TRANSFORM

INSPIRE

St. Joseph's Academy

Policy No.1
Learning and Teaching
August 2019

FIDELIS · IUSTUS · PRUDENS

Rationale

St. Joseph's Academy believes that each pupil has the right to the highest quality learning experience in every classroom/teaching area.

Aim

Our aim is to ensure consistency, not uniformity, across St Joseph's and to ensure that our practice reflects the most up to date educational research and pedagogy. The LEARN model (see below) provides a framework for practitioners across St Joseph's to deliver high quality learning and teaching and also for staff, pupils and parents/carers to self-evaluate the quality of learning and teaching.

Policy in Practice

Learning and Teaching in St Joseph's Academy

Across St Joseph's Academy we have a shared lesson framework to provide consistency in our learning and teaching and to ensure the learning experience of our young people is engaging and effective. This also helps practitioners plan and evaluate learning across the school. This format is based on the acronym LEARN.
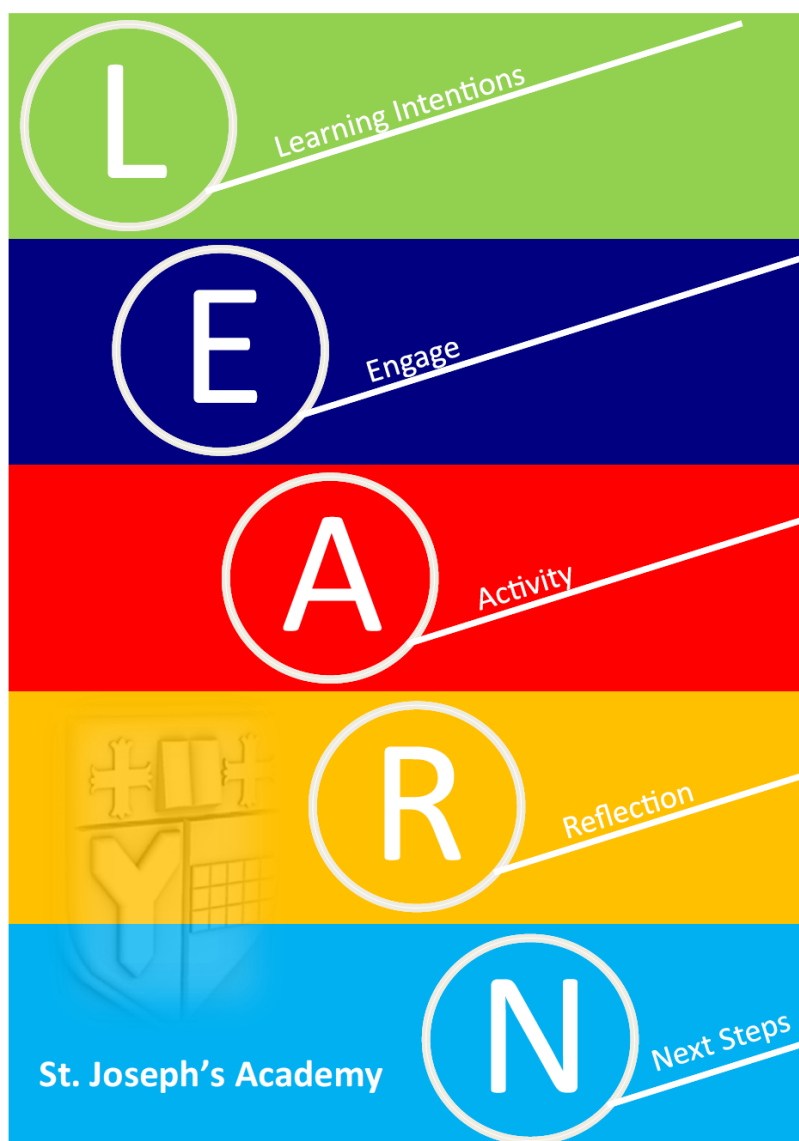
Illustrations of the LEARN framework

Within LEARN, features of effective learning and teaching could include, but are not limited to:

L	• Learning intentions and success criteria are shared at the beginning of each lesson and revisited at the end of the lesson to assess achievement/progress. • Learning intentions should define what is to be learned during a lesson • Success Criteria should be outcome oriented, and define how pupils will know that they have overtaken the learning intention(s) • Success criteria should be used as the basis for formative assessment, as a signpost during lessons and to help identify the need for differentiation • Reference to Responsibility of All areas (Literacy, Numeracy, Health and Wellbeing) • Links to Career Management Skills Framework where relevant
E	• Conventions are routines are well utilised to create a purposeful learning environment • Positive relationships with young people are evident and based upon our shared school values and mutual respect • Starter tasks are used to engage interest, either by way of recap or to introduce a new topic • Teachers use creative approaches to engage young people in their learning • Our explanations and instructions are clear • Pupils have opportunities to lead learning • Learners exercise choice in their learning
A	Lessons at St Joseph's should demonstrate a range of learning activities such as; • Active learning • Co-operative learning • Assessment is for Learning techniques • Use of Digital Learning • Paired tasks/ Group tasks/ Individual Tasks • Discussion/ Debate • Appropriate differentiation should be evident • An appropriate level of pace and challenge should be evident
R	• Plenary tasks • Effective Questioning • Pupils are enabled to use Higher Order Thinking Skills • Assessment is for Learning techniques • Pupils receive feedback on learning and what they need to do next to make progress • Reference to whole school Feedback Strategy • Teacher Assessment/ Self-assessment/ Peer-assessment of lesson aims
N	• Target setting for future learning • Learner conversations • Discussion of next steps in learning – whole class/group/ individual • Discussion of wider context of learning

Self-Evaluation

Our LEARN Model sits alongside a supportive and robust self-evaluation process to allow us to regularly evaluate the quality of learning and teaching at St Joseph's Academy. At all levels, self-evaluation and quality assurance of learning and teaching should be based on the LEARN model. Departments are wholly committed to using self-evaluation to bring about improvement. In line with the school's Self Evaluation approaches, all departments undertake core self-evaluation tasks as detailed on Departmental Quality Assurance calendars. Our self-evaluation activities include, but are not limited to:

- Learning Visits
- PT/ SLT Drop Ins
- Learner Conversations
- Pupil Focus Groups
- Pupil surveys/ questionnaires
- Parent/Carer Focus Groups
- Reflections on Learning & Teaching at Departmental/ Wider school meetings.

Support for Learning Workers

Our Support for Learning workers are an invaluable source of guidance for those young people who require support to access elements of the curriculum. Teaching staff are committed to sharing specific success criteria with Support for Learning Workers. We recognise that this may not be necessary during every lesson and understand that sharing this information verbally is the most sustainable method of ensuring that Support for Learning workers are empowered to help young people throughout a lesson.

Staff Development

The school CLPL calendar has a range of activities which support the features of effective learning and teaching within the LEARN model. Our Continuous Professional Learning Calendar provides support for staff in implementing effective learning and teaching and helps to ensure staff have learning opportunities to enhance practice and knowledge for the benefit of our learners and whole school community. Our practitioners take a lead role in the delivery of CLPL workshops and welcome opportunities to learn from colleagues in a supportive, informed environment.   In addition, all staff are participating in the Tapestry Leading Learning: Improving Pedagogy programme throughout sessions 2019/20 and 2020/21.

Relevant Professional Reading

Education Endowment Foundation (Scotland)   https://educationendowmentfoundation.org.uk/

Wiliam, Dylan. (2018, 2nd edition). Embedded Formative Assessment, Solution Tree Press. ISBN 978-1-945349-22-5

Assessment Reform Group Papers. Available at http://www.assessment-reform-group.org/ARIA%20English.pdf

Black, P., Wiliam, D. (1998). Inside the Black Box. NFER Nelson

Black, P., Harrison, C., Lee, C., Marshall, B., Wiliam, D. (2003). Assessment for Learning, putting it into practice. Open University Press

The Black Box Assessment for Learning series –

Editors: Paul Black, Christine Harrison, Bethan Marshall and Dylan Wiliam including:
    Marshall, B., Wiliam, D. (2006). English Inside the Black Box. GL Assessment
    Hodgen, J., Wiliam, D. (2006). Maths Inside the Black Box
    Black, P., Harrison, C. (2004). Science Inside the Black Box
    Weeden, P., Lambert, D. (2006). Geography Inside the Black Box
    Webb, M., Cox, M. (2007). ICT Inside the Black Box
    Jones, J., Wiliam, D. (2008). Modern Foreign Languages Inside the Black Box
    Moreland, J., Jones, A., and Barlex, D. (2008). Design & Technology Inside the Black Box
    Harrison, C., and Howard, S. (2009). Inside the Primary Black Box

Clarke, P., Owens, T., and Sutton, R. (2006). Creating Independant Student Learners – A practical guide to Assessment for Learning. Portage and Main Press

Clarke, S. (2003). Enriching Feedback in the Primary Classroom. Hodder & Stoughton

Clarke, S. (2005). Formative Assessment in Action: Weaving the Elements Together. Hodder & Stoughton

Clarke, S. (2008). Active Learning through Formative assessment. Hodder & Stoughton

Clarke, S. (2005). Formative Assessment in the Secondary Classroom. Hodder & Stoughton

Dweck, C. S. (2006). Mindset – The new psychology of success. Random House

Farrell, P., Alborz, A., Howes, A. & Pearson, D. (2010). The impact of teaching assistants on improving pupils' academic achievement in mainstream schools: a review of the literature, Educational Review, 62(4) pp 435-448

Gardner, J., Harlen, W., Hayward, L., & Stobart, G. (2008). Changing Assessment Practice: process, principles and standards

Harlen, W. (2006). The Role of Teachers in the Assessment of Learning. Assessment Reform Group. Available at http://www.assessment-reform-group.org/ASF%20booklet%20English.pdf

Hattie, John. (2011). Visible Learning for Teachers: Maximizing Impact on Learning

Hayward, L. (2007). Curriculum, pedagogies and assessment in Scotland: the quest for social justice. 'Ah kent yir faither' Profiles of Educational Assessment Systems Worldwide in Assessment in Education Vol. 14, No. 2, pp. 251–268

HMIE How Good is Our School 4, all HMIE documents available at http://www.hmie.gov.uk

Oxford School Improvement, Parental   Engagement - How to make a real difference

Sherrington, T. (2017). The Learning Rainforest: Great Teaching in Real Classrooms

Smith, I. (2007). Asking Better Questions - A practical guide for secondary teachers Learning Unlimited

Smith, I. (2007). Making Feedback Count - A practical guide for secondary teachers Learning Unlimited

Wiliam, D. (2011). What is assessment for learning? Studies in Educational Evaluation, 37(1), 2-14

Wiliam, D. (2016). Leadership [for] Teacher Learning – Creating a Culture Where All Teachers Improve so That All Students Succeed

Important Websites for further information

www.dylanwiliam.net
www.gtcs.org.uk
www.educationendowmentfoundation.org.uk
www.education.gov.scot/improvement
www.shirleyclarke-education.org
www.assessment-reform-group.org.uk
www.gl-assessment.co.uk
www.assessment-reform-group.org
www.learningunlimited.co.uk
www.hmie.gov.uk
www.healthscotland.scot/media.1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf

Further relevant professional reading can be found in the LEARN folder on StaffShare.

Date		Teacher	
Class		Observed by	

Record of Observed Lesson

LEARN/Level 5 Illustrations HGIOS QI 2.3	Areas of Strength	Next Steps
Learning Intentions *They understand the purpose of their learning and have opportunities to lead the learning.* *Our explanations and instructions are clear.*	.	
Engage *The ethos and culture of our school reflects a commitment to children's rights and positive relationships* *Our teaching is underpinned by our shared school vision and values.* *Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities*		
Activity *We use a wide range of learning environments and creative teaching approaches.* *Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.* *Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.* *Learning is enriched and supported by effective use of digital technologies.*		
Reflect *We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.* *We observe learners closely to inform appropriate and well-timed interventions and future learning.*		
Next Steps *We use feedback effectively to inform and support progress in learning.*		

Signed (Teacher)	
Signed (Observer)	