




St. Aloysius' RC College

Teaching and Learning Policy

July 2025

St Aloysius' College
Hornsey Lane
Highgate
London
N6 5LY

Last Review Date:	July 2024
Next Review Date:	July 2025
Governor's Signature:	



Teaching and Learning Policy: St Aloysius' College

1: Principles of the Policy

We recognise that all students within our community are children of God. Each possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, inclusive challenging and appropriate curriculum. Every pupil is also entitled to experience high quality teaching which will enable them to achieve their full potential. St Aloysius' College aims, through successful teaching and learning, to develop the whole child and to enable our pupils to become resourceful and resilient lifelong learners. The purpose of this policy is to aid the achievement of high levels of progress by ensuring that effective learning takes place in the classroom with a shared set of expectations for Teaching & Learning.

2: Aims

We aim to provide outstanding "Quality of Education" at St Aloysius' College by focusing on a broad and balanced knowledge rich curriculum and highly-effective teaching and learning that results in consistently positive outcomes for each of our pupils, regardless of their background or starting point including pupils with SEND and pupils on EHCP plans.

This policy should be read alongside other policies of the school, particularly:

- ❖ Curriculum Policy
- ❖ H/w setting, marking and feedback policy
- ❖ Behaviour Policy
- ❖ Special Educational Needs Policy
- ❖ Appraisal Policy
- ❖ Remote learning Policy
- ❖ Controlled Assessment Policy
- ❖ Teaching and Learning staff handbook

3: Responsibilities

Teaching staff are responsible for ensuring that their own teaching meets the national Teacher Standards as published by the DfE (September 2012). All teachers are to implement this policy by planning and delivering high quality learning experiences. This will be achieved through working collaboratively with colleagues to share best practice and foster a love of teaching.

It is the responsibility of the Head of Department, to monitor the quality of the teaching and learning within their department and to offer support as needed.

The Senior Leadership Team is responsible for monitoring the quality of teaching and learning across the school and to identify, with the support of the Head of Department, where development is needed. This monitoring will take the form of Learning Reviews, made up of learning walks, classroom observations, and work scrutiny, together with accompanying support and development activities as required. In addition, there are instructional coaching observations to ensure all staff are continuously developing their practice. An observation proforma covering the Ofsted criteria for outstanding teaching and learning is used for learning walks and lesson observations.

To ensure the quality of teaching continues to develop, there is a whole school Teaching & Learning strategic Plan (SIP). In addition, each department will have a departmental action plan (DIP) which reflects the whole school priorities and their own identified areas for improvement or development. This work is led by the AHT for Implementation and Intent.

Governors have a statutory duty to monitor processes in place and that the school is addressing pupils' needs.

It is the role of those with parental responsibility to support the policy of the college, in line with the Home-School Agreement, by providing support for pupils at home, allowing them to continue to develop their learning effectively.

4: Teaching

The purpose of teaching is to promote a love of learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. Effective teaching needs:

- Expert subject knowledge
- Positive classroom relationships
- Explicit teacher support for and meeting the needs of SEND pupils and pupils on EHCP plans
- Clear planning informed by educational research and expert subject knowledge
- A stimulating environment
- Development of disciplinary literacy (reading, writing, oracy) and numeracy.
- Development of long-term memory and recall
- Formative assessment/assessment of learning/checking for understanding
- A range of teaching methods (direct instruction, paired activities, independent activities, flipped learning, discussion.)
- Adaptive teaching - effective differentiation and scaffolding to challenge every student
- Pace and challenge
- Organised classroom management
- Effective partnership with Teaching Assistants
- Relevant and challenging homework and regular marking and feedback **FAR** (Feedback/ Action/ Response)
- Monitoring and tracking of pupil progress
- Regular evaluation and review
- Ongoing CPD to ensure practice is current

5: Learning

“Learning is a process of active engagement with experience. It is what we do when we want to make sense of the world. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more.”
Campaign for Learning.

Effective learning takes place when pupils know:

- How to make progress
- What they are achieving and what they need to do to secure further improvement
- The success criteria they need to meet
- How to develop their long-term memory
- How to learn, including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work independently
- How to work collaboratively and without close supervision
- How to ask for help when they need it
- How to redraft their work taking feedback into account
- H/W to respond to teacher feedback, completing their green box response to action point(s) (FAR)

6: Progress

To make progress in learning is to move forward towards a learning objective or an agreed

target. All pupils are expected to make clear progress in their learning over time as follows:

- Performance data collated throughout the year shows that students are making excellent progress towards their agreed targets; in line with their starting points.
- The quality of work produced by pupils shows that they are acquiring knowledge quickly, developing long term memory recall and developing their understanding and skills and consolidating this in line with expectations.
- Pupils develop and apply skills so that they are well prepared for the next stage in their education, training or employment.
- Pupils can transfer their learning and apply this knowledge, skills and experience across other curriculum areas.
- Where pupils' prior attainment is low or falls below that of all pupils nationally, the gap is closing over time.
- They know more, remember more, can do more.

Progress is made where lessons contain quality learning objectives and these are shared with pupils; clear expectations; effective questioning; clear assessment of learning and a variety of well-planned learning activities designed to engage and stretch all learners. Further guidance on these aspects can be found in appendix 1.

7. Evaluation of Teaching and Learning

Learning Reviews:

We use regular work scrutiny, *Learning Walks*, *Lesson Observations*, student progress data and student voice surveys to evaluate the quality of teaching and learning. These activities are together named 'Learning Reviews'. There are three internal reviews a year - the dates of which are provided in the school calendar (QA monitoring cycle). External reviews may also take place as a CPD opportunity and as part of whole school improvement. The 'overall' quality of teaching for individual teachers will be evaluated according to Teacher Standards and informed by the Ofsted criteria in relation to the teaching, learning and assessment framework from the Inspection Handbook. A revised Google Form has been implemented to reinforce the overarching strands for effective teaching.

Learning reviews contribute to:

- Strategic planning at the school
- The continued success of the school
- Raising achievement and identifying school improvement priorities for SLT and for staff
- Improved classroom teaching and learner experience
- Peer developmental feedback
- Determining teachers' own development needs (CPD)
- Quality assurance of exercise books and pupils' work
- Identifying the future development needs of the school
- Curriculum development
- Appraisal and management of performance
- Addressing issues raised in pupil voice surveys

What does this look like at St Aloysius' College?

Work Scrutiny:

Heads of departments and SLT scrutinise students' work to explore differences between classes or groups, including multi – KAGs (PP/SEND/BC/WB/EHCPs); develop a picture of whole school issues; track and monitor the progress of whole year groups including all key groups to ensure every Head of Department has a clear position statement on teaching and learning throughout the academic year.

Exercise books (incl. folders and work stored and assessed electronically) will be reviewed throughout the year as part of the Quality Assurance schedule.

The Headteacher carries out separate book scrutinies (for selected subjects and year groups) during the autumn and spring terms.

Learning Reviews

- A number of work scrutinies (KS3, KS4, KS5) are carried out each half term by the Head of Department. Joint HOD/LM book scrutinies are also carried out. HODs share the findings with their department, with the line manager and with the AHT (Implementation) with a view to sharing good practice and implementing support as required to meet minimum expected standards. The AHT (Implementation) has oversight and findings of departmental work scrutinies which are shared with SLT to identify issues and next steps.
- The SLT also carries out regular work scrutiny which focuses on class sets of books across the key stages and in all subject areas. Feedback is given through line management to HOD's for *follow up* by the SLT line manager.

Evidence collated by the head of departments on Teaching and Learning within their departments will be used to identify the strengths and areas for development within a department.

Evidence resulting from external reviews will be used to identify strengths and areas for development within a department.

All heads of Departments should have the following in place:

- Public Exams analysis (3-year trend)
- VA following each AP (AP1 and AP2)
- Department meeting agendas and minutes
- Moderation summaries of internal assessments
- Work scrutiny reports identifying issues/actions and follow up as per the school's QA schedule
- Curriculum intent documents KS3-5 (Maps, Plans, SOWs, Assessment Plans)
- Departmental Review Summaries (external)
- Learning review outcomes from learning walks, lesson observations, work scrutinies and actions and follow up
- Lesson feedback and action points for staff in receipt of support

Scheduled Learning Walks

Learning walks are a key aspect in evaluating the quality of Teaching and Learning at St Aloysius' College. As such, Learning Walks will take place throughout the school year in order to:

- Ensure all pupils are receiving quality teaching across all subjects at all Key Stages.
- Give a broad overview of current school practice.
- Inform the school CPD programme.
- Identify areas of strength to be shared on a peer-on-peer basis.
- Ensure *Teacher Standards* are being met and raise achievement at all levels.

Staff will be informed of the theme or focus of the Learning Walk at least five days in advance. The maximum time an observer will be in a lesson for a Learning Walk will be 20 minutes. Teachers must have the contextual data (G4S seating plan) for the class available to the observer.

During Learning Walks the key areas of focus may include:

- The engagement and application of pupils.
- Development of long-term memory and recall.
- Quality of direct instruction.
- Formative assessment and checking for understanding.
- Embedding of disciplinary literacy.

- Evidence of the *St Aloysius' learning sequence*.
- Evidence of pace and challenge.
- The quality of work in books to include FAR feedback
- The quality and regularity of diagnostic marking.

Those conducting Learning Walks will observe students, look at their books and may engage students in quiet 1-2-1 conversations. It should be noted that teachers will not be 'graded'. The areas, detailed above, will be recorded as: *Developed / Developing/ limited*. Verbal feedback, if requested, from the Learning Walk will be given within two working days. A departmental summary report will be provided for individual HOD s and an overall summary report for the SLT will be provided by AHT (Implementation).

The following will not happen:

- Asking teachers for prior data or lesson plans;
- Being obtrusive and undermining through intervention (e.g. behaviour control) with the exception of extreme circumstances;
- Talking with the whole class or groups in a way which would disrupt the lesson.

PLEASE NOTE: There is a different process for staff who are on a support programme.

Members of the Senior Leadership Team and other middle leaders (e.g. Heads of Department and Heads of Years) who are responsible for monitoring the quality of learning may also visit classrooms with a fixed purpose – for example checking recording of homework, equipment, monitoring critical students and so forth.

The Headteacher and the members of the SLT with responsibility for Implementation can visit a lesson at any time.

Homework

Well considered, purposeful homework is critical in both the consolidation and development of our pupils' subject knowledge.

8: Continuing Professional Development

Teachers have a professional responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national teacher standards are met. The St Aloysius' College CPD programme will provide opportunities for all staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These CPD activities include strategies such as sharing best practice, presentations by current staff and outside trainers, peer observation, professional discussions, coaching and mentoring and the NPQ senior and middle leadership qualifications. Provision will be made to meet the needs identified through the monitoring of teaching and learning, regular feedback from staff surveys and student voice. Teachers are encouraged to register for National Professional Qualifications (NPQs) which are Department for Education accredited qualifications for teachers and school leaders. They are designed to develop knowledge and skills in schools by providing evidence-based professional development on what teachers and school leaders need to know to build their expertise. There are two types of NPQs: specialist and leadership. Specialist NPQs aim to develop expertise in specialist areas of teaching practice, such as behaviour or literacy. Leadership NPQs aim to develop expertise in school leadership.

Appendix 1: High Quality Lessons to promote good progress

Building on evidence-based approaches to effective teaching, staff are expected to be guided by the *St. Aloysius' Learning Sequence* which consists of the following:

- retrieval (recall of prior learning from memory)
- direct instruction (I do)
- formative assessment (we do)
- independent practice (you do)

This is to ensure that teaching focuses on what has been learnt rather than what has been taught and to enable the effective transfer of knowledge and skills. Teachers should be aware of the limitations that cognitive load places on the amount of teacher instruction and that sufficient time is given to formative assessment and facilitated independent pupil practice. To ensure that pupils build concrete knowledge, all lessons should begin with retrieval practice and homework should be set as part of the lesson according to the homework timetable. The *St. Aloysius' Learning Sequence* is used alongside the five key strategies and the 5 SEND strategies (evidence-based research from the EEF).

The 5 key strategies to ensure quality first teaching and supporting student progression are:

'5' Minute Recall Embedding long term memory <i>(Know more, remember more, do more)</i>	Suggested tasks: Student quiz, Hands down questioning Standing behind chairs, Closed books, written student response
Signposting Sequencing of the curriculum	Explicitly linking lesson (back and forward) within the context of the curriculum Linking back to the learning objective
Anchoring Checking for understanding	Drawing students together through whole class targeted feedback within extended facilitated independent tasks. Circulating the room.
Scaffolding Differentiation	Modelling to the top. Clarity of live modelling on the white board. Clarity of oral expression by articulating tier 2 and 3 vocab (disciplinary literacy. 'Stretch it' tasks (whiteboard). Lemov 'Teaching like a Champion'
Probing Dialogic teaching	Dialogic teaching through questioning Probing/pouncing/bouncing How? Why?
Supporting SENK and EHCP pupils	Who are these boys – SENK/EHCP Embed suggested strategies to support their individual needs?

The five key strategies for quality teaching for SEND students:



Quality Learning Objectives

Learning objectives should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general. They should be ambitious and level appropriate. Learning objectives need to be clearly shared in the lessons, writing the learning objectives on the board and into exercise books.

Responsive teaching

- The teacher will regularly return to the success criteria and encourage all students to evaluate the progress they have made during the lesson.
- The strategy of question and answer or self-assessment may be appropriate, or a related extension task may be used.
- Pupils' achievement/progress should inform planning for the next lesson.

Success Criteria

Success criteria describes to pupils what the teacher is looking for and how they will know they are being successful in their learning. They need to be specific and related to the learning objectives and the tasks set by the teacher. Building appropriate success criteria into short-term planning is vital to ensure a focus on learning as opposed to activities.

Effective questioning and discussion which evidence learning

We aim to create effective classroom discussions, tasks and activities that elicit evidence of learning. We use questioning to provoke thinking and develop pupils' understanding whilst also gaining information to inform future teaching and learning.

Effective questioning:

- Stimulates intellectual curiosity
- Asks **what** has been understood, rather than **if** it has been understood
- Identifies misconceptions
- Considers the reliability of the sample taken when checking for understanding
- Uses strategies such as no hands rule, and thinking time to promote extended responses from pupils
- Provides links to the learning objectives of the lesson
- Promotes independent learning; giving opportunities for students to ask their own questions and seek their own answers.
- Enables teachers to use students as learning resources for one another.
- Creates a classroom climate where pupils feel secure enough to take risks, be tentative and make mistakes.
- Teachers plan questions of different degrees of cognitive complexity in order to challenge pupils and help them to develop their thinking.

Self-Assessment

Effective self-assessment will be much more than pupils marking their own work. In order to improve learning, it must be an activity that engages pupils with the quality of their work and in reflecting on how to improve it.

The opportunity to talk, discuss, explain and challenge adds a valuable dimension to learning, enabling students to achieve more than they would without such activities. Importantly, self-assessment can promote independent learning, helping pupils to take responsibility for their own progress and to familiarise themselves with the marking criteria.

Planning for Progress: Lesson Structure

Introduction and starter activity

- There should be an orderly and timely start to the lesson.
- Pupils should place their exercise book and pencil case (incl. the agreed stationery and other subject specific

equipment) on the desk at the start of the lesson.

- The lesson should be introduced clearly, normally by sharing and writing down the intended learning objectives.
- Pupils should be encouraged to engage/interact with the objectives for the lesson and they should be revisited periodically.
- All lessons should begin with a 'Do Now' / 'Recall' task completed in silence where appropriate.

Tasks Set

The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and suitably challenging for all pupils. Planned use of support should be arranged in partnership with Teaching Assistants.

Tasks set will:

- Be matched to pupils needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of student skills
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations
- Relate to one or more of the success criteria (and may bring rewards and/or praise on completion)

The teacher will:

- Follow the STA learning sequence.
- Will have expert knowledge of the subjects that they teach rooted in evidence and the key elements of effective teaching.
- Enable pupils to understand key concepts, presenting information clearly, in manageable chunks and encourage appropriate discussion.
- Check pupils' understanding effectively, and identify and correct misunderstandings.
- Ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- Enable pupils to transfer key knowledge to long-term memory by sequencing new knowledge and skills which build on what has been taught before.
- Use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts. This includes assessment strategies to support SEND pupils and pupils with EHCP plans.
- Use target and technical language, including disciplinary literacy.

The pupils will:

- arrive to lessons fully equipped and on time
- Know what they have achieved and what they need to do to secure further improvement
- Be motivated to achieve the success criteria they need to meet
- Understand how they can develop long-term memory
- Understand how they learn, including thinking and questioning skills, using methods and resources
- Understand what attitudes are needed in the classroom, including respect, interest, responsibility, responding to challenge
- Understand why they need to work in a facilitated independent way
- Ask for help when they need it
- Redraft their work taking feedback into account
- Be motivated to work in a facilitated, independent contexts

Appendix 2: Homework Policy

At St Aloysius' College we recognise the importance of setting challenging homework that is appropriate for the age and stage of all pupils, including pupils with SEND and pupils on EHCP plans. We believe that homework is a vital part of ensuring that all pupils reach their full potential and therefore, homework is an essential and integral part of the school curriculum. It is also a means by which the school can actively encourage the participation of parents in their child's learning.

The following sets out clear guidelines which will ensure teachers set homework that will develop progress for all.
(This document should be read in conjunction with the school marking policy.)

The amount and frequency of homework:

The amount of homework set will vary from subjects and key stages. The table below should be used by departments to determine when homework should be set for each class.

Homework setting: Frequency

	Core Subjects: English, Maths, Science	Foundation Subjects: RE, History, Geography, MFL, Business, Computing, Computer Science, BTEC, Media Studies, PE GCSE, Psychology, Economics, Politics, Sociology	Art, Music, DT, Graphics
KS3	Twice weekly <ul style="list-style-type: none"> ➤ 1 retrieval (written) ➤ 1 Deliberate Practice ➤ 1 FAR response every three weeks 	Once weekly <ul style="list-style-type: none"> ➤ Week A-Retrieval (written) ➤ Week B-Deliberate Practice ➤ 1 FAR response every six weeks (2 or fewer lessons per week) 	6-week Deliberate Practice project: <ul style="list-style-type: none"> ➤ Wk 2- in class check ➤ Wk 4- in class check ➤ Wk 6- <i>Teacher Assessment</i> using FAR model
KS4	Twice weekly <ul style="list-style-type: none"> ➤ 1 Retrieval (written) ➤ 1 Deliberate Practice ➤ 1 FAR response every three weeks 	Twice weekly <ul style="list-style-type: none"> ➤ 1 Retrieval (written) ➤ 1 Deliberate Practice ➤ 1 FAR response every three weeks 	3-week Deliberate Practice project: <ul style="list-style-type: none"> ➤ Wk 1-in class check ➤ Wk 2-in class check ➤ Wk 3- <i>Teacher Assessment</i> using FAR model
KS5	Every lesson (all KS5 subjects) <ul style="list-style-type: none"> ➤ Deliberate Practice ➤ Retrieval 		

A homework timetable will be issued to pupils at the start of the academic year.

Homework Content:

Whereas the specific content of homework will vary across departments in line with specification requirements, all homework set should:

1. Consolidate, extend and / or embed classroom learning.
2. Ensure challenge across all prior attainers.
3. Be well resourced and accessible to all.
4. Build long term memory
6. Be varied to ensure a number of skill sets are developed. (Research, reading, worksheets, extended writing etc.)

Every other homework should give students the opportunity to review prior learning through active recall activities (retrieval). Homework setting should therefore alternate between consolidation of current material through deliberate practice and retrieval activities. The FAR assessment and feedback model will be used to develop and extend pupils responses through targeted teacher feedback. The FAR model will be clearly signposted in pupils' exercise books. (See marking and h/w policy)

Recording of Homework:

Teachers must ensure that all homework is:

- Recorded on Go4Schools for KS3 & KS4 every week following the homework timetable. KS5 is recorded on Go4Schools after every lesson.
- All necessary resources must be uploaded onto the relevant homework platform.
- Set in keeping with the subject and time specifications as outlined above.
- In keeping with all of the 'Homework Content' criteria listed above.

Pupils must ensure that all homework is:

- Completed by the deadline set in lessons and recorded on G4S.

Quality and Consistency:

Teachers must:

- Keep a record of homework set in the Teacher Planner, along with records of the lesson.
- Ensure that homework deadlines are met and inform parents of any deficiencies with regards to homework.
- Mark homework according to the marking policy and keep a record of the marks achieved in individual tasks
- Use a mark book to track performance and identify underperformance early.
- Communicate with parents where there is an issue with completion of homework
- Comment on the quantity and quality of homework in the long reports.

Pupils must:

- Keep up to date with set homework tasks
- Complete all homework tasks on time, to the best of their ability and with a high standard of presentation.
- Ensure that they have their planners signed each week by their parents.

Support for homework tasks:

- Pupils will be encouraged to attend the *After-School Homework Hub* which operates in the Library or *SEND Homework Club*.
- Teachers will also respond to requests from pupils for assistance and be pro-active in attempting to ensure that the quality of the work being completed is of a high standard
- The school, through its communications with parents (Parental meetings, Parents Evenings, reports etc.) will ensure that the importance of homework is stressed. Parents will be provided with details of how to access Google Classroom and GO4 Schools.
- They will be encouraged to ask to see the homework being done, assist where possible, and insist on a repetition of the work if they consider it fails to reach an acceptable standard.
- Achievement and behaviour points relating to learning activities are logged by staff in Go4 Schools (G4S) and

parents can view their son's records by accessing his G4S account.