



Teaching and Learning Policy

Ratified:

January 2020

To be Reviewed:

January 2021

Rationale

If students are to leave our care equipped to deal with the challenges of the 21st century, as learners and as responsible citizens, the experiences that they are offered should focus on development and progression with this end result. Integral to this is what we teach and what students learn. Teaching and learning, therefore, underpins everything that we do.

Statement of Intent

A student's' experience of teaching and learning will:

- Be appropriate to his or her individual learning needs
- Provide him or her with the opportunity to make progress and grow in confidence
- As far as possible, be relevant to the student's own experiences and interests
- Favour activities that are student-centred over activities that are teacher-led
- Instil habits and attitudes for effective lifelong learning

Staff will:

- Support and challenge students to achieve their best
- Provide high quality, dynamic and stimulating lessons
- Provide high levels of interaction for students
- Provide regular and meaningful home learning
- Provide opportunities and guidance to develop literacy, numeracy and other skills
- Provide high quality feedback
- Work collaboratively to share practice
- Evaluate and reflect on practice, seeking to develop and grow over time

Students will:

- Participate fully in lessons
- Support each other (and their teacher) so that all can learn effectively
- Take an active part in learning within and beyond the classroom
- Respond positively to feedback
- Rise to challenges, working collaboratively and supportively

Procedure

Planning and Preparation

- Teachers should plan lessons that allow all students to progress in their learning
- All lessons will be planned and delivered according to the [Marden House Style](#) principles.
- Lesson planning is expected for every lesson. This can be recorded in the notes section of the lesson plan, the House Style lesson planning template or the teacher planner but must consider aspects from the Marden House Style template.
- Lesson plans and slide shows must be shared with SSAs 24 hours before the lesson
- Lesson planning must incorporate the deployment of the SSA during the lesson
- One learning objective or big question will be set as the focus for the lesson
- Success criteria or learning outcomes will be differentiated and linked to target grades (KS4) or competence in the learning objective itself (KS3)
- Learning objectives, success criteria and the relevance of the learning are made explicit to students
- A buy-in activity is used to engage students
- A variety of activities should be planned to take into account the differing learning needs of students
- The use of resources, including ICT, must be carefully planned to enhance learning
- A variety of questioning techniques should be used and, where possible, questions should be pre-planned

Teaching

- Teachers should have an in-depth knowledge of the scheme of work (MTP) and exam specification they are working to
- Teaching makes use of strategies to help relatively lower performing students in a group access the learning and relatively higher performing students extend their learning
- Students, particularly higher prior attainers, will be encouraged to think beyond the classroom
- Learning intentions are assessed in the lesson using AfL techniques
- Feedback gathered in one lesson is used to inform planning in the next lesson and subsequent lessons
- Teachers will reflect on their practice in order to develop further expertise

Assessment and Feedback

- Assessment opportunities are planned for the medium and long term to give opportunities for students to receive, and act upon, formative feedback
- Feedback should provide clear guidance for students on how work can be improved, effecting a learning dialogue that helps students to learn and make progress
- Feedback gathered by the teacher from assessment for learning activities is used in subsequent planning for future lessons
- Thoughtful questioning is used with intent; to tease understanding and identify misconceptions

Please also refer to the Marking and Feedback Policy.

Home Learning

- Homework is issued regularly according to homework timetables
- Tasks for homework are consolidatory and short in nature
- Students will copy homework from the board into their planners
- Time in lessons will be allocated to homework follow-up and discussion

Differentiation

- Teachers will take into account the differences (e.g. abilities, experiences, dispositions, learning styles, strengths or interests) of their students and organise learning to accommodate them.
- Teachers will get to know students well to create learning activities that meet needs and interests
- Differentiation will be intentional and focused on students' learning and progression. Strategies available can be broadly categorised as differentiation by:
 - Task – the nature of the activity students are asked to do
 - Resource – the materials provided to scaffold and support the student
 - Support – the help offered to the student by teachers, support staff, mentors or peers
 - Outcome – the expected end product of a student's learning*
- Class seating and grouping for learning will be used to facilitate, in the planning and execution of differentiation strategies.

** Differentiation by outcome should be used carefully with clear learning intentions for individuals from the outset.*

Monitoring and Evaluation

The quality of teaching and learning will be monitored and evaluated by senior and middle leadership. This will be done by lesson observation, learning walks and work sampling.