



Learning and Teaching Policy

*English Martyrs, as a community centred in Christ,
strives to develop the talents of each person.
"May they all be one."*

Rationale

Learning takes place when a person acquires and applies new knowledge or skills. Teaching should foster a person's learning, their ability and desire to study and their personal development and creativity. At English Martyrs School teachers and students have a dual role. Teachers, as learners, should through their own professional development seek continuous improvement and they are also responsible for the learning environment. Students are learners but their contributions also provide learning opportunities.

The quality of learning and teaching in a school will have an impact on a person's achievement and self esteem. It is a central function of the school. *English Martyrs, as a community centred in Christ, strives to develop the talents of each person. "May they all be one"*

Purpose

- To help students to recognise and take up opportunities to seek, find and develop God given gifts and talents
- To raise levels of achievement by having a stimulating learning environment where talents are fostered and the students can achieve personal best standards.
- To develop the whole person, spiritually, intellectually, morally and socially.
- To improve the quality of teaching by identifying good practice, sharing it and improving the quality of learning experiences of all students.

Guidelines

Learning

Each student's learning is enhanced by a positive relationship between student, home and school. Parents contribute by following the home school agreement, working in partnership with the school, ensuring homework is done and encouraging their children to learn.

Students learn best when they have a positive attitude to work and are engaged in their own learning, respond positively to opportunities to extend their learning

and follow the classroom code of conduct.

People learn in different ways and we recognise the need for staff and students to develop strategies that allow them to learn in ways that suit them so that through a variety of activities they are engaged in their work.

Students need to acquire new knowledge and skills in their work, develop ideas and increase understanding.

Students should develop the skills to work collaboratively and independently and take responsibility for their own learning.

Students are encouraged to be reflective and actively involved in their own learning, to understand how well they are doing and how they can improve.

Teaching

Teachers strive to have positive relationships with students, have clarity of expectations and consistently implement the school discipline and behaviour policy and the school reward system to celebrate achievement so that students grow in confidence and self-esteem.

Teachers should have a confident command of subject matter, the specification and the scheme of work and lessons should be planned with activities for learning, paced and delivered to follow the department scheme of work. Homework should be set to reinforce and extend what is learned in the lesson and is set according to the published homework timetable.

The objective of the lesson is made explicit at the beginning, students' previous learning is built on and there are opportunities for students to assess the learning outcome.

Teachers use a range of teaching styles, develop personal Learning and Thinking Skills and vary activities involving both individual and group work, to take account of preferred learning styles, the lesson objective and group dynamics. There should be some opportunities for students to use IT to enhance learning. This should improve motivation of students and make them more involved in the lesson.

Teachers have high expectations of students and set challenging yet realistic tasks to enable students to reach personal best standards of achievement. Prior levels of attainment of students are taken into account when teaching and setting targets for students.

Teachers promote equal opportunity through the teaching and learning process and give regard to information and targets contained in a student's individual learning plan and use appropriate, differentiated materials and tasks. Teachers work proactively with teaching assistants and other support staff.

Teachers mark work according to department policy, keep records and give prompt constructive feedback to students, parents and other staff as

appropriate.

There must also be assessment opportunities, which inform the learning process.

Teachers manage the classroom environment and resources, record students' attendance in class and observe the school's seating plan guidelines.

Teachers should reflect on their teaching, share good practice and engage in professional development, which includes department meetings, observation and inset.

Appendix 1

Assessment

Rationale

At English Martyrs School we believe in the principle of recognizing and valuing the achievement of all students. This achievement can only be gained through effective and worthwhile assessment, whether this is formative or summative.

Definition

- To ensure that assessment is an integral part of the learning process as epitomized in the philosophy and principles of Assessment for Learning.
- To involve students in self and peer assessment helping them to become effective learners.
- To establish shared understanding between teachers and students of clear learning objectives.
- To use assessment to develop dialogue through which teachers help students develop the skills they need to reflect positively on their learning so that they are able to build on their strengths and work purposefully on the areas for further development.
- To use assessment diagnostically to determine the knowledge and skills students already possess and help identify particular strengths and weaknesses to give appropriate guidance and support.
- To use assessment formatively to provide information in order to assist with the planning of the next steps of a student's education and to show the student how to make progress.

- To use assessment summatively to indicate the progress and attainment of an individual.
- To use assessment to show the success of teaching.
- To recognize and celebrate the whole range of students' achievements and experiences so that the process can help to nurture self esteem and is positive and motivating.
- To use assessment positively to recognize and celebrate progress.

Assessment Objectives

In all types of assessment we seek to enable each student to:

- Recognize strengths and identify areas for development
- Reflect on and assess their own performance and progress
- Make informed decisions on how to improve
- Experience formal examination conditions
- Become effective learners and more confident people.

Curriculum Structure and Testing

Curriculum leaders organize groupings in an efficient manner to ensure students have best opportunities to reach and surpass target levels grades. Curriculum leaders inform Senior Leadership Team each year of their grouping structure. Formal tests are timetabled using exam venues for Years 9 – 13. Curriculum leaders organise regular testing for students in Years 7 – 13 in class time.

Appendix 2

Homework

Rationale

Homework is defined as the work that students complete outside lessons.

Regular homework has a positive influence on learning and achievement and plays an integral part in developing the talents of each student.

Purpose

- Homework helps the student develop personalised learning and

thinking skills especially those needed in independent learning.

- It consolidates, reinforces and extends the skills, knowledge and understanding developed in the classroom.
- It prepares students to meet the requirements of public examinations and coursework.
- It helps the student form good study habits, which will help them achieve their full potential.
- It helps develop a home school partnership to improve learning and enables parents/carers to share in their child's learning and to be involved and informed about the work being done.
- It helps the student develop study skills, which promote lifelong learning

Guidelines

The Frequency and Duration of Homework

In Key Stage 3 students are set a weekly homework in Mathematics and English. In Year 8 and Year 9 students will also have weekly homework in Performing Arts. In Year 9 students will also have weekly homework in Science and Religious Education. Students are also set a project every 2 weeks and should spend approximately 4 hours per week on this. In Key Stage 4 students should spend a minimum of 45 minutes per week per subject and in Sixth Form students should spend approximately 7 hours per subject per week.

The Purpose of Homework

Homework must have a clear purpose and should meet the needs of all learners through appropriate differentiation.

The Types of Homework

Types of homework may include research topics and investigations, reinforcement of class work, reviewing, redrafting, activities related to personal and social development, learning, preparation for an activity, project work reading, writing, IT work, drawing, listening and rehearsal etc. For tasks to meet the learning needs of all students there will be a need for differentiation. Tasks should be varied and challenging.

Roles and Responsibilities of the School, Pupil and Parents

Parents offer vital support to their children by finding a suitable space in which they can work, checking deadlines, praising their child for good homework and supporting the school in ensuring that homework is completed. Parents should communicate with school if they are concerned about homework. Homework is not optional and sanctions will be imposed according to the behaviour and discipline policy of the school for failure to complete homework. Staff should also recognise good homework by using the rewards system in school, address issues of failure to do homework and ensure parents are informed if homework has not been done on a regular basis. Students are responsible for the completion and submission of homework, which should be completed at a level comparable to their class work.

Appendix 3

Gifted and Talented

Rationale

The school aims to provide an education for its gifted and talented students which will allow them to develop, to be challenged and to be enriched.

Definition

The school defines gifted and talented pupils as those who possess demonstrated or potential ability which when promoted and encouraged by appropriate teaching, resources and learning opportunities will be evident in high performance.

Aims

The aim of educational provision for gifted and talented pupils is to ensure identified pupils have the opportunity to achieve their potential. Its objectives are to:-

- Identify most able students by prior attainment and ensure that they receive challenging targets
- Enable gifted and talented pupils to reach a suitable level of attainment
- Within each subject ensure there is a strong focus on teaching and learning so that gifted and talented students are consistently stretched and challenged

Identification

School identification process aims to identify the most able 10-15% of pupils in each year group for the purpose of producing a register. Each department will identify the gifted/talented students in each year group and they will cater for their needs.

Provision

Educational provision for Gifted and Talented pupils takes place within the framework of National Curriculum subjects but also provides opportunities to study material outside these frameworks.

Schemes of work will include details of levels of differentiation including;

- Tasks which demand higher order cognitive skills to challenge pupils
- Access to advanced resources and materials that support the level of challenge
- More complex creative and open ended tasks
- The school will provide a broad range of activities within and beyond formal curriculum experiences to stimulate and develop talented students in a variety of disciplines.

The study of National Curriculum subjects is augmented and complemented by a range of after hours provision that offers extension and enrichment to pupils in their areas of ability and or interest;

- After school clubs
- Focused visits to artistic events, exhibitions, performances and athletic opportunities
- Master-classes offered by external agencies and institutions
- Revision classes
- Study skills sessions
- Sport, music and dramatic practices and performances

Appendix 4

Work Related Learning and Enterprise Education

Rationale

At English Martyrs School we see work related learning and enterprise education as assisting our students to learn through a variety of situations related to the world of work.

The programme will be in line with statutory requirements enabling all our students to prepare adequately and with confidence for the opportunities, responsibilities and experiences of adult life.

Purpose

We aim to enable every pupil at English Martyrs to learn through work, about work and for work and to be able to practice enterprising skills and behaviour that will equip them appropriately for life's inevitable pace of change and uncertainty in the work place, family, home life and further study.

- We will develop quality links with business, local community, other learning providers and with our partner support agencies.
- We will equip students with the key skills, attitudes and qualities necessary to make a successful progression to adult working life.
- We will ensure that benefits and experiences gained from enterprise and work related learning are valued, assessed, and reported where possible.
- Learn through work by having opportunities to learn from direct experiences of work such as work experience, community based projects, extra curricular activities and through part time and voluntary work.
- Learn about work by having opportunities to develop knowledge and understanding of work and enterprise, through enterprise activities, curriculum based approaches and real life contexts in the classroom, through careers education, tutorial programmes and the selection of vocational courses such as Btec Level 2 courses.
- Learn for work by developing skills for enterprise and employability through the use of problem solving activities, project work and work simulations.

- Develop enterprise capability, supported by financial literacy and economic/business understanding, through the use of activities and experiences that utilize the four stages enterprise process (identifying a problem, planning a project to solve it, implementing the plan and reflecting upon how well it went).
- Have the opportunity to learn about work through specially organised and structured opportunities and also through timetabled classes in Btec subjects, PLTs and vocational courses.

Appendix 5

School Day Visits and Residential Activities and Retreats

English Martyrs actively encourages out-of-school trips and residential activities. It does so in the belief that such activities will offer real educational benefits to our students, by promoting personal and social development; providing active, experiential learning situations; improving academic understanding and performance; fostering an awareness of and a concern for, the environment and the local community; providing opportunities to take part in a variety of outdoor pursuits and stimulating a wider range of leisure interests, both now and in the future.

At all stages of a school trip or residential activity, from inception to its conclusion, safety factors will be given paramount consideration.

Appendix 6

Literacy Across the Curriculum Policy

Rationale

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum will not only develop pupils' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- Access information and read with understanding and comprehension
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking

but will also have an impact on their self-esteem, motivation and ability to

work independently. We believe that we should equip our pupils with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core values.

“In the secondary schools where teachers in all subject departments had included an objective for literacy in all the lessons, senior managers noticed an improvement in outcomes across all subjects as well as in English.” Ofsted: Removing Barriers to Literacy 2011

Priorities and intended outcomes

These will be decided as a result of in-school auditing, e.g. work scrutiny, observations, departmental review, data analysis (including teacher assessment) and pupil voice. See audit document for further guidance. See attached sheet for priorities for 2012-13.

Specific Strategies to include in planning, teaching and learning

- Highlight the importance of subject specific literacy with pupils
- Highlight the links between reading, writing and speaking and listening
- Ensure progression in development in reading, writing, speaking and listening

See appendix for additional specific support for reading, writing, speaking and listening

Assessment

- Departments will comment on the literacy skills demonstrated by pupils as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to pupils
- Departments will take pupils' literacy skills into account when giving feedback to parents
- Departments will demonstrate high expectations over the standard and presentation of all written work
- Assessment of pupils' literacy skills will feed into future planning

Responsibilities

SLT will:

- Lead on Literacy across the Curriculum and ensure it has a high profile
- Liaise with Literacy Coordinator and relevant members of the governing body when monitoring impact

Literacy co-ordinator will:

- Work with SLT to audit current provision, determine priorities and plan strategy
- Work with departments to ensure effective development of whole school policy and practice

- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through leading the Literacy Group
- Establish communication and liaison between the school and stakeholders, e.g. parents/guardians, governors and outside agencies
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT
- Coordinate and evaluate interventions with particular emphasis on reading and reading comprehension recovery and the development of core literacy skills.
- Facilitate and lead CPD

Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
- Deploy a Literacy Representative from each department who will be responsible for disseminating strategies within their own department and also providing feedback at cross-curricular meetings
- Indicate in schemes of work where skills will be explicitly taught

Teachers of English will:

- Provide support to other departments as appropriate
- Make pupils aware that literacy skills are transferable to other subjects
- Provide informal opportunities to highlight literacy through a range of events

Parents will:

- Encourage their children to use the range of strategies they have learned

Pupils will:

- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement

Monitoring and Evaluation

Senior Leaders and the Literacy Co-ordinator will monitor progress regularly and will report back to staff, parents, pupils and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Pupil interviews
- Scrutiny of development plans and departmental planning
- Data analysis

Appendix 7

Specific Strategies: Reading

Pupils will have opportunities to:

- Develop research skills using print, media and multi modal texts
- Develop ability to skim and scan texts, highlighting important information
- Develop comprehension skills
- Develop confidence in handling a variety of texts

Teachers will aim to:

- Specifically highlight reading strategies to support pupils, e.g. skimming, scanning, re reading to check meaning, predicting, empathising
- Highlight structure, layout, format and other “signposts” in texts typical of their subject
- Support pupils in developing effective highlighting and note making skills
- Support pupils in developing their ability to interrogate texts to access literal and implicit meanings
- Support pupils in recognising and challenging bias

Specific Strategies: Writing

Pupils will have opportunities to:

- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss their writing
- Review different texts, developing their understanding of key features of a range of text types

Teachers will aim to:

- Offer student a range of appropriate models for writing and highlight the key features and criteria for success for each one
- Provide support for effective planning
- Model writing (e.g. the first paragraph) so pupils are able to see “how it’s done”
- Use shared and guided writing where appropriate
- Offer opportunities to complete extended pieces of writing
- Use talk to develop ideas for writing
- Support pupils with spelling strategies
- Develop effective proof reading strategies

Specific Strategies: Speaking and Listening

Pupils will have opportunities to:

- Use talk for a range of purposes and audiences and in formal and informal contexts
- Use talk to develop, extend and present ideas
- Use talk to hypothesise and test theories
- Use talk to solve problems and work collaboratively
- Listen for specific purposes

Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. no hands up, paired talk, use of Blooms Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions
- Use a variety of grouping strategies (e.g. pairs, triads, jigsaw grouping, envoys)
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)
- Give pupils the opportunity to take on various roles within a group (e.g. scribe, chair)
- Model effective listening
- Provide a clear focus for listening

Appendix 8

Literacy priorities

- Raising awareness of whole school literacy initiative.
- Questioning techniques.
- Students' knowledge and application of key word/ subject specific vocabulary and key words in questions.
- Promoting whole-school reading

Projects targeted on small groups

- Improving boys' reading. (NS MS)
- Improving reading comprehension for Year 8 students who are more than 2 years behind. (WIT Project) TJ
- Developing the knowledge and application of specific meanings of key words in Science questions. SP

Presentation of text in lessons and displays

This common framework for presentation of work is designed to provide unity of custom and practice across the school; to help those with Special Educational Needs to scaffold their work and thus to provide stability and confidence. These guidelines are also particularly helpful to dyslexic learners, and EAL learners.

Date

The date should be written in full on **left** hand side: e.g.
Tuesday 9 April 2012. There should be a title.

Learning Objectives

There should be a section on the **right** hand side of the board which has the label 'Learning Objective' and the objectives should be put beneath the label and below that the label 'Homework' and the homework should be written here. This will mean that they are in the same place for every class. Only objectives for the current lesson should be displayed.

Keywords

Keywords: if possible they should have an **explanation** and an **image** with the keyword. Keywords could be attached to the board as they are being used.

Font

'Comic Sans' should be used for displays/keywords as it is the most user friendly for people with dyslexia.

Cursive handwriting is easier to read than print. Avoid the use of block capitals.

Displays

Words used in displays should be printed in 'comic sans' in a mixture of upper and lower case, never fully in capitals.

Colours

Colours: red is not easy to read and should be used only to highlight. Be careful using green and red on the board at the same time.

Clean the board at the end of the lesson.

Abbreviations should not be used as they have different meanings in different subjects.

Guidelines for use with PowerPoint and Interactive Whiteboards

- Use the 6 x 6 rule (no more than 6 words per line and 6 lines of text per slide).
- Allow plenty of room around borders and illustrations.
- Title text should stay at or above 20.
- Avoid more than two lines of text in your title.
- Avoid punctuation in bulleted lists.
- Slide colours and backgrounds – high contrast is needed.

Student Guidelines:- Presentation of Work

- You should always have your name, form, subject and subject teacher's name written clearly on the front of your book.
- Write the title of your work in the centre at the top of the page.
- Write the date in full – for example, Thursday 25th June 2012, this should be written on the left side of the board and the top left of the page in books.
- Label your work either Classwork or Homework.
- Written work should be completed in black pen.
- When underlining titles, please use a ruler.
- Errors should be crossed out with a single horizontal line. Tippex should not be used.
- Use sharpened pencils for colouring.
- Sentences and names should begin with a Capital Letter.
- Graffiti is not permitted.

Appendix 9

Learning and Teaching - Dyslexia

This is an appendix to the school's Learning & Teaching Policy and should be read in conjunction with the following school policies:

Inclusion Policy

Literacy Across the Curriculum Policy

Definition of Dyslexia:

'Dyslexia is a specific learning difficulty which is neurobiological in origin and persists across the lifespan of the individual. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed and automatic development of skills that are unexpected in relation to an individual's other cognitive abilities. These processing difficulties can undermine the acquisition of literacy and numeracy skills as well as musical

notation and have an effect on verbal communication, organisation and adaptation to change.

Their impact can be mitigated by correct teaching, development of coping strategies and the use of information technology.

Aim of the Policy:

The policy describes English Martyrs' School's commitment to meeting the needs of students with Dyslexia in line with the current SEN Code of Practice. The Code states that these children may require all or some of the following:

- Flexible teaching arrangements
- Help with memory, reasoning skills and processing language
- Help with acquiring literacy skills
- Help with organising and coordinating spoken and written English to aid cognition
- Help with problem solving and developing concepts.
- Programmes to improve fine or gross motor competencies.

School Staff information:

The coordinator for the Dyslexia Friendly Schools' Initiative is the school's Literacy Co-ordinator Patricia Jones.

It will be the coordinator's responsibility to present information on dyslexia to

- Governors
- Curriculum leaders
- Departmental link staff

Identification and Assessment of Dyslexia:

All teaching and TA staff receive training on a three year cycle on possible indicators for dyslexia, using the IDP checklist. Concerns are passed to either the SENCO or the Literacy Coordinator using a standard SEN initial concern form.

All students in the school are assessed annually using the Vernon Spelling test and the NFER reading comprehension test. In addition, the NFER word recognition test is used to assess the reading age of students about whom we have concerns.

The Dyslexia Screener is used for initial screening and the Dyslexia Portfolio is administered where the screener has indicated the need for further investigation.

The British Picture Vocabulary Scale test is used to assess receptive vocabulary.

If parents raise a concern this is passed to the SENCO and the same procedures are followed.

Provision:

Guidelines for teaching students with dyslexia are in the staff handbook and the IEP booklet.

Students with dyslexia are included on the SEN register

Information on the needs of students with dyslexia will be distributed to all relevant staff

Information on students with dyslexia will be given to other educational establishments as required. (For example, Colleges of Further and Higher Education, Universities)

Working with Parents:

The school recognises that it is desirable to work closely with parents of dyslexic students to ensure that their needs are met.

Parents will be invited to review meetings at least twice a year to discuss the needs and progress of their child

Parents, along with their children, will be encouraged to be involved with setting targets for their children and in review meetings

The school will inform parents of issues to do with dyslexia.

Working with students:

The student will be involved in the planning and review of their personal targets and support. They will be given the opportunity to discuss their concerns with a member of the Special Needs team.

Approved by Governors: **21 June 2017** (*under review*)

To be reviewed: **June 2018**