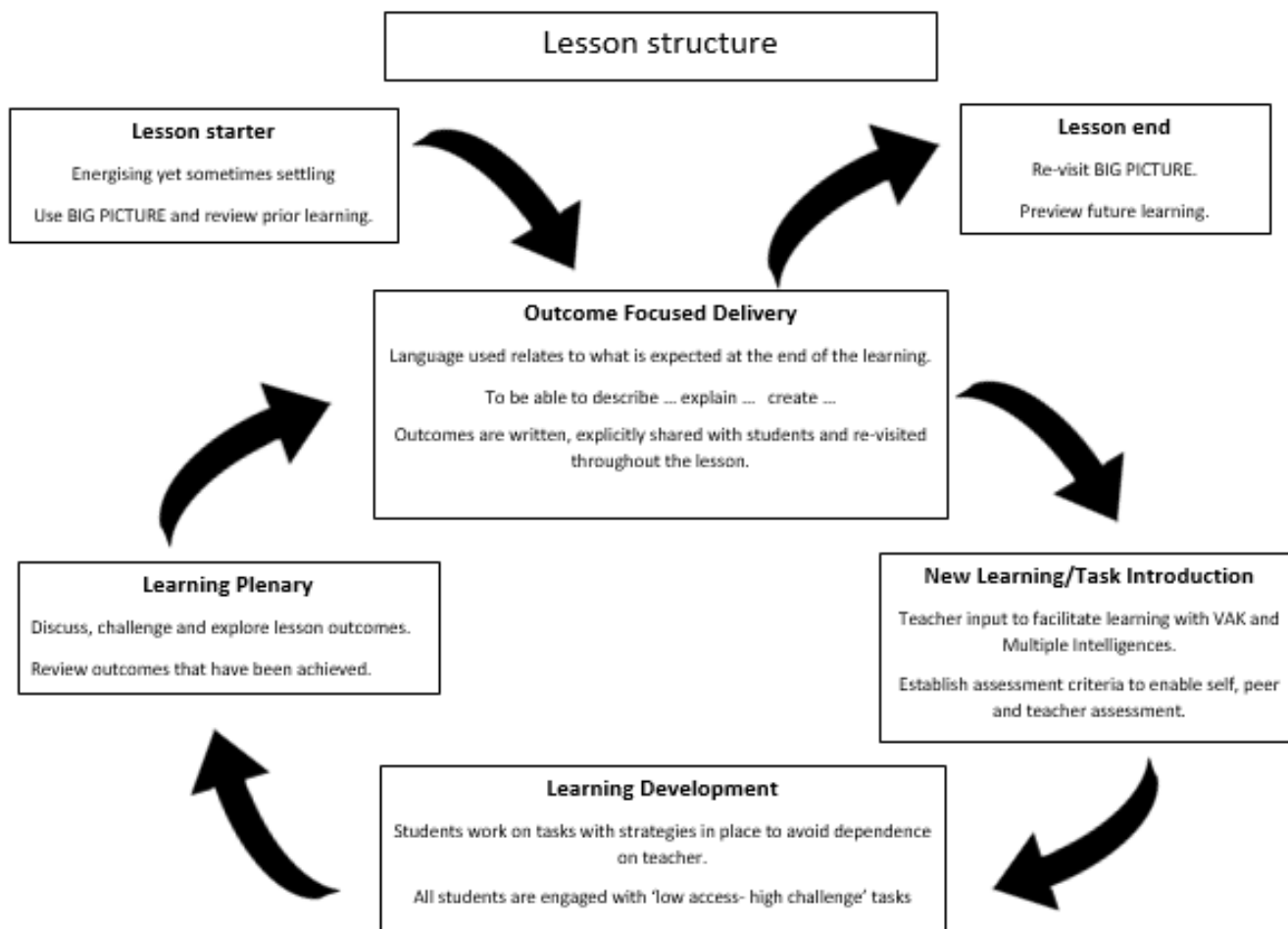
Excellent teaching and learning doesn't happen by accident; it is the result of creative flair and thorough lesson planning on the part of the teacher, ensuring that not only does the teaching have pace, purpose, rigour and challenge, but that there is an outstanding working relationship, where students enjoy their work and respond positively to the teaching. Excellent teaching and learning makes lessons accessible to all children and thereby significantly reduces behavioural problems. As a Christian school with a commitment to “value in people”, we need to cultivate the pre-conditions for effective learning and to ensure that all children see themselves as individuals who are cared for and valued. Our commitment to valuing people should determine how we speak, listen and resolve situations. The gospel values of respect, forgiveness and reconciliation should be clearly evident in all lessons at St John Lloyd; balanced, of course, by high aims and high expectations. Children who are happy, work well; children who work well, achieve success; children who are successful, create successful schools. An outstanding teacher should develop a firm and warm teaching style which enables children to achieve their best.

### **Features of an Excellent Teacher**

- To be reflective, self-evaluating and have the highest expectations of all learners.
- To create a secure and positive climate of learning.
- To have positive, professional relationships with others.
- To have high expectations of oneself and others.
- Is innovative, creative and embraces new technology.
- Take responsibility for their own professional development and have up-to-date knowledge.
- Consistent and fair in their dealings with all.
- Is a good team player and has a desire to share good practice.
- Is able to lead and inspire enthusiasm in others.

## Planning:

Whilst there is no expectation for lessons to following a rigid structure, the focus of planning for all lessons must be on the delivery of high quality pupil learning. In order to achieve this, some or all of the aspects of the lesson structure below should be considered.



## Developing Learning Objectives

**All lessons should have clear learning objectives.** These objectives should focus on what is to be learned and should not simply be a list of tasks to be completed by pupils.

Staff should be familiar with the Estyn criteria for what makes excellent/good/adequate, inadequate lessons, and use this together with the school's lesson observation portal to help develop their lesson objectives and plan lessons (appendix 1).

Learning objectives should, where possible, highlight **skills** that are being developed so pupils can make links with those acquired in other subject areas.

Learning objectives should make a clear distinction between skills being developed and the acquisition of **subject knowledge and understanding required**.

Although all lessons should have clear learning objectives; **how and when these are shared with pupils is at the professional discretion of the teacher**. In some lessons, this may be best done

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at the start, in other lessons where thinking skills and problem solving dominate, it might be more appropriate for them to be shared at the end.

Learning objectives may be written on the board, flashed up by a projector or be referred to orally. Pupils are not necessarily expected to spend valuable learning time copying learning objectives into their books. What is important is that they know and understand what the learning objectives for the lesson are.

### **Setting success criteria**

***Setting success criteria is an essential part of the objective setting process.***

Success criteria should inform students of ***what they need to do in order to meet the learning objectives. Examples include ‘skills ladders’ or lists of expectations required in order to achieve national curriculum levels and GCSE/BTEC grades.***

Clear success criteria are an essential part of the ***formative assessment***<sup>1</sup> process as they allow pupils and teachers to judge how well they have performed and highlight what they need to do in order to make progress.

As such, success criteria provide the framework for providing effective feedback.

### **The role of feedback**

In order to become independent learners, pupils need to be informed about their learning. The teacher plays a crucial role in this process. By ensuring a student has a clear understanding of the learning objectives and the success criteria the teacher can then help guide the student through the next stage in their learning. This advice can take many forms, for example, general class feedback, a personal discussion or comments written on a piece of work. This list is not exhaustive.

It is crucial that feedback provides pupils with guidance on how to make progress. From September 2016, department will produce Individual Learning Plans in order to support the outcomes learners identified as Key Marginals.

The nature and role of feedback is also covered in the whole school Assessment Policy.

### **Schemes of Work:**

All departments are expected to have detailed schemes of work which outline the knowledge, understanding and skills to be covered and the strategies to achieve this. These documents will ensure that all pupils receive a consistent and challenging learning experience. Schemes of work should follow the layout of the whole school template and include opportunities for the development of skills as well as identifying tasks and learning experiences which will enable pupils of all abilities to be challenged and experience success. Departments are welcome to adapt this template for their own subjects. ***Where departments are staffed by more than one person, all colleagues are expected to contribute to departmental planning including the production of units/topics within schemes of work as directed by the Head of Department.***

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<sup>1</sup> See Whole School Assessment Policy

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All schemes of work must include varied tasks that cater for visual, auditory and kinaesthetic learners. Lessons, resources and tasks must cater for pupils of all abilities and differentiated as appropriate. Differentiation must be clearly identified in schemes of work. Schemes of work should be regularly reviewed and discussed departmental meetings.

#### **Departmental Meetings:**

Departmental meetings, workshops and planning sessions are identified on the school calendar. ***All staff are expected to meet until 4.45pm on Monday evenings*** to support the work of departments. Meeting agendas should always refer to raising standards, teaching and learning and health and safety. Where departmental meetings follow on from Extended Leadership Team meetings, it is the responsibility of the Head of Department to ensure items from the ELT agenda are communicated to members of their teams. The common template for meeting agendas and action points should be followed and copies of minutes should be made available to SLT links. Where colleagues are members of more than one department, it is the joint responsibility of the member of staff and the Heads of Department concerned to ensure all relevant information is communicated properly. From September 2016 there will be opportunities for staff who are members of more than one department to meet on Tuesday and Thursday (Week B).

#### **Co-Construction and Learner voice**

As a school, we need to empower pupils in order to make sure they feel more involved in decisions relating to what and how they learn. All departments are expected to conduct regular ***‘Topic Reviews’*** with focus groups of pupils from across the age and ability range. This will enable departmental teams to modify elements of their curriculum based on pupil feedback.

#### **Quality of Resources:**

Teachers must ensure pupils have access to ***good quality*** learning resources including text books, access to websites, revision materials, past papers and worksheets. Photocopied worksheets must be clear, uncluttered and purposeful. Diagrams, images, graphs and tables should be clear and text must be easy to understand and clearly laid out. Visually impaired pupils must be provided with resources that meet their needs and these should be produced in collaboration with support staff. All departments need to develop resources to be uploaded on to Hwb+ for pupils to access out of school hours. All departments need to develop resources to be uploaded on to for pupils to access out of school hours.

#### **Classroom Climate and Home Learning**

All learning areas should be conducive to learning. Class displays and departmental notice boards in corridors should be updated regularly with examples of pupil work and up to date learning materials. Rooms should be well organised and kept free from un-necessary clutter that detracts from learning. Bags should be stored appropriately prior to practical lessons such as Science and Technology. Pupils are not permitted to wear outside coats inside classrooms. Pupils must bring planners to all lessons and should be encouraged to use them.

‘Home Learning’ tasks should be set regularly. The tasks set should build on the skills and knowledge already covered or prepare thorough research for the next lesson; all tasks must have meaningful outcomes. Wherever possible, pupils in all year groups should have the opportunity to complete exam papers and exam style questions as part of their home learning.

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The class teacher has primary responsibility for ensuring good behaviour in lessons in line with the whole school Discipline for Learning policy. Whenever possible, pupils should be met at the door and welcomed by the teacher. Teachers should ensure incidental Welsh is used as appropriate.

### **Classroom Organisation:**

Where feasible, teachers should adapt the layout of their classrooms to suit the nature of the activities planned. In order to be effective and engage all learners, group work must be well planned. The best planned learning activities can fall apart if the dynamics of the class or groups within the class are not carefully thought out. Groups that are not pre-planned rarely achieve the most effective learning and often result in pupils feeling left out as a result of the dominance of other pupils. ***In order to learn effectively it is important that all students are actively engaged in tasks that stretch and challenge them.*** Careful thought needs to be put into planning the role that talk has in lessons. Techniques such as no-hands up, employing wait time or asking for a student to summarise a discussion can lead to very productive whole class discussion.

### **Additional Learning Needs:**

Staff are responsible for ensuring they are aware of the individual learning needs of all pupils. Teachers should be familiar with pupil individual education plans (IEPs), pupils' ALN status in terms of School Action, Action+ or Statement of ALN. Staff should be familiar with the ALN and EAL registers and be fully aware of the stage of acquisition of English of all EAL pupils. This information is available from the ALNCO.

### **Teaching Assistants:**

The class teacher must work in partnership with other adults present in lessons such as TAs and EAL support workers. Teaching assistants in conjunction with the teacher should position themselves in lessons where they will be able to offer maximum support to those pupils who would benefit from it. It is not effective for those needing support to be located in different parts of the room. Instead, such pupils would benefit from being sat together for some parts of lessons. Whereas the teaching assistant should give their primary support to the pupil who has access to support as identified on their statement of additional needs, it is important that other pupils who would benefit from additional guidance are also assisted as needed by the TA.

### **Setting Reviews:**

Where subjects share common teaching sets or populations of pupils across half year groups such as English & Maths, Maths & Science, Hi, Gg, We, Fr (KS3) and RE & Welsh, regular class reviews should take place on at least a termly basis. These should take place during the last two weeks of a term at mutually convenient times for the Heads of Department involved. Prior to these meetings, Heads of Department should gather relevant pupil information from those teaching other classes.

Any class changes should be based on sound academic evidence from a range of sources including summative and formative assessment information. Pupils should not be moved purely on the basis of results from summative assessments. Pupils can be moved at other times of the term if circumstances dictate.

***The Deputy Head and relevant Head of Learning should be informed of any class changes prior to informing individual pupils.***

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Heads of Department should inform parents via letter as well as speaking to the pupils concerned. Copies of letters should be given to the office for inclusion in pupil files. The Examinations/Data Officer should be informed of any changes once they have been confirmed and he/she is responsible for updating master class/subject lists.

### **Supporting Learning & Teaching**

Classroom teachers and Heads of Department can call upon a wide variety of support to enhance effective learning and teaching.

These include:

- Assistant Head teacher for Teaching and Learning.
- Pastoral Leadership Team.
- Members of the Senior Management Team.
- Education Liaison Officer.

The practices which can support learning and teaching include:

- Consistency across the curriculum.
- The sharing of good practice
- Effective communication between Departments, Support Teams and Management.

### **Expectations of Teachers at St. John Lloyd**

1. Teachers should have a strong understanding of the principles behind good learning and teaching and be able to put these into practice.
2. Teachers are expected to have high expectations of their pupils and be dedicated to inspire and encourage those that they teach.
3. Teachers should listen to pupils' ideas. They should involve pupils in their learning and discuss how to make progress.
4. Teachers should try to teach pupils something new each lesson.
5. Teachers should assess pupils' work and provide feedback regularly so that all pupils know where they are, what they are aiming to achieve and what they need to do to get there.
6. Teachers should be helpful, approachable, supportive and understanding of their pupils' needs.
7. All pupils should be treated with dignity and fairness. Teachers should be positive about their pupils and enthusiastic about their learning.
8. Teachers are role models and should model the behaviour that is expected from pupils. Teachers should treat pupils with maturity and respect.
9. Teachers should be assertive and exercise good classroom control. All teachers should take responsibility for behaviour within their classrooms, on corridors, outside and whilst on educational visits.
10. Teachers should be knowledgeable and enthusiastic about their subject disciplines.
11. Teachers are expected to be organised and prepared for their lessons.



12. Teachers are expected to be on time to lessons.

## Appendix 2

### **Expectations of Pupils at St. John Lloyd**

1. Pupils are expected to be organised and come to lessons, on time, with the correct equipment including their planners.
2. Pupils should behave in a way that allows themselves and others to learn in line with the school Discipline Policy. This includes the correct wearing of school uniform at all times.
3. Pupils should meet deadlines and hand work in on time.
4. Pupils should be polite and respectful of others. Pupils should stand when an adult enters a classroom.
5. Pupils are expected to approach their learning with enthusiasm and a positive attitude. Maximum effort must be made at all times.

### **The Role of Parents/Guardians**

The parents/guardians of our pupils are their first educators. Parents/guardians should feel that our school actively encourages them to continue to play a part in their child's learning.

Parents/guardians will have varying degrees of involvement, but, through the use of existing communication forums, such as letters, newsletters and information evenings we would encourage the following:

- Attendance at school meetings when appropriate, e.g. Parent/Teacher Evenings
- Ensuring that their child's attendance and punctuality is satisfactory.
- Checking their child's study planner to ensure that homework is completed.
- Helping with homework, where appropriate.
- Encouraging their child to check that they are carrying the correct books and equipment
- Supporting the school in matters concerning the individual child.

St John Lloyd welcomes contact from parents/guardians regarding any aspect of their child's learning.

## **Appendix 1 JUDGEMENT DEFINITIONS**

### **Excellent**

Many strengths, including examples of sector leading practice.

### **Good**

Many strengths and no important areas requiring significant improvement.

### **Adequate**

Strengthens outweigh areas for improvement.

### **Unsatisfactory**

Important areas for improvement outweigh strengths.

### **The adjectives must match the judgement**

**Excellent** – outstanding, very good, innovative, exceptional, superior, exemplary, superb, very high standard, very high quality, perfect, extensive, highly creative, highly imaginative, well above expectations, highly effective, sector-leading.

**Good** – successful, strong, skilful, worthwhile, beneficial, valuable, able, thorough, useful, powerful, comprehensive, used well, consistently good, effective.

**Adequate** -satisfactory, appropriate, suitable, efficient, competent, relevant sufficient, enough, valid, solid, sound, average, consistent.

**Unsatisfactory** - insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, inconsistent, irregular, limited, poor.

### **Language FOR LESSON OBSERVATION REPORTS**

<b>nearly all =</b>	<b>most =</b>	<b>many =</b>	<b>majority =</b>
<b>very few exceptions</b>	<b>90% or more</b>	<b>70% or more</b>	<b>over 60%</b>

<b>half =</b>	<b>around half =</b>	<b>minority =</b>	<b>few =</b>	<b>very few =</b>
<b>50%</b>	<b>close to 50%</b>	<b>below 40%</b>	<b>below 20%</b>	<b>less than 10</b>

## Appendix 2

### **Practising Teacher Standards**

Teachers must meet the Practising Teacher Standards (PTS) at the end of the induction period and continue to meet them throughout their teaching career.

<b>Professional Attributes</b>
1. Appreciate the diverse needs of children and young people.
2. Value fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Have high expectations of children and young people in order to improve outcomes and well-being for all learners.
4. Value the importance of building positive relationships between home and school.
5. Value the active involvement of children and young people in their progress, development and well-being.
6. Value the active involvement of parents and carers in the progress, development and well-being of children and young people.
7. Value and celebrate the contribution children and young people make within their communities.
8. Appreciate and value the contribution that support staff and other professionals make to the learning, development and well-being of children and young people.
9. Be actively involved in professional networks and learning communities which share and test beliefs and understandings with colleagues and contribute to the wider development of the school and profession.
10. Value the improvement of practice through reflection and taking responsibility for continuing professional development.
11. Have high expectations with regard to Welsh-language development in the context of the bilingual nature of Wales.
<b>Professional knowledge and understanding</b>
12. Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory framework within which they work.
13. Understand the national education policy context in Wales and the Welsh Government's national priorities for education, including an understanding of the principles of the Cwricwlwm Cymreig and how it should inform and shape their practice.
14. Use understanding of the expectations, organizational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.
15. Understand the key factors that affect children and young people's learning and well-being.
16. Maintain an up-to-date understanding of their subjects/curriculum areas and related pedagogy in order to inform practice.
17. Understand their role in improving literacy and numeracy skills across the curriculum.
18. Maintain knowledge and learning in ICT to support teaching, learning and in their wider professional role.
19. Understand and apply the SEN Code of Practice for Wales to meet the diverse needs of learners.
20. Understand when appropriate and how to seek information, advice and support from internal and external sources including procedures on safeguarding.
21. Have a knowledge of a range of strategies and know how to use them to promote good behaviour and create a purposeful learning environment.

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22. Understand how the United Nations Convention on the Rights of the Child and the Children and Young People’s Participation Standards for Wales can be used to inform practice and improve learner outcomes.
23. Understand the expectations in the curriculum with regard to Welsh-medium provision and/or Welsh Second Language.
<b>Professional skills</b>
<b>Planning and target setting</b>
24. Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.
25. Use teaching and learning objectives to plan lessons, and sequences of lessons, which clearly show how learners’ knowledge, skills and understanding will be assessed.
26. Personalise learning in order to address individual needs including seeking the views of learners on what would help them achieve their potential.
27. Identify resources to support learning that will stimulate and motivate all learners to achieve desired outcomes.
28. Work effectively as a team member and collaborate with colleagues to plan work and establish targets.
29. Plan for support staff to be appropriately involved in supporting learning and ensure they understand the roles they are expected to fulfil.
30. Plan appropriate opportunities for children and young people to learn in settings beyond the classroom.
31. Manage and prioritise time effectively within their wider professional role.
32. Instigate and maintain effective communication with children, young people, and their parents/carers.
<b>Monitoring and assessment</b>
33. Use a range of monitoring and assessment strategies, including both formative and summative assessment, to evaluate learners’ progress towards planned learning objectives, and use this information to improve their own planning and teaching.
34. Meet the assessment requirements and arrangements for the subjects/curriculum areas and phases within which they teach, including those relating to public examinations and qualifications.
35. Use monitoring and assessment to identify and support learners including: those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.
36. Involve learners in target setting and in reflecting upon and evaluating their performance.
37. Monitor and record learners’ progress and achievements to provide evidence of the range of their work, progress and attainment over time whilst taking account of the participation and views of the learner.
38. Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
39. Provide colleagues, parents and carers with timely, accurate and constructive feedback on learners’ attainment, progress and areas for development using supporting records and other evidence.
<b>Teaching and managing learning</b>
40. Establish and maintain effective learning environments where all learners feel safe, secure and confident.

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41. Teach the required and expected skills, knowledge and understanding relevant to the needs of the learner making appropriate use of relevant national guidance.
42. Make effective personalised provision in their teaching including taking practical account of diversity and promoting equality and inclusion.
43. Challenge instances of prejudice, stereotyping, bullying and harassment, in line with school policies and procedures.
44. Teach clearly structured lessons or sequences of work so that all learners understand and meet the intended learning objectives.
45. Employ appropriate teaching strategies which develop all learners’ capacity to work collaboratively and independently.
46. Build on the varying experiences, achievements and interests of learners to help them make progress.
47. Manage teaching and learning time effectively.
48. Manage the physical learning environment, equipment, materials, texts and other resources safely and effectively.
49. Employ appropriate teaching strategies to secure positive behaviour.
50. Employ appropriate teaching strategies to promote the well-being of children and young people.
51. Employ appropriate teaching strategies to promote good progress and outcomes for learners over a sustained period of time.
52. Use ICT effectively in teaching and learning.
53. Encourage learners to progress independently by providing activities or other out-of-school study which consolidates and extends work carried out in school.
54. Work co-operatively and collaboratively with other teachers and colleagues, including those from external agencies, to enhance the learning and wellbeing of those they teach.
55. Promote learners’ understanding of the bilingual nature of Wales and develop their bilingual skills as appropriate.

**Practising Teacher Standards**

Teachers must meet the Practising Teacher Standards (PTS) at the end of the induction period and continue to meet them throughout their teaching career.