



St. Gregory's Catholic High School

Teaching and Learning Policy

Monitoring

The implementation of the policy will be monitored by the Deputy Headteacher responsible for Teaching and Learning.

Evaluation

The policy was reviewed by the Assistant Headteacher and SLT on 17th November 2025 prior to the submission of the policy to Governors' Standards Committee for scrutiny and recommendation to the Full Governing Board for approval.

Key policy dates:

Ratified by the Full Governing Board: 10th December 2025

Review frequency: Annually

Next policy review commences: Autumn term 2026

Mission Statement

Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ. We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect. We will follow Jesus by embracing our God given charisms to carry out our mission to serve. We are one family inspired to learn.

Principles

The school believes that learning is at the heart of everything we do. We are 'one family, inspired to learn'.

This policy seeks to ensure that teaching at St. Gregory's Catholic High School is inclusive, well planned and responsive to pupils' needs and that learners are enthused and challenged to achieve high standards. We believe pupils should be supported in their learning and supportive of each other in the classroom. We expect that high quality work is developed through incisive and timely feedback which demands that pupils review and reflect to improve their performance over time. Finally, we aspire to ensure that both staff and pupils are determined to do well and are resilient, resourceful, confident and creative. This policy has been collectively developed following a thorough process of analysing our current practice, listening to key stakeholders and agreeing a common approach which can support our school mission, to fulfil the high aspirations we have for each of our members and foster the fullest spiritual, academic and personal development of our pupils.

This policy should be read in conjunction with all other key policies including the safeguarding, behaviour for learning, assessment, SEND, Exams, Literacy CiC and E-safety policies and the Remote Learning policy in the event of further lock downs / isolation periods for learners.

Roles and Responsibilities:

In aspiring to the continuous improvement of the quality of teaching and learning at St. Gregory's Catholic High School (SGCHS), the following stakeholders will:

Governors:

- Ensure there is a strategic direction for the development of Teaching and Learning
- Ensure robust accountability for the quality of provision via the Governing Board.

The Senior Leadership Team:

- Develop and refine the strategic direction for the development of Teaching and Learning in the school
- Lead and manage the development of Teaching and Learning via the delivery and coordination of high quality CPD

- Ensure the co-ordination of key stakeholders including Curriculum and Pastoral Leaders, teaching staff and teaching assistants
- Define clear structures and procedures relating to Teaching and Learning
- Monitor the quality of provision via a quantifiable SEF and SDP, the global overview of T&L, the analysis of outcomes and assessment data over time, departmental reviews, lesson observations, learning walks, pupil voice and work scrutiny. These will be uploaded to Sisra Observe.

The Middle Leadership Team:

Heads of Department and the SENDCo:

- Share the defined vision for Teaching and Learning in their department including via: a quantifiable departmental SEF and Action Plan and subject development meetings
- Lead their teams by facilitating opportunities for developing pedagogy of the whole school, departments, year groups and individuals and defining clear procedures for Teaching and Learning in conjunction with whole school practices
- Ensure that the continuous development of Teaching and Learning is a key focus of departmental development opportunities, which are part of high quality CPD provision for staff. This should include sharing best practice through "Open Doors", mentoring and coaching colleagues and ensuring colleagues are developed through accessing CPD opportunities. This will also include supporting colleagues in their self-reflection and improving practice using the IRIS package
- Design, implement and evaluate a well-sequenced and high-quality curriculum which eradicates cumulative dysfluency and ensures the development of pupils' knowledge, skills and understanding from KS2-4. The curriculum will ensure that pupils are well prepared "to leave school as well-rounded individuals who have a positive impact on society and the skills to lead fulfilling lives". This will include the opportunity for wider learning and hinterland knowledge to expand cultural capital and pupils' understanding of the world
- Ensure the embedding of Schemes of Learning across the curriculum which have been born in St. Gregory's, focus on tier 2 and 3 vocabulary acquisition and comprehension, reading, assessment over time and in the lessons, and will support the development of the long-term memory so that pupils know more and remember more
- Ensure rigorous formative and summative assessment takes place across the curriculum in line with the whole school assessment policy
- Monitor the quality of provision in their department via: learning walks, lesson observations, work scrutiny, homework, pupil voice and the analysis of outcomes and internal data collections to ensure good progress over time; these will be uploaded to Sisra Observe
- Co-ordinate and evaluate targeted curriculum interventions as required. In the event of remote learning, quality of provision will be monitored via remote platforms
- Middle Leaders should ensure that shared support strategies (Pupil Progress strategy document) for vulnerable pupils, are understood and adhered to by the team, liaising with the SENDCo and Pupil Progress Panel where further support is needed

- Liaise with SLT staff to review the performance of the department and appraise them of issues relating to pupil progress, staffing, curriculum and whole school development priorities
- In conjunction with TLR holders where appropriate, manage and review Performance Appraisal targets of staff in line with school procedures
- Work together with, and support other schools, in the development of Teaching and Learning and curriculum pedagogy

Pupil Progress Managers:

- Share the defined vision for progress in their year group via: a quantifiable SEF and Action Plan, pupil progress panels and year team development meetings.
- Monitor the quality of Behaviour for Learning in their year group via: learning walks (uploaded to Sisra Observe), analysis of Class Charts Behaviour and rewards, Lesson Monitor, and behaviour data shared by the AHT overseeing behavioural analysis.
- Analyse progress over time of pupils in their year group; preparing and presenting this information at Pupil Progress Panels, co-ordinating targeted pastoral interventions as required and monitoring the subsequent progress of identified pupils/groups
- Liaise and work together with parents and carers, to promote our inclusivity, to ensure that the young people in our community are happy, safe and ready to learn through eliminating potential barriers to learning
- Use the Class Charts platform to monitor frequency of homework and to ensure that it meets our wellbeing agenda.

Teaching Staff:

- Ensure that subject knowledge is current and secure, including via participation in CPD opportunities
- Plan and deliver high quality lessons, using an appropriate range of stimulating teaching methods and resources which meet the needs of all pupils including those in vulnerable groups, enabling all to make good progress over time. Teachers will plan learning using their SISRA data and question level analysis and will adapt their teaching to the needs of all pupils ensuring inclusivity, ambition and challenge for all, supporting pupils to overcome any perceived or identified barriers to learning.
- Use a variety of AfL methods in lessons to monitor what pupils know and don't know and respond appropriately, adapting teaching where required
- Ensure that SoLs reference and support the successful delivery of substantive, disciplinary and procedural knowledge in their curriculum area
- Respond to analysis of whole school progress data, adapting teaching in response to issues identified, including the effective deployment of Teaching Assistants within the classroom.
- Assess pupil progress both formatively and summatively in line with the whole school assessment policy

- Mark and respond to pupils' work according to the whole school policy as shared by the Assessment Lead.
- Plan purposeful homework that prepares, consolidates or extends learning according to whole school and departmental procedures and the curriculum scheme of learning
- Ensure that, as a self-improving school, all take responsibility for engaging with all CPD opportunities and the use of Iris to enhance, develop and share best practice across the school
- Form tutors ensure that pupils are ready to learn and are well supported for the day ahead by ensuring they have their pupil handbook and the equipment they need to access the full curriculum.

Procedures

Planning and delivery of lessons at SGCHS:

Planning:

Planning of learning is fundamental to effective learning, teaching, assessment and progress. Staff may plan in a range of formats on a day-to-day basis with consistent deployment of the 'born in St. Gregory's' schemes of learning and shared planning resources. Additionally, personalisation detailing pupils' progress over time (drawn from SISRA) is recommended in this context. All teachers have had planning time to develop robust and challenging schemes of learning.

Delivery of Lessons:

Teaching and Learning should be characterised in lessons by:

- High expectations of both behaviour for learning and progress
- The determination of staff that all pupils will achieve their full potential
- The personalisation of the learning by staff, who know their pupils well, in order to meet the needs of those pupils
- The deep subject knowledge of the staff, facilitating mastery in their specialist subject, and eradicating cumulative dysfluency
- The effective use of time to maximise learning
- Pupils that are engaged in, challenged by, and enjoy their learning and who are resilient
- A varied approach to teaching, including opportunities for collaborative and independent learning
- Time and opportunities given to pupils to develop their knowledge, skills and understanding
- Teachers systematically checking understanding and refining teaching, both during the lesson and over time, to meet the needs of pupils and address misconceptions
- Timely feedback, both written and oral, that is incisive and used by pupils to improve their work

Assessment, Marking and Feedback at SGCHS:

The aim of feedback at St. Gregory's is to enable pupils to assess what they know and where they need further practice.

Expectations and Procedures:

- Marking and feedback to pupils should be prompt and in line with the marking and feedback frequency document. Departments will provide feedback in a manner that best suits the development of knowledge, skills and understanding in their subject in line with the whole school non-negotiables.
- All departments follow the whole school approach to literacy feedback
- Pupils will be provided with the opportunities to be assessed in a variety of methods where appropriate; with an iterative approach that enables pupils to demonstrate knowledge and understanding and skills over time in preparation for the end of KS4. Pupils will reflect upon their assessment using assessment reflection documents and understand their progress towards the achievement of their target grade
- Teachers will use question level analysis following summative assessments to adapt teaching to meet pupils' needs
- Staff marking should be done in green ink. We include feedback sheets (whole class or otherwise) and staff must adhere to the universal code of green pen for knowledge acquired and orange for AFIs
- Teachers will use 'live marking' during lessons to ensure an adaptive approach, to address misconceptions swiftly and to identify and fill knowledge gaps with a focus on priority groups
- Teachers will be open to the use of emerging technology to adapt practice where appropriate (e.g. visualisers)

On returning work to pupils:

Pupils' proof reading and responses to feedback should be done in red ink at the start of the lesson to access teacher support in moving the learning onto the next step.

Pupils should be given the time to respond to staff feedback both verbal and written. This is an opportunity for pupils to reflect on their learning, review or redraft work or respond to questions and challenges from their teacher, developing their metacognition. Teachers will acknowledge red pen responses to ensure they are correct and any misconceptions addressed.

Homework:

Effectiveness of home learning:

Heads of Department and teachers must ensure that home learning is purposeful and that it enhances the pupils' learning. Homework is most effective when:

- Homework is recorded on the Class Charts app in line with the whole school assessment timetable
- Tasks are structured, linked to the scheme of learning, and their purpose is clearly explained to pupils
- There are high expectations
- Homework is a mixture of checking homework (where teachers simply check that it has been completed) and feedback homework (where teachers mark and provide feedback to help pupils improve and progress) as set out in the schemes of learning and the assessment timetable
- Feedback is timely and follows the departmental and literacy feedback policy
- It is timetabled and adhered to, so that pupils can benefit from a balanced approach to independent learning, extracurricular activities and family life.

Monitoring of Teaching and Learning:

SGCHS employs the following methods to monitor the quality of provision in Teaching and Learning:

- Learning walks in line with the quality assurance plan
- Joint learning walks
- Work scrutiny
- Pupil voice
- Departmental Teaching and Learning Reviews
- Lesson observations (including additional observations, as required for new staff, ECTs and staff identified as requiring additional support following quality assurance) resulting in a departmental or whole school global overview to quantify progress in T&L over time
- Analysis of progress outcomes over time
- Pupil Progress Panels to ensure that curriculum and pastoral teams evaluate pupil progress and the impact of resultant strategies

Support for Staff:

SGCHS offers the following support to staff in order to develop and improve practice:

- The Teaching and Learning curriculum team including outstanding teachers who support colleagues in developing practice across the curriculum
- External SLE support where applicable
- Expert teachers who coordinate Literacy and Numeracy
- Peer to Peer support programme within departments
- Open Doors to share best practice across the school
- Department reviews
- Iris to facilitate self-reflection and coaching conversations
- CPD – both internal and external
- Archdiocesan subject hub meetings
- Bespoke research project results disseminated to all staff
- Additional targeted support programmes – as required