



## **TEACHING & LEARNING POLICY - COLLEGE**

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## College - Teaching and Learning Policy

Stonyhurst College encourages excellence in all year groups, in all departments and among all ability levels. No pupil should feel that he or she is in a class merely to pass an exam. If teachers are to assist pupils in the fullest possible development of their God given talents, then it goes without saying that all teachers must set and maintain the highest standards themselves, and must take an interest in the intellectual, affective, moral and spiritual development of every student. Through the methods outlined below, pupils' natural ability and enthusiasm will be encouraged.

### **A curriculum centred on the individual**

An aim of a Jesuit education is that the curriculum is centred on the person rather than the material to be covered. Pupils should, as far as possible, be allowed to develop at a pace suited to their ability and personality characteristics. The task of the teacher is to help each pupil to become an independent learner, to assume responsibility for their own education. A necessary element of this is an active response on the part of each pupil through personal study, opportunities for personal discovery and creativity, the setting of targets and an attitude of reflection.

Teachers need to be aware of and be responsive to the different ability levels of pupils. To this end all teachers should have a good understanding of the prior attainment of pupils in their classes as well as baseline assessment data provided by the College (including Midyis, Yellis, ALIS, CAT4, but not limited to them). All pupils must feel able to cope with set tasks, and learn to appreciate that the harder they work, the more progress they will make. Heads of department should build specific provision for pupils with special educational needs (at both ends of the spectrum) and EAL into schemes of work. Pupils of less obvious academic ability should be rewarded readily for working consistently well. Likewise, all teachers need to identify, encourage and stretch the brightest pupils. For all teachers, a good understanding of an individual pupil's needs is essential if a pupil is to flourish.

Stonyhurst supports colleagues' professional development in a number of ways. This list is not exhaustive:

- Colleague-led teaching and learning group where different teachers lead weekly sessions on different aspects of classroom practice
- INSET training days and staff meetings covering the development of teaching and learning
- Support for individual colleagues' CPD
- Teaching and Learning Committee which brings together those colleagues who have whole-school oversight of different areas of teaching and learning: SEND, G & T, Scholars, EAL.

### **Lesson Preparation**

Teachers are expected to ensure that every boy and girl is given every opportunity and encouragement to achieve his/her full potential. This will flow from competent and motivated teaching, evidenced strongly through thorough lesson preparation and the setting of relevant and appropriate studies outside the classroom. Teachers should set and maintain the highest standards in their lessons. It is important that all teachers look to read widely, in and beyond their subject specialisms and guard against reliance on old notes and dated lesson plans.

### **What makes a good lesson?**

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 of

competence, conscience and compassion. This checklist provides some useful guidelines about what to look for in a good lesson.

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 set
4	good classroom discipline which maintains order but encourages a cheerful and productive working environment
5	a variety of tasks set in the lesson – e.g. note taking, discussion, reading, video watching etc
6	evidence of a range of teaching styles to facilitate learning
7	evidence that pupil files/exercise books have notes of high quality, neatly laid out, and with evidence that studies are regularly set and marked
8	if studies are set, a clear set of instructions as to the standard of work expected and by when.
9	opportunities for reflection wherein students are impelled to consider the human meaning and significance of what they study
10	good subject knowledge
11	a range of resources which are of good quality and which will enhance the learning of pupils

### **Classroom Management**

Teachers are responsible for all classes for which they are timetabled and are expected to maintain high standards of classroom management. 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 normally continue.

The norms of behaviour expected during class time in order to provide a positive environment for learning are displayed in classrooms and include the following:

- Pupils should arrive on time, be correctly dressed and properly equipped for the class;
- Lessons should start and finish on time;
- The pupils should not talk out of turn, call out, say or do anything which offends good taste or undermines fundamental British values;
- Pupils should be polite and respectful of others at all times;
- The pupils should not move from their desks until the teacher has ended the lesson;

- There should be no eating, drinking or chewing in class;
- Pupils are not permitted to have mobile phones unless as part of a class activity.

A number of subject areas, Science, Art, Design and Technology, have their own codes of conduct, which must also be adhered to relating to health and safety.

### **Acceptable work and rewards**

The Jesuit philosophy is that through our work we give greater glory to God. Jesuits have always aimed at excellence in education and learning. Stonyhurst has a long tradition of success in scholarship. However, it is important to recognise that even the smallest steps along the road towards excellence should be acknowledged and rewarded.

Teachers should make judicious use of the Rewards System (see Rewards and Sanctions policy). This, in addition to a daily regime of reward (and penalty where appropriate) in the classroom, should create the atmosphere likely to foster excellence. If pupils develop ingrained habits of producing consistently high quality work, public exam success should come as a by-product of repeating this process in the exam hall. Heads of Department should be kept informed of pupils performing poorly. Teachers should review pupil's notes/ exercise books regularly. To support this, Heads of Faculty will also scrutinise pupils' written work.

Records of pupils' rewards are kept by the Heads of Playroom.

Rewards and effort grades for Lower Line pupils are used to select prize-winners for Great Academies. In Higher Line, prize-winners are selected using effort grades, performance grades and marks obtained in A Level, IB Diploma and IBCP examinations.

Pupils should not be allowed to get away with work that is careless, sloppy, evidently hasty or clearly below the normal ability of the pupil. In the first instance work should normally be returned to be redone, but other sanctions, in ascending order of severity would include referral to Reading Room, issuing an academic detention, holding a strategy meeting, holding a pupil focus meeting and sending extreme cases to the Director of Studies, Second Master or Headmaster.

If larger numbers are involved it is the responsibility of the teacher concerned to organise a departmental detention themselves. Pupils who are late for lessons more than once should be given some departmental task. HODs and tutors should be informed of persistent offenders.

### **Approach to Assessment**

Assessment plays an important part in the teaching-learning process at all levels of education at Stonyhurst and elsewhere. Assessment is not just about testing, examinations and awarding grades. It is also about getting to know the pupils and the quality of their learning and to use this knowledge and understanding for their further learning and benefit. Assessment is one of the major forces at work in the teaching-learning process, whether it is base-line assessment, formative assessment or summative assessment. Assessment can take many forms, and it can be argued that the greater the diversity in the methods of assessment, the fairer assessment is to pupils.

The aim of the College's Assessment and Reporting Policy is to provide, for pupils, their parents and the school, feedback on pupil performance that is consistent, transparent and coherent. 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.

Assessment is an essential component in tracking pupil progress. Tracking is overseen by the Director of Studies and the Studies Office.

**The purposes of assessment are:**

- To provide feedback for pupils, their parents and the school.
- To enable pupils to reach judgements about the quality of their work and their progress.
- To increase pupil motivation.
- To identify strengths and weaknesses.
- To recognise progress.
- To assist with the evaluation of courses, teaching methods and materials.
- To provide evidence for setting or changes in teaching groups.

**Departmental assessment policies**

Departments should use assessment information to monitor the progress of pupils. Monitoring over time enables departments to intervene at an early stage to improve the learning experiences for pupils where necessary. In all cases of concern over progress communication with tutors and pastoral staff is needed to appreciate the fuller picture and to take into account other demands made of the pupil.

Departments are expected to develop formative assessments that will enable the pupils and teachers to become better informed about the learning that needs to take place and assists with planning curriculum details the teaching methods.

More information about assessment can be found in the College Assessment and Reporting Policy.