



Taylor High School



Our pillars of Faith and Learning through CARE (Compassion, Ambition, Respect Encouragement) are the cornerstones of how we support all of our young people and staff within our school community.

LEARNING AND TEACHING POLICY

Taylor High School is first and foremost a Roman Catholic school. It follows from this that the ethos of our school should reflect the values proclaimed by Christ in the Gospels and recognise the unique value of each individual.

Learning and Teaching Policy

Article Number 28 UNCRC

Right to education – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

How this policy promotes or protects this right:

This policy sets out to ensure that staff understand the need for high quality learning and teaching to be delivered to all young people across all stages within the school community. The policy combines the need for highly effective learning and teaching goals with the importance attached to all young people being given the right to fulfil their God given talents. This should be encouraged in a way that provides all young people with opportunities to experience a wide range of teaching approaches in which young people have a say in their learning and pace and challenge are evident.

Article Number 29 UNCRC

Right to education – Every child has a right to an education which develops their personality, talents and abilities.

How this policy promotes or protects this right:

This policy sets out to show how young people will be supported in developing their learning by experiencing various active and engaging learning approaches and opportunities to showcase their talents

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Learning and Teaching Policy

1. Rationale

As a community of faith and learning, we seek to ensure that all young people at Taylor High School find consistency and true excellence in their learning experiences across the school, which is underpinned in key legislation as well as the ideology behind the Catholic Charter.

Each person's God given talents should be allowed to flourish in a supportive manner by staff who themselves are supported both professionally and spiritually. The 'Taylor Lesson' is designed to help ensure that we reach an excellent level of consistency in learning and teaching provision at all stages.

2. Context

For our young people at Taylor High to thrive, learning and teaching must be at the centre of everything that we do within school. The staff at Taylor High are proud of the efforts that are made to ensure that our young people grow into confident and well-rounded individuals who have a sense of belonging and who leave school are prepared to make a positive contribution to the society they enter in to.

3. Aims

To ensure that young people are provided with high quality learning and teaching experiences that allow them to fulfil their potential.

To ensure that a range of assessment approaches are used to match the needs of the learners and a quality body of evidence is used to support judgements about next steps.

4. Objective

To ensure that there is a shared understanding of the characteristics of highly effective teaching.

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5.Expectations

To provide learners with consistency across their curriculum through the highest quality learning and teaching (HGIOS 4).

Teachers will:

- Create a positive and welcoming learning environment.
- Ensure Learning Intentions and Success Criteria are clearly displayed and articulated for each lesson.
- Have consistently high expectations of all pupils.
- Know pupils and use information available on individuals to plan to meet their needs.
- Be familiar with those pupils who have additional support needs and consult SfL folder for additional information/strategies.
- Use varied approaches to learning and teaching which stimulate, support and challenge pupils.
- Use appropriate differentiation techniques to help break down barriers to learning.
- Provide clear, high-quality feedback about the strengths, development needs and next steps of learner's work.
- Ensure young people have opportunities to reflect on their progress to guide planning.
- Celebrate successes and maintain high standards and consistent expectations.
- Encourage and support pupils to take responsibility for their own learning
- Work collaboratively with peers and reflect on pedagogy will help ensure quality of provision and planning.
- Use learning visits and observations to guide next steps and to identify Professional Learning Opportunities.
- Undertake regular self-evaluation.

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Pupils will:

- Arrive to class prepared for lessons.
- Maintain a positive attitude to learning.
- Be aware of how they learn and take responsibility for that learning.
- Use feedback to improve and set regular goals.
- Take advantage of opportunities to expand knowledge.
- Explore opportunities for independent learning.
- Know when to ask for help.

The school community will:

- Provide a nurturing learning environment which focuses on and celebrates high quality learning and teaching.
- Maintain a focus on wellbeing, breaking down barriers and getting it right for every child.
- Celebrate successes and achievements both in and out of the classroom.
- Work in partnership with all stakeholders to support each individual young person to achieve their full potential within a welcoming, purposeful and well-organised environment.

Parents/carers should:

- Ask young people how classes are going and to share their learning.
- Encourage and support young people to complete homework.
- Help pupils to relate their learning to other aspects of life.
- Encourage pupils to be curious and ask questions.
- Contact the school to discuss any concerns.

The Senior Leadership Team will:

- Support the implementation of the policy
- Evaluate the impact of this policy on the quality of learning and progress.

Learning and Teaching Policy



The THS Lesson

Know the pupils

- ASN
- Equity gaps
- SEEMIS data
- GIRFme plans

Know the learning Pathways

- Course plans
- Prior Learning
- Contexts of what the learning is
- Relevance of lessons and content / skills
- Next Steps

Create a positive learning environment

- Welcoming
- Positive Relationships

Start of the lesson

Welcome pupils at the door

Starter task - A clear start to the lesson in context of the learning.

Complete admin tasks and allocate resources.

Share Learning intentions - To...

Success criteria: Consistent school language - I can.....

Plenary

Main body

High Quality Teaching which is varied, differentiated and active

- Teacher led and pupil led
- Planned learning organised into blocks
- Modelling
- Scaffolding
- Supportive
- Ongoing assessment techniques
- High Quality feedback and questioning

Plenary

- Review Learning through looking at the success criteria "I can" followed by Next steps
- Evaluation - self assessment, peer assessment, exit passes
- Discuss feedback for challenging and complex tasks
- Plenary activity / homework

Learning and Teaching Policy

Learning and Teaching Visits

Observation of:		Observation by	
Class		Date	
Parts observed	Starter	Main body	Plenary
Focus	How consistently is our Good Lesson being implemented? <ul style="list-style-type: none">• Poster displayed and evidence in lesson?• What is the quality of the pupils' experience?• Effectiveness of adaptation/differentiation• How engaged are learners?• How effective are learner conversations in supporting pupils' understanding of next steps for improvement in learning?		

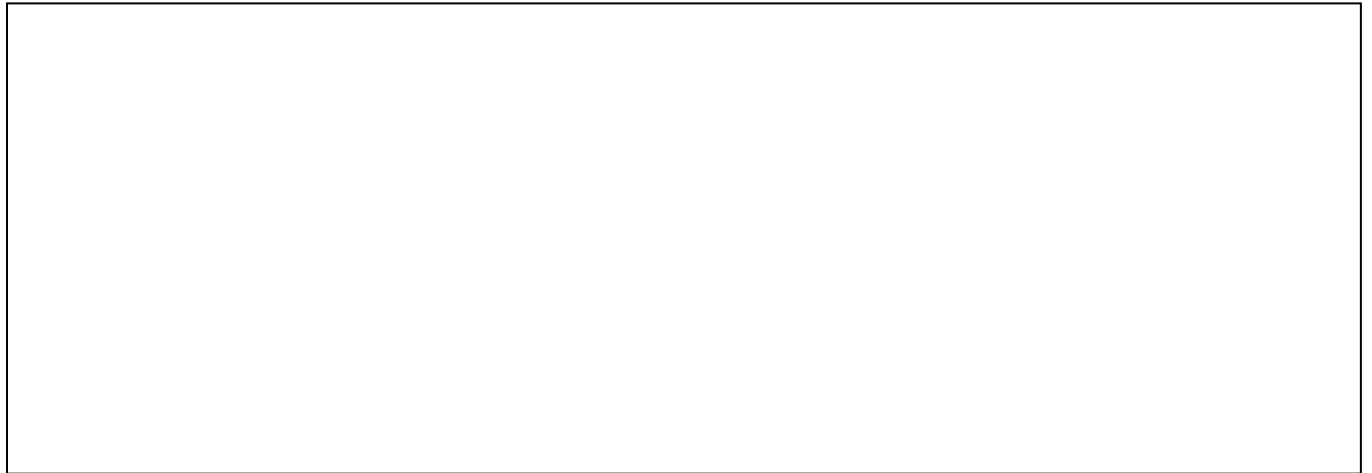
Starter

- Welcome pupils at the door
- Starter task – A clear start to the lesson in context to the learning
- Complete admin tasks and allocate resources
- Share Learning intentions and Success criteria: Consistent school language – I can.....
- Show skills being developed and rights being addressed (UNCRC)

Learning and Teaching Policy

Main Body

- High Quality Teaching, which is varied, differentiated and active
- Teacher led and pupil led
- Planned learning organised into “*chunks*”
- Modelling Scaffolding
- Supportive
- Ongoing assessment built in
- Checking for understanding
- Feedback and questioning



Plenary

- Review Learning through looking at the success criteria “I can” followed by Next steps
- Evaluation – self assessment, peer assessment, exit passes
- Discuss feedback for challenging and complex tasks



Learning and Teaching Policy

What is the quality of the pupils' experience?

- Effectiveness of adaptation/differentiation
- How engaged are learners?

Notes

How effective are learner conversations in supporting pupils' understanding of next steps for improvement in learning?

Notes

Learning and Teaching Policy

Post-Visit Professional Dialogue & Feedback:

1. Teacher being observed- briefly comment on what you thought went well in this lesson:

Notes

2. Teacher being observed – briefly comment on what you may have changed or improved upon in this lesson:

Notes

3. Joint Discussion: Discuss themes such as:

- Were there three clear parts to the lesson- starter, main body and plenary?
- Were the learning intentions appropriate?
- Did the learning intention and success criteria match?
- Were the success criteria clear and measurable?
- Were young people engaged?
- Where was it evident that the teacher motivated the learners?
- What teaching activities were used? Were they appropriate and engaging? Could they be improved on in anyway? Was there balance between teacher and pupil activity?
- Was there consistent pace and challenge throughout the lesson?
- What strategies worked well with the class?
- What other strategies could be employed?
- How could other teachers / learners benefit from strengths shown in this lesson?
- What types of differentiation was used? Was differentiation effective / appropriate?
- How independent were the learners?

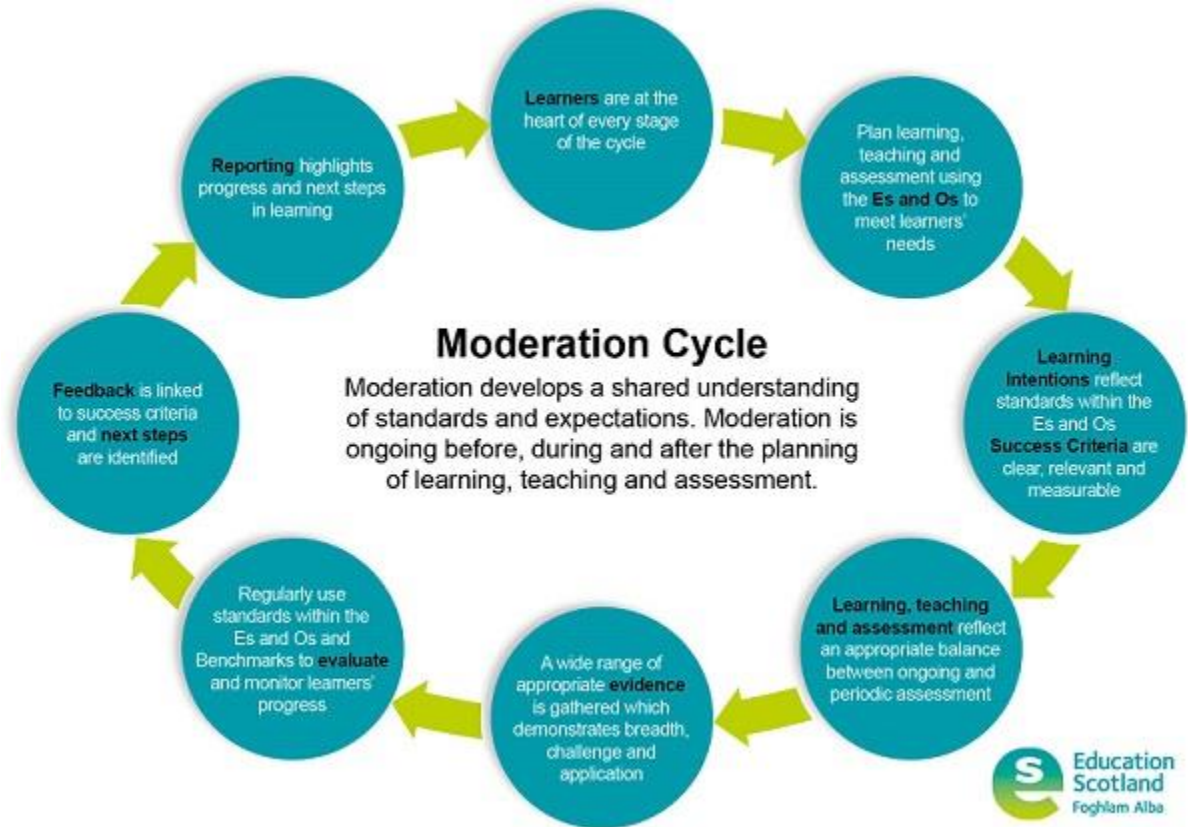
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4. Following your discussion, agree on feedback to take forward.

Strengths	Next Steps

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5. Assessment and Moderation



Staff will engage with colleagues both in school and within our cluster in the moderation process to arrive at valid and reliable decisions on learners' progress and achievement of a level in the BGE and the senior phase.