



Plymouth CAST Multi Academy Trust

Teaching and Learning Policy June 2022

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Author:	Kevin Butlin	Position:	Director of Education
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Plymouth CAST Teaching and Learning Policy

The Mission of the Catholic Church

“The Catholic Church and its individual members will undertake appropriate steps to maintain a safe environment for all and to practise fully and positively Christ's Ministry towards children, young people and adults at risk and to respond sensitively and compassionately to their needs in order to help keep them safe from harm. This is demonstrated by the provision of carefully planned activities for children, young people and adults, caring for those hurt by abuse and ministering to and robustly managing those who have caused harm.” [Source: National Catholic Safeguarding Commission - Policy Statement February 2016)

Purpose

This Plymouth CAST policy applies to the Trust as a whole and to all the schools within it. Plymouth CAST, including all the schools, their Trustees, governors and staff, must abide by this Teaching and Learning Policy.

Teaching is the method and practice by which teachers and teaching support staff implement a school's curriculum and enable pupils to learn. It consists of generic and subject specific approaches that reflect the requirements of the curriculum and programmes of study and the needs of the pupil. Where teaching is effective it enables pupils to achieve well and make good progress.

The Trust is a professional learning community in which all practitioners are supported to become highly skilled teachers.

Learning is the product of effective teaching, curriculum, environment and school culture. Pupils demonstrate learning when they can retain knowledge over time, including concepts, ideas and vocabulary, recall it fluently as required, reason with it, and apply it in a variety of contexts.

The development of the quality of teaching is the responsibility of the school with the support of the Trust, and must meet the needs of all of its pupils, and must comply with this Trust policy and with appropriate DfE legislation and guidance.

It is the responsibility of the Headteacher of each school, with support from the local governing board, to ensure that their school and its staff adhere to this Teaching and Learning Policy. In implementing the policy the local governing board, Headteacher and Trust staff must take account of any advice given to them by the Director of Education, the Education and Standards Manager and/or the Board of Directors.

This policy is subject to the Scheme of Delegation approved for the school or service. If there is any ambiguity or conflict then the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation

or implementation of this Policy, the Director of Education or the Education and Standards Manager should be consulted.

1. Introduction

This policy provides an agreed framework for school leaders, Trust officers and teachers/support staff to develop high quality teaching within our schools. It will be used by Education Standards Managers to support and challenge the quality of teaching and learning when working with schools.

1.2 Terminology

- The Trust means Plymouth Catholic Schools Trust (Plymouth CAST).
- School means a school or academy within the Trust.
- Headteacher means the headteacher or principal of the academy.
- Education and Standards manager (ESM) means the person who has line management responsibility for the headteacher.
- Local governing board (LGB) means the committee of local governors. The local governing boards provide support and challenge for the headteacher, in line with the Scheme of Delegation.

1.3 Application

It is the responsibility of the local governing board and Headteacher of each school to ensure that this Teaching and Learning Policy is adhered to by the school and the staff employed by it.

If there is any question about the interpretation or implementation of this policy, the Education and Standards Manager or Director of Education should be consulted.

2. Roles, Responsibilities and Expectations

2.1 All staff are responsible for:

- Modelling and witnessing the Gospel Values and Virtues
- Acting in accordance with the CAST Staff Code of Conduct (See Code of Conduct)
- Working in line with Plymouth CAST and school policies, including the Trust Curriculum Policy and Teaching and Learning Policy
- Undertaking their role inline with their job description
- Taking advantage of opportunities within and beyond the school to become even more effective in their role.
- Working with colleagues within and beyond the school to develop excellence in the application of the Plymouth CAST Principles of Teaching
- Following all safeguarding processes to keep pupils and students safe
- Promoting positive relationships between all members of the school community including children, staff and parents/ carers

- Maintaining confidentiality about our pupils and their families.
- Supporting the work of Ofsted and Canonical inspectors during school and Trust inspections
- Effectively representing and promoting Plymouth CAST Multi Academy Trust and the Diocese of Plymouth

2.2 We expect all members of the school learning community to:

- ensure that all pupils, including the disadvantaged and those with SEND, achieve, succeed, and are safe, fulfilled and valued
- ensure that all pupils have a voice
- ensure that there is a calm and orderly environment in the school and learning spaces
- set and maintain clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- support a strong focus on attendance and punctuality so that disruption to learning is minimised.
- consistently and fairly apply clear and effective behaviour and attendance policies with clearly defined consequences for pupils.
- support the development of pupils' motivation and positive attitudes to learning and all aspects of school life
- support the development of a positive and respectful school culture in which staff know and care about all pupils
- support the development of an environment in which pupils feel safe
- Promote active participation in learning
- Recognise and celebrate effort
- Provide time in lessons for pupils and students to evaluate their learning and make improvements

2.3 We encourage pupils to:

- Attend school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn
- Be resilient, persistent, reflective and resourceful
- Work well independently, collaboratively and with an enquiring mind
- Apply skills and knowledge in new contexts
- Recognise that making mistakes helps us to learn and improve
- Be willing to share their learning with others
- Take pride in their work
- Be an active member of the school and local community.

2.4 We request that parents support the school and pupils and students by:

- Being understanding and supportive of the CAST Vision and Values and our aims in learning and teaching
- Ensuring their children attend school regularly
- Attending parent information meetings, workshops and consultations

- Encouraging and supporting children in extending their learning at home
- Promoting positive relationships between all members of the school community
- Adhering to the Home-School Agreement
- Celebrating when their children do well

3. Teaching in a Catholic school

“The foundation of our Catholic schools is our primary mission that each child should be able to encounter the living God, who in Jesus Christ reveals his transforming love and truth. This mission rests on three interdependent objectives: to provide an environment in which children are enabled to build and deepen their relationship with God; to foster a rigorous academic culture aimed at the pursuit of truth; and to actively promote the development and growth of virtue in each child.” (Plymouth CAST)

4. Our Vision

The Church insists on the highest standards of academic achievement in its schools, so that our young people leave us as ‘agents of change’ – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place.

Inspired by our Teacher, Jesus Christ, and his good news to the poor, we have a commitment especially to those who are disadvantaged. We are determined that a child’s start in life need not determine their future. We are committed to the well-being of the earth, our common home, inspired by the example of Pope Francis: to live wisely, think deeply and love generously.

In all our schools we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

We will work together as one Trust, one family of schools, a community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care.

When this vision becomes a reality, our children will leave us with:

- A sense of their dignity and worth as a person loved by God
- A sense that creation is God-given and good, and we have a duty of care towards our common home
- The best academic qualifications they were capable of achieving to allow them to flourish in adult life
- A sense of service to the world, especially to the disadvantaged
- A sense that they are gifted and called to a vocation of service in life

- Happy memories of their time in school, especially of how adults made them feel – a sense of belonging

5. Our Mission

“Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel.”

When we come to celebrate achievement in the school, we recognise first and foremost those who have witnessed to Gospel values, as well as recognising excellence in other areas:

- **Humility:** seeing life as a gift
- **Compassion:** Empathy
- **Kindness:** Gentleness
- **Justice:** Working for a fairer world
- **Forgiveness:** Reconciliation
- **Integrity:** Do what you say
- **Peace:** Committed to peace-making
- **Courage:** standing up for truth

6. Worship

We are required, by law, to conduct an act of worship every day. This provides an essential opportunity for us to develop pupils and students’ faith and relationship with God by:

- Praying with pupils and students
- Enabling pupils and students to participate in liturgy
- Fostering a quiet and prayerful environment
- Celebrating prayer and learning through assemblies
- Participating in staff prayer
- Be an active participant in the liturgical life in the school

7. Plymouth CAST Principles of Teaching and Learning

If teachers are to improve their practice they must be working consciously and deliberately to do so. This must happen every lesson, day in, day out, when the door is closed and nobody is there but the teacher and the children – this is a professional culture that must be consciously developed by leaders

All teachers will be supported to develop the quality of their teaching through a shared focus on the Plymouth CAST Principles of Teaching and Learning (POT), a common pedagogical platform.

School leaders will use the POT to develop a whole-school understanding of the agreed pedagogical platform, and a shared vocabulary through which teaching and learning can be discussed, understood and developed.

All teaching and learning staff will be supported to work effectively with the Plymouth CAST Principles of Teaching and Learning to maximise pupil outcomes and success.

Successful implementation of the Plymouth CAST Principles of Teaching and Learning will:

1. Develop a Trust-wide approach to the leadership of teaching and learning
2. Support the development of a common language for teaching and learning.
3. Support the development of consistent Trust-wide principles of teaching
4. Build on the work already undertaken in schools with Rosenshine's Principles of Instruction
5. Develop a common understanding of what good teaching and learning looks like
6. Exemplify the connection between teaching and learning
7. Support incremental coaching and professional development
8. Improve the quality of T&L across the Trust

1. High Expectations of Learning Behaviour

- a. Routines/effective classroom management are established
- b. Behaviour policy and non-negotiables are consistently applied
- c. Active participation is promoted, not passive compliance
- d. Reinforcement and recognition of effort; quality of answers; response to feedback; collaboration and a 'go for it' attitude
- e. Reinforcement and recognition of/witness to Gospel Values/Virtues
- f. Teacher and students expect a high success rate
- g. Recognition and modelling of positive learning behaviours

So that:

- Minimal lesson time is wasted dealing with low-level disruption
- Pupils can think about their learning and complete tasks free from distraction
- All pupils are engaged in thinking about key learning
- Participation and success is high from a wide range of pupils

- Pupils understand the connection between achievement and good learning attitudes and skills
- Pupils understand and recognise Gospel Values/Virtues in themselves and others.

2. Quality of Instruction

- a. Precise and concise explanations
- b. New material presented in small steps with student practice at each step
- c. Clearly defined outcomes
- d. New knowledge founded upon prior knowledge
- e. Teachers model excellence and how to achieve it
- f. Quality questioning is used to gain responses from a range of pupils
- g. Teacher guides student practice
- h. Opportunities for pupils to recall and link prior knowledge

So that:

- Pupils quickly grasp key ideas
- Pupils have clarity about what they are learning and what success looks like
- Pupils learn new ideas by reference to knowledge and concepts they already know
- Pupils know what excellence looks like as well as how to achieve it
- Pupils are able to contribute effectively to class discussion
- Pupils are able to engage in effective deliberate practice

3. Subject Mastery

- a. Comprehensive understanding of the curriculum, including end of year/key stage/syllabus/end of school expectations
- b. Clear understanding of progression in substantive and disciplinary knowledge for subject taught
- c. Sequence of learning enables pupils to learn identified knowledge/concepts
- d. Subject and domain are made explicit
- e. Misconceptions are planned for and addressed
- f. Highest standards of literacy and numeracy are expected and promoted in all subjects

So that:

- Pupils reach or exceed the expected standard for their year
- Teachers are able to confidently teach to the top
- Teachers are able to move pupils on quickly and effectively
- Pupils overcome common misconceptions
- Pupils read, write and speak with fluency and accuracy
- Pupils demonstrate fluency, reasoning and problem solving with knowledge/concepts in all subjects

- Pupils become geographers, historians, mathematicians, musicians etc.

4. Making it Stick - Remembering

- a. Learning is reinforced, including through effective questioning/repetition techniques/fluency variation/low stakes testing/retrieval practice
- b. Opportunities given for 'deliberate practice'
- c. Lessons are actively engaging, with opportunities for pupils to reason with and apply/use new knowledge/concepts
- d. Opportunities/support/modelling/scaffolding to make connections between knowledge /concepts

So that:

- Pupils can embed learning into their long term memory
- Pupils can retrieve, reason with and apply their learning/knowledge/concepts fluently and accurately.
- Pupils revisit material in a way that promotes long term memory
- Pupils can make links within and across key subject areas
- Pupils develop independence and automaticity

5. Adaptive Teaching

- a. All pupils are supported, enabled and challenged
- b. All elements of the lesson are pitched high/ambitious for all
- c. Effective account is taken of barriers to learning
- d. Teaching is adapted as needs emerge
- e. Scaffolding and modelling are used skilfully to support learning, including reasoning and problem solving
- f. Teaching demonstrates secure understanding of SEND
- g. Teaching is informed by research/best practice/CPD

So that:

- All pupils are able to access the intended learning
- All pupils are challenged to exceed expectation
- All pupils make good progress in line with starting points and intended learning
- All pupils including those from disadvantaged groups or with SEND make good progress
- Pupils demonstrate fluency, reasoning and problem solving with knowledge/concepts in all subjects

6. Effective Feedback

- a. Timely feedback is provided during/after lesson to maximise learning
- b. Adults check understanding of all pupils

- c. Current learning is connected to prior and future learning
- d. Formative assessment is embedded throughout a lesson
- e. 'Right is right' - high expectations of the quality of answers in discussions and written work
- f. Teachers take action to address identified learning gaps.
- g. Comments are specific, accurate and clear
- h. Time is given for pupils to reflect and act upon feedback

So that:

- Pupils swiftly unlock further learning
- Teachers know which knowledge/concepts were not grasped and by which pupils
- Pupils' actions are refocused or redirected to achieve specific learning outcomes.
- Pupils are self-regulated learners
- Pupils understand how their learning is connected
- Pupils know how effectively they are learning

8. Developmental Drop-ins

Teachers' mastery of the Principles of Teaching and Learning will be supported by whole-staff training, subject-specific training sessions, professional discussions, self and team review against the POT, and the use of *developmental drop-ins*.

Developmental drop-ins are lesson visits framed and guided by the Principles of Teaching and Learning.

- ❖ DDIs are developmental
- ❖ The *visitor(s)* should use a coaching approach to support change
- ❖ DDIs last for approximately 20 minutes, and are scheduled.
- ❖ Visits should be undertaken in pairs if possible
- ❖ Teachers are set one actionable target directly linked to the PoT
- ❖ Teachers ensure that feedback translates into practice.

Strengths should be recorded together with an actionable next step linked and referenced to the PoT.

Individual, department and whole-school outcomes and foci should be recorded and tracked so that best practice can be shared within and between schools, and individual and whole-staff support and training planned.

Name: Chris Smith Year: Y4 Subject: History Date: 21.01.22	
Strength:	
<ul style="list-style-type: none"> • Minimal time wasted due to low-level disruption • 'Right is right' high expectations of quality of answers in discussion • Timely feedback; pupils redirected, supported, challenged 	
Target	Actionable Next Step
Linked to Principle	Make explicit links between prior learning and new learning
1 2 3 4 5 6c	

5. ASSESSMENT

The Principles of Teaching will be supported by high quality assessment for, and of learning:

Assessment at the start of lessons or units of work

Identifies what pupils need to know/be able to do to enable them to successfully access new learning

Identifies gaps in essential prior knowledge and enables teachers to plan to address these for individuals/groups/classes before introducing new learning

Ensures that teachers avoid teaching pupils knowledge that they have already learnt

Ensures lessons are delivered at the right level, with the right challenge and support, for all pupils and students

Enables learning time to be maximised

Enables pupils to demonstrate recall from long term memory

Enables pupils to demonstrate learning from previous lessons, sequences of lessons, topics, terms or years

Enables children to demonstrate conceptual understanding

Enables pupils to make connections between different sets of knowledge

Provides evidence of retention, recall, fluency, reasoning and application over extended periods of time.

Assessment in lessons

Checks how pupils and students are progressing

Ensures pupils and students know what they need to do and are able to carry out the task

Provides verbal feedback so that pupils know how well they are doing; can adjust the accuracy of their responses, and improve their learning

Enables teachers to refine explanations; address misconceptions or prior learning gaps, and redirect learning

Comments and evaluations should link to the intended learning.

Peer marking, assessment and feedback may be effective when:

There are correct answers which require no interpretation eg spellings, maths sums etc

Pupils and students are working together to discuss their work and compare their answers eg maths problem solving where they can discuss why they might have different answers

Pupils and students review each others' work and make suggestions for improvement where they are clear of and understand the success criteria

Success criteria are appropriate for the individual needs of the child

Appropriate provision is made for more-able pupils i.e working with a another more-able pupil or adult; self marking using an appropriate model or scaffold.

Summative assessment

Primary pupil attainment is recorded in the Insight Data Tracking system; secondary school attainment is recorded on SISRA. These systems are used by school and trust leaders for accountability and school improvement purposes, and by individual teachers and departments to support planning and teaching.

Deadlines for assessment are published by the Trust each year.

Teachers must adhere to the school assessment and marking policy.

6. PLANNING

The implementation of a school's curriculum will be supported by effective planning

Planning		
Period	Purpose	Responsibility
Long term	<p>This sets out the curriculum ambition for the school</p> <p>Provides an overview of how the curriculum is structured for every subject from when a child enters the school until she/he leaves the school</p> <p>Will show the school ensures that children in split year groups effectively receive and learn the prescribed knowledge.</p> <p>Will clearly indicate the substantive and disciplinary knowledge that must be taught for every subject for every year - it might include topics</p>	Senior leadership team

	<p>Will identify how knowledge and skills are sequenced over time for each subject, including interleaving and revisiting, so that pupils and students master a body of knowledge, and deepen their understanding over time.</p> <p>Will show what will be taught and learned in each subject and year group.</p>	
Medium term	<p>This identifies the sequences of learning for each subject/topic/half term/term</p> <p>This ensures that the prescribed knowledge is planned to be taught for each subject/topic/half term/term</p> <p>This provides an opportunity for subject leaders to ensure that the prescribed knowledge is taught in an appropriate order, and with an appropriate focus.</p>	Subject leaders/ classteachers (monitored by leadership team)
Weekly/ daily	<p>This provides an opportunity for teachers to translate the medium term plans into focused plans recognising the children's prior learning interests, previous experiences, specific needs etc.</p> <p>This will reflect the needs identified in EHCPs and individual support plans.</p> <p>This is produced each week in response to what pupils already know/can do, or need to learn more about.</p> <p>Weekly plans identify how the needs of individuals and groups will be met:</p> <p> SEN Pupil premium EAL Most able</p>	Classteacher (monitored by subject leader and leadership team)

	<p>On-going assessment of pupils' understanding means that these plans need to be adapted throughout the week/sequence of learning to maximise learning.</p> <p>These plans will identify how identified gaps in learning are addressed.</p> <p>Teachers will provide opportunities for children to develop and demonstrate recall, deliberate practice, fluency, reasoning and problem solving.</p> <p>This planning will reflect the Plymouth CAST Principles of Teaching</p>	
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