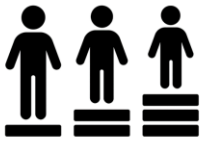
ST BERNARD'S HIGH SCHOOL

PACE

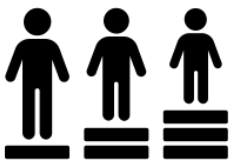
Teaching and Learning Policy

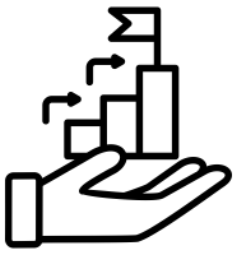
Teaching and Learning – PACE

Progress – Assessment – Challenge & Adapt – Expectations

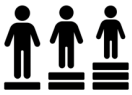
	P	***Progress***	*Designing and delivering a broad and curriculum model with clear intent, ensuring progress in lessons and over time.*
	A	***Assessment***	*Assessing the progress of students within lessons and over time.*
	***C***	***Challenge & Adapt***	*Providing equity of access to a high-quality ambitious curriculum in each lesson to ensure each student's progress.*
	E	***Expectations***	*Enabling students to meet our high expectations of engagement, behaviour and progress.*

Teaching and Learning Key Terms

Word	Definition	Examples	Why?
Retrieval	Knowledge or skills that students are asked to 'recall' or remember from their prior learning.	'Do Now' task that draws on prior learning from last lesson, last week, last unit. Retrieval questions that are adapted for different target levels.	Memory of new knowledge is aided when we can connect it to prior knowledge. Our curriculum should be sequenced to interleave new and prior knowledge. Revisiting to consolidate all learning.
AFL	Assessment for Learning. Assessment taking place in lessons to check the understandin g of all students.	Questioning (cold calling, think-pair-share, ABC.) White board tasks to check for learning. Peer and self review.	Questioning draws answers from students that are accurate, precise, ambitious and include subject specific vocabulary. It allows teachers to assess the retention of learning.
Modelling	When we demonstrate how to do something.	White board modelling of a task. Physical modelling of a skill. Visualiser used to demonstrate how something is done. Using student exemplars to show WAGOLL. "I do, We do, You do."	To demonstrate to students the process by which a successful task is completed. Ideally models should be accompanied by a verbal or written narrative explaining why the method is successful.
Scaffolding 	Resources we put in place to ensure students can complete a task.	Framework for writing. Sentence starters Formula. Templates.	To support those with barriers to progress. To develop towards independent learning. To ensure students can correctly follow a process.
Metacognition	When students think about the process of their learning.	Why do you need to do it this way? How have you progressed in this skill/topic/test?	Students need to be able to narrate their thinking process in order for them to know why they have been successful.

		What is different from your first essay to you second? Students narrate the process of their thinking when completing a task.	
Teach to the top 	Making sure we pitch the lesson to a higher level and scaffold to support students to achieve it.	Show high level examples. Expect subject specific vocabulary in verbal answers.	Students all have equitable access to a rich and aspirational curriculum.
Independent Practice 	Ensuring students can demonstrate a skill or knowledge without the need for scaffolding and support.	Removal of scaffolding over time.	To ensure students can perform under controlled or timed conditions.
Speaking like an expert	Using key terms in your spoken responses	“The writer’s use of metaphor here shows...”	To reinforce expectations of oral accuracy.
SPAG	Spelling, Punctuation and Grammar	Capital Letters Apostrophes Standard English	To instil in all students the accuracy required in writing throughout life.
Tier 2 command words	Imperative verbs that are used frequently in your subject.	Define Summarise Evaluate Explain	These command words have common meanings but will have specific requirements in each subject. Students should know the expectations for these command words.
Tier 3 vocabulary	Subject specific vocabulary.	Metacarpal Synecdoche	All students need to be able to deploy key vocabulary in your subject.

PACE Teaching and Learning Checklist

PACE Principle	Specifically:
Progress *Planning and teaching for progress.* 	• All lessons begin with silent retrieval to aid recall and connect prior and new learning. • The objectives and purpose of the lesson is shared with students. They should be made aware of how every lesson fits into wider schemes of work or units of learning. • Students are guided in their progress in incremental steps and new learning is linked *explicitly* to prior knowledge. • A range of AFL strategies including questioning are used to enhance progress. • Use a range of modelling strategies to show processes and review ideas. Scaffolding should be provided for early stages of learning and removed slowly as students become more independent. • Include a range of metacognitive tasks to ensure students reflect on their learning.
Assessment *Assessing for progress.* 	• Students should know what their target grades are. They should know their current working level and how to make progress towards their target. • Success criteria for each assessment should be understood. • Students should be given model answers regularly- both teacher and student exemplars may be used. • Assessments should follow the feedback loop: Meaningful Assessment, Purposeful feedback, Response to Feedback, close the loop. • All self-assessment, peer assessment and response to feedback should be written in green pen. Teacher feedback in red pen. • Subject Literacy is corrected in each feedback loop and in homework. • 1 X Teacher Feedback loop per half term in red pen. • 1 x Peer or Self-assessment feedback loop per half term.
Challenge and Adapt *Adapting and challenging for progress.*  	• Teach to the top; scaffold and support upwards. • Know your students; ensure you prepare what is necessary to make the lesson inclusive to all students including checking text for accessibility. Address barriers to learning and support them. • Provide frequent opportunities for further challenge every lesson. Review answers to challenge prompts to promote the value of academic rigour. • Scaffolding is provided for relevant students to support confidence and accuracy. • Independent practice is developed over time.
Expectations *Expectations for progress.* 	• School prayer starts each lesson. • Students are expected to behave with **respect** for themselves, others (students and staff) and their learning by completing work to the best of their ability and always striving to progress. • Students and teachers are expected to be **just** in their interactions with others and in upholding the values of the school. • Students are expected to **serve one another** by displaying attention, focus, kindness and engagement. • Relationships are positive and built on mutual respect. The teacher greets students at the door, circulates regularly in the lesson, and expectations are modelled. • Meaningful and visible daily use of rewards and positive praise. • Seating plan is purposeful. • Tasks should be timed to maintain student focus. • Students and teachers are actively engaged in the process of learning throughout the lesson. Teachers are active in circulating during lessons. • Students are expected to speak accurately and use the 'like an expert' key words.

Templates

Lessons begin with silent retrieval using the school template slide below.

LO:

ST BERNARD'S HIGH SCHOOL

Retrieval

Expectations:
Respect
Justice
Service

Key Words:

Aim higher!

Challenge:

Big Picture:

Teaching and Learning – PACE

Monitoring

Teaching and Learning in the classroom is evaluated routinely across the year to ensure high standards of provision for our students.

A Department review will take place each term. SLT will evaluate the T&L in classrooms within each subject, evaluate the books and provide feedback to the HOF/HOD.

Subject Leaders will quality assure the T&L provision in their areas each term. This takes the form of subject leader PACE learning walks, which will happen for all members of staff within the subject area once per term. A Subject Leader Book Look will also happen each term and feedback will be provided to each teacher.

What?	Who?	How?	How frequently?
SLT Department Review	SLT	SLT will drop into the lessons of all teachers within a department as part of a department review. Books will be sampled as part of this process. Student voice will be sought as part of this review.	1 Department review per term.
Department PACE Learning Walks	Subject Leaders	Minimum 1 PACE walk to be conducted in half term 1 for each teacher within a department. *PACE walks are a maximum of 20 minutes in duration.*	Half term 1. Minimum 1 x PACE walk per term for each member of staff.
Department Book Look *Book Looks to be recorded and action points raised in LMM.*	Subject Leaders	A detailed Book Look will take place once per term within the department.	1 x Book Look per half term.

Teaching and Learning – PACE

CPD

There is a CPD T&L pathway for each teacher. This pathway is allocated by considering areas of need in each department. Teachers are allocated to one pathway within the PACE principles.

Pathway One: Progress

Pathway Two: Assessment

Pathway Three: Challenge and Adapt

Pathway Four: Expectations

This pathway group will meet once per half term. There is a combination of instructional content and time for developing the research-driven inquiry. Each pathway group will subdivide to form a smaller research group and they will have the task to develop an area of practice in their classroom with a hypothesis, methodology and evaluation of findings to present to colleagues at the end of the year thereby providing bespoke contextual research-led inquiry.

Middle Leader training

Date	Agenda
9th September	Department Reviews
11th November	Accountability
13th January	
3rd March	
28th April	
9th June	

Whole school T&L training

Date	Agenda
17th September	CPD T&L Pathways
7th November Twilight	External speaker from 'Innerdrive' on research-driven enquiry.
21st November	
14th January	
25th February	
28th March Twilight	External speaker from 'Innerdrive' on metacognition
22nd April	
10th June	

Teaching and Learning – PACE

Book Look

Our Book Looks will be scheduled into the calendar and will take place each term. Our focus is on progress gaps identified in the Ofsted report. There will be one SLT Book Look each term and one Subject Leader Book Look each term, taking place at the same time as the Department Meetings.

Book Look Dates:

Subject Leader Book Look:	15th October 20204
SLT Book Look:	As part of the department review term 1.2
Subject Leader Book Look:	10th February 2025
SLT Book Look:	As part of the department review term 2.2
Subject Leader Book Look:	20th May 2025
SLT Book Look:	As part of the department review term 3.2

Instructions for the Subject Leader Book Looks:

Subject Leaders/Head of Faculty are required to monitor the marking and feedback in their subjects and act on issues identified.

- Please arrange these internally; the criteria will be sent out to you in advance.
- You can do these collectively in your department meetings or you can complete them yourself.
- The form is on BlueSky. You should complete one form **per teacher**.
- Marking should follow the school feedback loop policy.
- Please add Book look feedback to your department agenda in the next meeting following each Book Look.
- Any concerns should be shared with the teacher in advance of publishing the form on BlueSky.
- Any areas for improvement should be addressed in time for the SLT department review in the following term.

Teaching and Learning – PACE

Books

Books must reflect the learning progress students are making. Books should be used in **all** subjects in KS3 and KS4. There will be no folders used at KS4.

Books should include the following:

1. Year specific curriculum pathway Map – inside front
2. Year specific assessment criteria – inside back
3. Plastic wallet to cover the book
4. A target sticker is on the front of the book cover
5. Assessment Feedback Loops are in the book - not kept separately.

Folders at KS5

Folders may be used at KS5 in some subjects. If folders are used, they should be organised consistently as follows:

1. Target Sticker visible on the bottom right corner on the front of the folder
2. Curriculum pathway map
3. Contents
4. Vocabulary
5. Assessment Criteria
6. Topics subdivided by tabs
7. Work is fully dated
8. Assessment feedback loops kept within the topic sections

Feedback Loop

Student progress is supported by purposeful feedback and feed-forward opportunities.

Teacher mark in red, student response in green. No purple or pink pens.

Teachers are required to provide **one** teacher feedback loop **per half term**. There should also be a **second** feedback loop completed using peer or self-assessment.

Here are the expectations of the teacher feedback loop:

1. Teacher Feedback Loop

Expectations – one per half term	
1.	Teachers complete a teacher feedback loop on ONE substantial and meaningful piece of work per half term.
2.	Students will understand the task and the success criteria.
3.	Students will complete the work.
4.	Teachers mark the work for **subject specific SPAG** in red pen, following the school SPAG symbols. If there are multiple errors, only *three* should be identified for the student to correct. Students need to correct their errors and copy out spellings x 3.
5.	Teachers provide specific personalised feedback to the student in red pen consisting of: **WWW and EBI.**
6.	WWW – Specific comments related to the success criteria. EBI – Specific comments related to the success criteria.
7.	Students are provided with a substantial extended personalised Acting on Feedback task which is designed to aid the progress of the individual student. Students should understand the task and be able to complete it.
8.	Students are given ample time to complete the Acting on Feedback task appropriately.
9.	The Acting on Feedback task is read and acknowledged with a specific **statement** linked to the EBI to ensure the student has made progress in the task. If a student has not understood the AOF task, or repeated the same mistake, you should provide verbal feedback.

2. Peer or Self-Assessment Feedback Loop

Expectations – one per half term	
1.	Peer or self-assessed feedback loop on ONE piece of substantial and meaningful work per half term.
2.	Students will understand the task and the success criteria.
3.	Students will complete the work.
4.	Students mark the work for **subject specific SPAG** in green pen, following the school SPAG symbols. If there are multiple errors, only *three* should be identified for the student to correct. Students need to correct their errors and copy out spellings x 3.
5.	Student to provide specific feedback to the student in green pen consisting of: **WWW and EBI.**
6.	WWW – Specific comments related to the success criteria. EBI – Specific comments related to the success criteria.
7.	Students are provided with a substantial extended personalised Acting on Feedback task which is designed to aid the progress of the individual student. Students should understand the task and be able to complete it.
8.	Students are given ample time to complete the Acting on Feedback task appropriately.
9.	The Acting on Feedback task is read by the student or teacher and acknowledged with a specific **statement** linked to the EBI to ensure the student has made progress in the task. If a student has not understood the AOF task, or repeated the same mistake, you should provide verbal feedback

Teaching and Learning- PACE

Disciplinary Literacy in the classroom

St. Bernard's recognises the importance of literacy in the lives of all young people. High standards of literacy are vital to the development of well-read and articulate individuals. We follow the disciplinary literacy model, where literacy is embedded in the subjects we teach.

Expectations

SPAG

1. Feedback loops should include subject specific SPAG marking. You should use the SPAG marking criteria at the back of this booklet.
2. If there are multiple inaccuracies with spelling, focus on key subject specific vocabulary. A maximum of three to be corrected by the student.
3. Students will correct their inaccuracies as part of the feedback loop.
4. SPAG targets for EBI or AOF should be in addition to the main targets.
5. Homework will be marked for SPAG.

Reading like an expert

1. Ensure students can access the reading material you are providing and that it is purposeful reading with a focus.
2. Use reading age information on the seating plans to help provide scaffolding and support with reading and understanding.
3. Explain what 'reading like an expert' looks like in your subject, so students can read with intention.
4. Model effective 'reading like an expert'.
5. Use the guided reading principles of Predict – Clarify – Question – Summarise as prompts for guiding students through the reading process.

Vocabulary

1. Students are given a subject specific vocabulary list for each unit at the start of the unit. The key words for each lesson are explicitly taught at the start of the lesson and specific key words for the lesson are visible on the opening retrieval slide and explicitly taught.
2. Students are expected to utilise these key words in their work and are recognised when they do.

Speaking like an expert

1. Explain what 'Speaking like an expert' looks like in your subject. This includes clear expectations for vocabulary.
2. Provide opportunities for all students to speak in the context of the subject and verbalise their ideas.
3. Support and guide students towards your expectations by using verbal prompts.
4. Model 'Speaking like an expert' to provide scaffolding for students.
5. Expect and reward students for providing verbal answers that are precise, accurate and complete (full sentences).

Teaching and Learning- PACE

Homework

Marking Homework

Homework is given **twice per half term***. Homework is meaningful and enables students to make progress in their learning.

*If you only teach the class once per fortnight then it would be **once per half term**.

Homework will be set for each class. Homework should take 30-60 minutes.

1. Homework should be set on TEAMS and communicated to students at least one week in advance.
2. Homework instructions should be clear and specific. Provide information on the format of the homework, the length of time it should take, the method of submission.
3. Homework should fulfil one or more of the following functions:
   - Consolidation of learning
   - Pre-Learning
   - Extension of learning
   - Revision of learning
   - Recasting of learning
   - Acting on Feedback to show progress
   - Testing of learning
4. Homework must be read and **marked for SPAG**. Homework will be **acknowledged with a stamp**. Achievement Points can be awarded where relevant.

a. You can use Live marking to complete the homework check/SPAG/stamp.