

# CARDINAL POLE CATHOLIC SCHOOL



## Quality of Education Teaching and Learning

Approved  
by  
Governors

Signed:

A rectangular box containing a handwritten signature in black ink, likely belonging to a member of the school's governing body.

Date:

26/01/2022

Review due date (3  
year):

January 2025

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## 1. Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognises the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

## 2. Mission Statement

Cardinal Pole is a Roman Catholic School with a Christian commitment to building community through the individual care of pupils and staff. Within the school we share a common faith which, while recognising the values of all cultures and ethnic groups, promotes understanding of and respect for the values of the Gospel. As teaching or non teaching staff in a Catholic School we promote what we believe and understand of the Christian truths which refer us back and lead us to Christ. We are conscious that in trying to do so we are subject to various pressures e.g. ever changing educational ideologies and the materialistic bias of the society in which we live. Nevertheless, there are certain criteria, which underpin our work as teaching and non-teaching staff. All members of staff should facilitate the development of skills and knowledge in pupils and help them to understand that God is glorified through the acquisition and good use of knowledge. All members of staff should, in their behaviour and attitudes, set positive examples for pupils and encourage them in the practice of their faith. The school seeks to foster close relationships between school, home and the local community in particular by increasing their faith. In our daily assembly we attempt to bring before God our work and the needs and concerns not only of the school but of the wider community.

## 3. Responsibilities

It is the responsibility of all teachers to provide the highest quality of education for our students. The principles of teaching and learning are set in the Standards for Teachers as published by the DfE (in September 2012). Teaching in Cardinal Pole Catholic School should comply with these Standards (**see Appendix 1**)

It is the responsibility of the Subject Leader or Head of Department to monitor the quality of the teaching & learning within their department and to offer support as needed. The Senior Leadership Team, led by the Deputy Headteacher (Quality of Education), is responsible for monitoring the quality of education across the school and to identify where development is needed. This monitoring will take the form of learning walks, book scrutiny, student voice, assessment data and, where relevant, observations with accompanying support and development activities as required.

To ensure the quality of education does not remain static, there is a whole school Quality of Education SIP. In addition, each department will have SIP which reflects the whole school priorities and their own identified areas for improvement or development. Governors have a statutory duty to monitor processes in place and that the school is addressing students' needs.

## 4. Teaching & Learning Aims

This policy should be read alongside and in conjunction with the *Curriculum* and *Assessment Policies*. The main aims of teaching and learning at Cardinal Pole are that:

- For the **learning experiences of all our young people** to be of the highest quality
- For their **learning experiences** to be accurately represented in their books
- For their **feedback to be meaningful**, productive and efficient

## 5. Short Term Planning

To ensure that these aims are met, in addition to the long and medium term planning outlined in the **Curriculum Policy**, class teachers are expected to undertake short term lesson plans for the classes that they teach

Short Term Planning focuses on:

- Lesson title (what is the question students are seeking to answer?)
- Lesson objectives (what skills and knowledge should students acquire this lesson?)
- Learning activities (a range of activities that support pace and progress for **all** students through use of modelling, success criteria, peer and self-assessment, effective questioning)
- Effective plenaries (how the understanding and progress of **all** students be measured including the role of teacher, peer and self assessment)
- Home learning (please see **Curriculum Policy**)

Whilst there is not a fixed Cardinal Pole lesson, the following features are expected in lessons:

- A 'Do Now' task – this should take place in the first 5/10 minutes of the lesson and is designed to review previous learning or to prepare for future learning. It should be achievable and engaging and enable the class to settle, home learning completion to be checked, the sign of the cross to be made and the register to be taken.
- All students must have planners, pencil cases and other relevant equipment out on the desk at the start of the lesson
- Explicit addressing of the lesson title and objectives so students are clear about the enquiry that they are seeking to answer (objectives should not be written down but should be engaged with).
- Tasks should be set that are achievable whilst also offering all students the opportunity for stretch and challenge. Lessons should clearly be structured so that transitions between tasks are clear and links to prior learning explicit for students to build on previous knowledge

## 6. Feedback

At Cardinal Pole, we recognise that different forms of feedback are appropriate at different times and in different subjects. Consequently, Heads of Department have written detailed feedback overviews for each year group which outlines when formal feedback takes place in the schemes of work. The frequency of feedback is outlined in **Figure 1**.

	Key Stage 3	Key Stage 4	Key Stage 5
ART	1x red box teacher feedback per half term  1x other assessment per half term	2x red box teacher feedback per half term (end of project PLPs)  1x other assessment per half term	4x 1-2-1 tutorials per half term (based on AOs per project)
BUSINESS		2x red box teacher feedback per half term  1x other assessment per half term	4x red box teacher feedback per half term
COMPUTER SCIENCE	<i>1x red box teacher feedback per half term</i>  <i>1x other assessment per term</i>		
DRAMA	Verbal feedback every lesson	2x red box teacher feedback per half term	4x red box teacher feedback per half term

	1x other assessment per term	1x other assessment per half term	1x 1-2-1 tutorial per half term
DESIGN & TECHNOLOGY	1x red box teacher feedback per half term 1x other assessment per half term	2x red box teacher feedback per half term 1x other assessment per half term	
ENGLISH	2x red box teacher feedback per half term 1x other assessment	3x red box teacher feedback per half term	4x red box teacher feedback per half term
GEOGRAPHY	2x red box teacher feedback per half term 1x other assessment	2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term
HISTORY	2x red box teacher feedback per half term 1x other assessment	2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term
MATHS	3x red box teacher feedback per half term (end of unit marksheet)	3x red box teacher feedback per half term (end of unit marksheet / quizzes)	4x red box teacher feedback per half term (weekly quizzes)
MEDIA			3x red box teacher feedback per half term 1x other assessment per half term
MUSIC	1x red box teacher feedback per half term 1x other assessment per half term	2x red box teacher feedback per half term 1x other assessment per half term	
MODERN FOREIGN LANGUAGES	1x red box teacher feedback per half term 2x other assessment per half term	2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term
PHYSICAL EDUCATION	Verbal teacher and peer feedback every lesson <i>Verbal feedback every lesson</i>	Verbal teacher and peer feedback every practical lesson 1x Red Box Feedback per fortnight using marking sheets 1x 'I can' success criteria per fortnight (self or peer) <i>2x red box teacher feedback per half term</i> <i>1x other assessment</i>	

RELIGIOUS EDUCATION	2x red box teacher feedback per half term 1x other assessment per half term	2x red box teacher feedback per half term 1x other assessment per half term	4x red box teacher feedback per half term
SCIENCE	3x red box teacher feedback per half term (mid/end of unit marksheet)	3x red box teacher feedback per half term (mid/end of unit marksheet)	4x red box teacher feedback per half term (mid/end of chapter tests / PAGs)
SOCIAL SCIENCES		2x red box teacher feedback per half term 1x other assessment	4x red box teacher feedback per half term
Vocational			

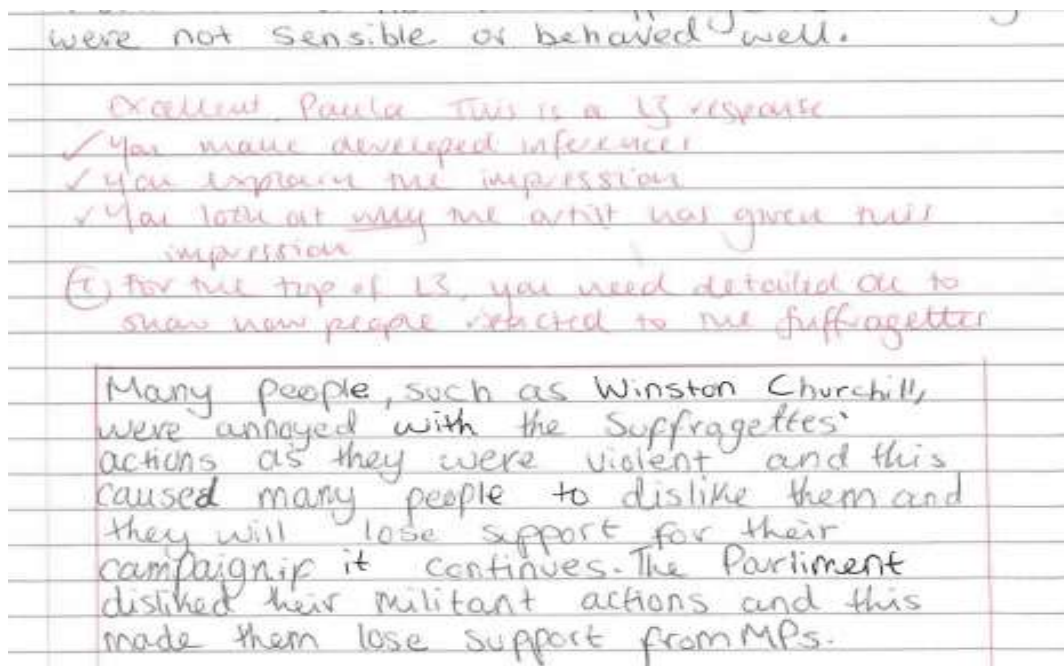
**Figure 1: Frequency of feedback**

Students receive feedback continually throughout their lessons. A summary of the main forms of formative feedback are listed below.

**a) Teacher Feedback: Red box and Green Pen**

This is detailed feedback which relates to how well students have met the learning objectives or success criteria in classwork or homework. It must include one strength and one area for improvement. The improvement prompt box is used to move the learning on rather than solely for corrections. Some subjects will set a problem others will offer an opportunity to correct mistakes. Some subjects will ask students to respond a comment/question in the red box.

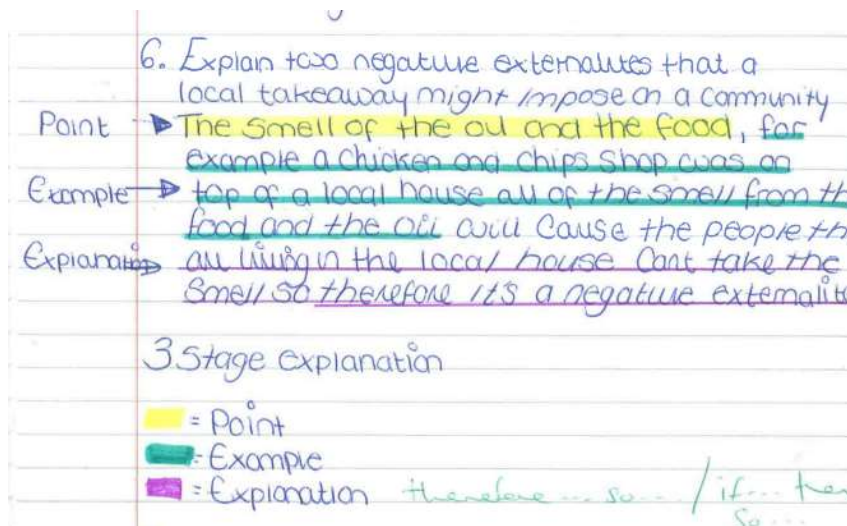
When feedback is written, teachers use red pen and students' responses are in green pen. This is true for peer and self-assessment also. Although green pen can be used to mark answers in a summative way, particularly in Maths and Science, its main purpose is to encourage DIRT (**D**edicated **I**mprovement and **R**eflection **T**ime) for students to redraft work based on feedback from teachers and peers.







When used in peer or self-assessment, this tends to be based on an individual task and takes the form of 'Look, Miss/Sir, I can...'. Here, students highlight the different skills or knowledge that they are demonstrating in their answer. This enables the teacher to see how much the student does understand the key concepts and the student to have a visual image of areas of strength and those which are not present in their work currently.



### c) SPAG Marking

All departments take responsibility for developing literacy by testing and correcting key words and by marking for SPaG in pieces of extended writing.

Margin Mark	Meaning
//	New paragraph needed
S	No paragraph needed
^	Something missed out
Sp	Spelling mistake
C	Change to/from a capital letter
?	Doesn't make sense
x	Wrong
✓	Good point
✓✓	Very good point
Gr	Grammatical error
- - -	Expression, Rephrase
O	Missing punctuation

## 7. Monitoring and evaluation of the quality of teaching and learning

All new staff are given supportive observations in the first few weeks of term and ECTs / ITTs follow a bespoke observation programme drawn up by the AHT (Teaching & Learning). For the monitoring of whole school teaching and learning, two year groups are the focus of each half term with the focus clearly identified in the calendar. The following activities take place (led by DHT Quality of Education and AHT Teaching & Learning) during each learning review cycle:

- a) Learning Walks. Each teacher is seen once with each year group they teach for approximately 10 minutes and no more than 15 minutes. Lessons are judged as on track / developing / not



yet secure in three areas: quality of work, quality of feedback and level of engagement in engagement and application.

HoDs and other post holders are invited to join learning walks as are any other teachers who volunteer to be part of the process. During Learning Walks books will be looked at, students will be observed and one-to-one quiet conversations may occur with students. All learning walk feedback is recorded online and shared with individual teachers; at the end of the cycle, HODs will receive a summary of their department's reviews also.

The following will not happen:

- Asking teachers for prior data or lesson plans;
  - being obtrusive and undermining through intervention (e.g. behaviour control) with the exception of extreme circumstances;
  - talking with the whole class or groups in a way which would disrupt the lesson.
- b) Book Scrutiny (led by AHT Teaching & Learning) focusing on learning experiences and meaningful feedback. All findings are recorded and shared with HoDs and HoYs through the weekly bulletin. Where there are specific areas of concern, these are raised directly with the HoD by AHT (Teaching & Learning)
- c) Middle Leaders book scrutiny (led by AHT Teaching & Learning) focusing on learning experiences and meaningful feedback
- d) Assessment Data, where relevant (based on whole school data drops). Please see **Assessment Policy** for further details here

This information is triangulated by the DHT (Quality of Education) to assess how far a department is on track / developing / not yet secure and whether the issues are based on the whole department or individual teachers. Where areas are identified as not yet secure, the teaching and learning team will follow up with a second scrutiny or observation and, if required, further informal or formal support including but not limited to coaching, paired observations and support plans.

## Appendix 1 – Teacher Standards



Department  
for Education

# Teachers' Standards

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>