

# Teaching, Learning and Assessment Policy

|  |  |
| --- | --- |
| Date of Policy | November 2021 |
| Review Date | November 2022 |
| Author | L Fenn Griffin |

# Principles of effective Teaching and Learning

Teaching and learning are central to the academy’s purpose.

Learning can be defined as a change in long term memory. Our knowledge-based curriculum requires effective teaching, so that pupils build up a solid knowledge foundation in each of their subject areas. This then enables them to apply that knowledge in familiar and unfamiliar contexts in creative ways.

We strive to build our teaching on a firm evidence base, ensuring that teachers have sufficient time to engage with evidence, reflect on their pedagogy, and have opportunities to learn through peer observation and discussion.

Teachers at Saint Benedict provide quality first teaching by

* Providing detailed feedback to pupils about their work at least every 8 lessons, ensuring that pupils respond to this feedback meaningfully. We call this process ‘Boost’. Boost may be written, but does not have to be.
* Beginning all lessons with a Do Now Task, in line with the expectations of their subject area, and end all lessons calmly, including a prayer, and where time allows verbal questioning.
* Encouraging pupils to take pride in their work, challenging and addressing substandard presentation
* Planning meaningful activities, taking into consideration cognitive load, and removing extraneous load as far as possible in all resources that are used.
* Using activities that are both accessible but suitably challenging.
* Explaining and model new concepts carefully, building up in small steps whilst keeping in mind the big picture.
* Incorporating regular opportunities for recall practice to strengthen learning and ensure that key facts are not forgotten
* Using questioning styles that are deliberately and thoughtfully selected to enhance the learning of all pupils.
* Having due regard to the recommendations of the pupil passport, where pupils have additional needs
* Systematically assess understanding, and taking into account pupils prior attainment when planning lessons.
* Setting regular, accessible homework, that provides opportunities for consolidation and recall. The precise nature of homework should reflect the latest set of homework guidelines issued by the Academy.
* Working closely with LSAs and other support staff so that they can effectively support those who need it, without promoting helplessness
* Taking useful opportunities to improve literacy and numeracy, including Tier 2 vocabulary.
* Ensuring that the ‘One Voice’ expectation is adhered to, and taking appropriate steps to establish a positive and productive climate for learning, managing incidents of poor behaviour calmly, in line with the academy’s policy for Behaviour.

# Assessment

Assessment at Saint Benedict will follow the principles outlined in ‘A framework for assessment in KS3, KS4 and KS5,’ produced by the Saint Ralph Sherwin Trust.

In order to come to judgements on the four point scale, teachers will consider the extent to which pupils have successfully learned the intended curriculum, given pupils’ prior attainment. They will take into account pupils learning behaviours, and the likely impact that these will have on attainment.

The four point scale is therefore not intended to be an absolute scale, but is relative to the pupil’s individual prior attainment in each subject.