



STONYHURST

2020-21 College Teaching and Learning Policy

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College - Teaching and Learning Policy

1 Introduction

1.1 Teaching and Learning in a Jesuit school

The art of being a successful teacher is well summed up by the late Cardinal Basil Hume: “it is to teach boys and girls to teach themselves – to teach them to teach themselves how to live, how to pray, how to work, how to direct their lives, how to shoulder responsibility and so forth.” In a Jesuit school we work to instill a joy in learning, a desire to learn, and teach how to learn. The Ignatian approach stresses the constant interplay of experience, reflection and action in the formation of men and women for others.

Teaching and learning at Stonyhurst College has at its centre the Jesuit pupil profile. Through the guidance of these virtues, teachers at Stonyhurst College assist pupils in the fullest possible development of their God-given talents.

2 Quality teaching

Teachers are expected to ensure that each pupil has the opportunity and encouragement to acquire new knowledge and make good progress according to their individual abilities, so that they increase their understanding and develop their skills in the subjects taught. Teachers should seek to foster in pupils self-motivation and intellectual curiosity through quality first teaching which is both enjoyable and highly productive.

Teachers at Stonyhurst College are expected to:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for all pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt their teaching to the strengths and needs of all pupils
- Ensure that all pupils have access to appropriate high-quality resources
- Make accurate and productive use of assessment
- Give positive and constructive feedback to pupils orally and in writing
- Make effective use of studies to reinforce, extend and consolidate learning
- Promote independent thinking and intellectual curiosity in their pupils
- Manage behaviour effectively, ensuring a good and safe learning environment
- Make a positive contribution to the wider life of the school
- Regularly reflect on their own practice and strive for excellence
- Maintain the highest standards of personal and professional conduct, ensuring that fundamental British values of democracy, the rule of law, mutual respect and tolerance of those with different faiths and beliefs are not undermined.

A good lesson at Stonyhurst College may evidence some or all of the following:

1	A clear purpose to the lesson and how it fits into the wider study programme.
2	An obvious beginning and end to the lesson, with clear recapitulation at the end of the aims set out at the start.
3	Participation in discussion of every member of the class.
4	Good use of directed questioning which seeks to challenge pupils and extend their thinking according to ability.
5	A range of good quality resources which are appropriate for the abilities of the pupils and will enhance their learning.
6	A variety of tasks, differentiated to suit a range of learning styles and abilities.
7	A range of assessment strategies whereby pupils are able to demonstrate their learning: quick tests, Q & A, peer assessment, teacher assessed tasks, presentations, discussions.
8	Good classroom discipline which maintains order but encourages a cheerful and productive working environment.
9	Evidence that pupil files/exercise books/electronic note books have notes of high quality, neatly laid out, and with evidence that studies are regularly set and marked showing how pupils can improve.
10	If studies are set, a clear set of instructions as to the standard of work expected and by when. Records of which should be on Firefly.
11	Opportunities for reflection wherein pupils are impelled to consider the human meaning and significance of what they study.
12	Good subject knowledge of pupils and teacher.

3 Schemes of work

All departments have up to date schemes of work on *Firefly* for all year groups and courses. In devising schemes of work, departments incorporate but are not limited by the national curriculum and exam board specifications.

4 Assessing learning

All teachers must provide opportunities for appropriate assessment both in class and in accordance with formal assessment points throughout the year as laid out in the *College Curriculum Plan Overview*. At Stonyhurst, we believe that assessment is not just about testing, examinations and awarding grades. It is about getting to know the pupils and the quality of their learning and using this knowledge and understanding for their further learning and benefit.

The purposes of assessment are:

- To provide feedback to pupils
- To allow pupils to understand how well they are achieving
- To allow pupils to understand how to improve
- To enable pupils to reflect on their achievements and set personal goals
- To reward and recognise progress and achievement and therefore increase pupil motivation
- To identify requirements for additional support
- To provide feedback to parents
- To assist with the evaluation of courses, teaching methods and materials
- To provide evidence for setting or changes in teaching groups
- To provide exam style experiences

Teachers are expected to keep accurate records of pupils' marks and progress reporting to parents as per the *College Assessment and Reporting Calendar*. Teachers should use assessment to inform the next stages of planning, adapting schemes of work as appropriate to the needs of the learners. All departments have an assessment policy and schemes of assessment, tailored to the needs of their subject(s) and classes. These have been developed within the framework of the College's policy.

5 Rewarding achievement

At Stonyhurst we believe even the smallest steps along the road towards excellence should be acknowledged and rewarded. Teachers should make judicious use of the College Rewards System in order to foster motivation and excellence both inside and outside the classroom. Records of pupils' rewards are held in the College management information system. Achievement and effort are rewarded following half-termly reports for Lower Line and Higher Line pupils. Substantial prizes for achievement and endeavour are awarded yearly at the College Great Academies celebration which takes place during the last weekend of May.

6 Managing behaviour and performance

Teachers are responsible for all classes for which they are timetabled and are expected to maintain high standards of classroom behaviour at all times so that all pupils can learn well in a safe productive learning environment. Lessons which evidence good teaching, high levels of pupil motivation and engagement are unlikely to witness poor behaviour. The following sets out the fundamental expectations for behaviour in the Stonyhurst Classroom:

- Pupils should arrive on time, be correctly dressed and properly equipped for learning;
- Lessons should start and finish on time;
- The pupils should engage fully in the lesson, work purposefully, be polite and respectful of others' views and opinions.

- Where standards of behaviour fall short of expectations, teachers should follow the *College Sanctions* document and inform the relevant tutors, Heads of Playroom and parents as appropriate.
- Where the standard of a pupil's work falls below expectation, teachers should explore the reasons for underachievement with the pupils and suggest appropriate strategies for improvement. This may involve any of the following: appropriate scaffolding techniques, attendance at Clinic, 1-1 support, involvement of the Head of Department, tutor, Head of Playroom or parents depending on the nature of the issue.

The pupils must not be dismissed for private study, revision or coursework etc. These activities require the supervision of the teacher. When part of a class is absent lessons should continue.

7 Continuing Professional development

In order to ensure that pupils receive the best possible classroom tuition and experience, teachers are expected to invest in their own learning and development. The College leadership will ensure that all colleagues have access to a yearly appraisal where their individual professional development needs are discussed. The College will provide:

- Statutory INSET training on matters of Safeguarding, Child Protection and Health & safety
- INSET which builds on the requirements of the College strategic objectives
- Support for individual colleagues' CPD
- INSET training days and staff meetings focused on teaching and learning

8 Quality Assurance

The College leadership team, Heads of Department and teaching staff will use the Quality Assurance Cycle to assess the efficacy of the requirements of this policy through:

- September results review meetings
- Annual appraisals
- Learning walks and lesson observations
- Work scrutiny
- Pupil focus groups and pupil and parent surveys
- Mock examination and assessment results
- Staff training records
- Staff surveys

The vocation of a teacher at Stonyhurst College is to assist pupils in the fullest possible development of their God given talents, by providing a safe, secure learning environment, and excellent teaching and support; an environment where pupils are able to learn, free from discrimination or prejudice, where they are all valued as individuals with a unique set of talents and needs which the school seeks to develop so that they may become '*men and women for others*' .

9 Understanding the needs of pupils

All Teachers must be aware of and responsive to the different ability levels of pupils in their classes. All teachers should have a good understanding of the prior attainment of their pupils. Baseline assessment data (Midyis, Yellis, ALIS, CAT4) is provided by the College for all pupils, as well as previous school reports and individual learning plans as appropriate. Teachers should use this information to plan their lessons accordingly.

10 Meeting the needs of each individual

All pupils across the ability range must be able to acquire new knowledge and make good progress. Teachers must ensure that pupils are able to cope with the tasks set. They must differentiate their teaching effectively to enable pupils with special educational needs and those for whom English is a second language to learn and make good progress. Likewise, all teachers need to identify, encourage and stretch the brightest pupils. Pupils should be allowed to develop at a pace suited to their needs and abilities and to learn to appreciate that the harder they work, the more progress they will make. All teachers should have a good understanding of each individual pupil's needs in order to enable them to flourish.

Addendum due to Covid-19

The following bullet points set out Stonyhurst College's adaptations to teaching and learning during the Covid -19 pandemic:

- All classrooms will be equipped with hand sanitiser and cleaning equipment to clean pupil and teacher desks after use.
- Lessons will finish 5 minutes earlier than usual to accommodate wipe-down time and the safe movement around the site.
- Desks will be positioned in a set, socially distanced formation.
- All staff will complete seating plans for their lessons to facilitate track and trace.
- Pupils will be seated facing the front of the room.
- Teachers will give due regard to social distancing from pupils wherever possible.
- TAs, readers and scribes will still be available to support pupils in lessons and assessments but should wear face-masks/visors and make every effort to remain front facing and observe social distancing.
- All teachers and pupils will have access to personal lap-top computers where they will complete the majority of their work to reduce the need for shared resources, and the circulation of books and paper.
- Wherever possible pupils will use digital text books rather than hard copy.
- Teachers will make use of technology during lessons in order to distribute worksheets, set work, collect work for marking and return work with feedback.
- Teachers and pupils will make use of OneNote and Class Notebook in order to manage their online work and folders.
- In the event of a pupil/s being required to self-isolate or quarantine the teacher will use TEAMS so that the pupil/s can join the lesson live from a different location.
- Where a pupil is unable to join a lesson live, the lesson will be recorded for the pupil to follow at a convenient time.
- Where a teacher is unable to teach the lesson in the classroom due to isolation or quarantine, the teacher will conduct the lesson via TEAMS. A cover teacher will be available to enable the main screen and supervise the pupils as they access the lesson remotely in the classroom.
- In the event of a year group bubble being required to isolate, lessons, assessments, clinics, tutorials, pastoral support, assemblies and activities will continue via *Stonyhurst Anywhere*, the College's remote learning platform developed during Easter 2020.
- Stonyhurst College will support pupils through online live and recorded lessons to ensure the continuity of education during the pandemic.