



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

“Strength of Mind, Strength of Values, Strength of Purpose”

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet....’ rather than a ‘can’t do....’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Charitas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

Senior School and Preparatory School Teaching and Learning Policy

Author: J Davis/ K Ryce/ C Cann	Receiver: Teaching staff
Review Date: July 2021	Next Review: July 2022

Rationale and Aims

The policy aims to provide:

1. **Clear** expectations that students should have of their teachers and clear expectations that teachers should have of students;
2. **Confidence** in the way we assess, monitor and evaluate the progress of our students;
3. **Consistency** through regular sharing of best practice and regular appraisal of teaching staff.

The aims of the policy are based on the eight tenets of the Teachers' Standards:

- Set high expectations which inspire, motivate and challenge;
- Promote good progress and outcomes;
- Demonstrate good subject and curriculum knowledge;
- Plan and teach well-structured lessons;
- Adapt teaching to respond to the strengths and needs of all pupils;
- Make accurate and productive use of assessment;
- Manage behaviour effectively to ensure a good and safe learning environment;
- Fulfil wider professional responsibilities.

Responsibilities

- The Senior Deputy Head has overall responsibility for the organisation, delivery and monitoring of the whole school curriculum in accordance with the Mission Statement of the School.
- The Head of the Preparatory School is responsible for the organisation, delivery and monitoring of the Preparatory School curriculum including the Nursery and EYFS,

working closely with the Prep School Head of Curriculum , the Head of Nursery and Deputy Head of the Preparatory School.

- The Curriculum Director has responsibility for whole school timetabling.
- The responsibility for Teaching and Learning is shared across Academic Assistant Head, Senior Deputy Head, Assistant Head – Head of sixth form, Faculty Chairs and Heads of Department
- The Senior Deputy Head has overall responsibility for whole school Appraisal system.

Senior School

- The responsibility for the implementation of this policy on a lesson-to-lesson basis lies with individual teachers.
- Heads of Department play a key role in the monitoring of teaching and learning within their subject areas, promoting and facilitating best practice through regular professional dialogue, lesson observation, work scrutiny and appraisal.
- Faculty Chairs are responsible for supporting Heads of Department (HoDs) within their Faculty to promote the highest standards of teaching and learning within the Faculty.

Preparatory School

- The responsibility for the implementation of this policy on a lesson-to-lesson basis lies with individual teachers.
- The Head and Deputy of the Preparatory School and the Head of Curriculum assisted by the individual subject leaders play a key role in the monitoring of teaching and learning within each subject area, promoting and facilitating best practice through regular professional dialogue, lesson observation, deep dives, learning walks , work scrutiny and appraisal.
- The Head of the Preparatory School is responsible for the effective and efficient appraisal of the teaching staff to promote the highest standards of teaching and learning within the Preparatory School.

Implementation

Senior School

Excellent practice is likely to include:

Planning. *Planning is a process not a product. It has one purpose; to enable high-quality delivery which meets the needs of all students.*

- Teachers should be clear and precise about the knowledge/skills they want students to **learn**, not what they want them to do.
- All planned activities, including Prep, must be designed to facilitate learning and not keep students busy. Asking ‘why’ helps focus the planning.
- There must be evidence of long-term planning from schemes of work and short-term planning in the teacher planner.
- Schemes of learning include a variety of relevant, stimulating tasks, including opportunities for independent thinking, questioning, collaboration.

- **Differentiation** should be planned over-time to ensure a **Quality First** approach which meets the needs of students and groups (**including SEND, EAL, AGT**) and maximises the use of any additional adult(s) in the room (see Differentiation Policy).
- Every class must have a **seating plan** that takes into account their learning needs.
- Planning should include starters to lessons, ensuring students are purposeful from the beginning of the lesson, with appropriate pace set for the intended learning and a clear review of learning activity to support retention of learning.

Teaching.

- All staff are **teachers of literacy and numeracy**. The quality of both students' and teachers' language, such as in clear instructions and excellent questioning, are significant determinants of progress.
- Teachers must be explicit about **learning outcomes** and **keywords**.
- Digital Technology should be used as an effective tool to support learning.
- **Staff should be flexible in their lesson delivery:** the 'flow' of great progress is more important than following a lesson plan.
- All students must be **working harder** than the teacher, over time, and be able to use the **key subject specific strategies that help them learn**.
- Teachers should ensure that **learning has stuck**, through checking that is incisive, systematic and effective.
- Teachers must provide opportunities for students to demonstrate progress in their learning and/or new skills.
- Teaching should convey enthusiasm driven by excellent subject knowledge; promote an expectation of high standards of behaviour; possess a passion to instil intellectual curiosity.

Marking: *Marking, feedback and assessment have two purposes. One, students act on feedback to make progress over time. Two; it informs future planning and teaching.*

- Teachers must have a **secure overview** of the starting points, progress and context of all.
- Marking must be **primarily formative**, may be selective, and include the use of AFL strategies' which make it clear to the student what they must act upon.
- Marking and feedback must be **regular** and proportionate to curriculum time.
- A **marking code** should be used - if meaningful, which motivates the student to improve.
- Success criteria is given to pupils when setting tasks for assessment providing:
 - i) Opportunities for Assessment for Learning
 - ii) Time for pupil reflection and correction,
 - iii) Verbal feedback
 - iv) Targets setting and regularly review of targets.
- Opportunities for peer and self- assessment are used effectively
- Comments praise progress and chart next steps for individual pupil progress.
- A focus on student progress over time.
(See Marking and Feedback Policy).

Preparatory School

Excellent practice is likely to include:

- Reference to detailed schemes of work or lessons that have been planned to include a variety of relevant and differentiated tasks. This **should** include a link to the VLE or Google Classroom and opportunities for independent thinking, questioning, collaboration, use of ICT, and opportunities for pupils of different abilities to demonstrate progress in their learning and/or new skills;
- The **I can... skills based** lesson objectives should be displayed/written on the board and explained (where appropriate);
- Planning should also include regular reference to the following 21st Century Habits for Learning enabling pupils :
 - (i) to explore their God-given talents and know what kind of person they want to be
 - (ii) to “think big” and seek truth and purpose in their learning
 - (iii) to focus their attention and develop resilience in problem solving
 - (iv) to seek feedback and reflect upon it to improve their work
 - (v) to be a good team player
 - (vi) to design and organise my own learning and develop my WOW work portfolio
 - (vii) to share my ideas and be open to learn from my peers
- Success criteria is given to pupils when setting tasks for assessment providing:
 - v) Opportunities for Assessment for Learning
 - vi) Time for pupil **reflection and correction**,
 - vii) Verbal feedback
 - viii) Targets setting and regularly review of targets in line with the **I can...** statement
 - ix) Opportunities for peer and self- assessment with use of stickers/ stamps/ house points and teacher’s written comment to praise good work and chart next steps for individual pupil progress;
- An engaging starter activity, focused and challenging main content, homework set in good time, securely understood and recorded in the planner by all, together with a plenary which reinforces the **I can... statement** ;
- Teaching should : demonstrate a variety of methods; include a number of resources in reference to the VLE and Google Classroom ; include the full range of appropriate ICT; convey enthusiasm driven by excellent subject knowledge; promote an expectation of high standards of behaviour; possess a passion to instil intellectual curiosity and demonstrate clearly an awareness of those students within the EAL, SEND and AGT groups and where appropriate, differentiation for pupils within these categories;
- Mark Book/Planner/ SIMS to include the recording of end of unit assessments, prep marks, test scores, Studies Grades effort and attainment, and EAL, SEND and AGT information.

Outstanding Academic Progress

This stems from the highest standards of conduct and excellent teaching.

Therefore students are also encouraged to:

- generate an infectious enthusiasm for learning;
- be proactive in making positive contributions to lessons;
- work independently, taking responsibility for their own learning;
- present work to a very high standard;
- ask for help ***before the lesson*** when completing prep, if in difficulty;
- Show high levels of initiative when responding to tasks.

Monitoring

Senior School

The Whole College undertakes a rigorous Quality Assurance Cycle, including:

- Lesson Observations though informal peer monitoring, formal lesson observations and the appraisal system;
- Learning Walks – These are carried out by members of SLT/FC/HoDs each term and inform leaders on such matters related to student attitudes to learning, flow of students to and from lessons, curriculum planning;
- Work Scrutiny (Department and Whole School) – Departmental work scrutiny takes place each term as does whole school scrutiny. The outcomes from a whole school scrutiny are shared with staff;
- HoDs, FCs and Digital Steering Group, Teaching and Learning Forum enables discussions on teaching and learning.
- Departmental Minutes reference Teaching and Learning discussion.
- Student voice – this is most obvious through the pastoral lunches, feedback forms, departmental student voice activities and the Whole School Quality Assurance Cycle.
- Examination Results and Value Added – The Headmaster and Senior Deputy Head meets with each Head of Department once per year to analyse examination results and value added.

Preparatory School

- WOW Board in each classroom, to celebrate as a portfolio each individual's outstanding work;
- Celebratory exemplar work on displays
- Work Scrutiny (individual subject or whole school focus) each term conducted by all teaching staff, with the outcomes shared with all staff;
- The Head of the Preparatory School reviews GL Assessments , CATS 4 Spelling and Reading Ages data tracked on SIMS with individual class teachers twice a year to assess value added, levels of support / intervention required for pupils of all abilities and set individual pupil targets.

- Lesson Observations through informal peer monitoring and the appraisal system
- Learning Walks – These are carried out by members of SMT each term and inform leaders on such matters related to student attitudes to learning, flow of students to and from lessons, curriculum planning;

Whole School – Class sets

The School continues to provide a significant staff reduction on fees as we aim to encourage the children of teaching and non-teaching staff to attend Ratcliffe College. To support staff further, when possible, the children of staff should not be allocated to a class taught by their parent/guardian. There will be cases when the School will have no choice due to staffing or timetabling constraints to allocate staff to teach their own children. It is the responsibility of the HoD to flag-up any issues to the Curriculum Director and Assistant Head Academic when staff members have been allocated their own children to teach. HoDs should also do what is possible when setting to make sure this does not happen.

Link to other policies and documents

The following list is not exhaustive, but includes the key policies and documents that relate directly to the Teaching and Learning:

Safeguarding and Child Protection

Curriculum Policy

Staff Handbook, section B

Behaviour, Rewards and Sanctions

Marking and Feedback Policy

Prep Policy

Able, Gifted and Talented/ More able Policy

EAL Policy

SEND Policy

Appraisal Policy

EYFS Teaching and Learning Policy

Review

This policy is reviewed annually. It was last reviewed by the Academic Assistant Head, Senior Deputy Head and the Head of the Preparatory School, July 2021 Next review – July 2022