



Marden High School

Teaching and Learning Policy

Ratified:

Sept 2022

To be Reviewed:

Sept 2023

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 their individual learning needs.
- Provide them with the opportunity to make progress and grow in confidence.
- Encourage students to develop their interests, learn about new and exciting ideas, and find new concepts to be passionate about.
- Allow students to express their opinions, explore new knowledge, and collaborate with other learners.
- Instil habits and attitudes for effective lifelong learning.

Staff will:

- Provide challenging and supportive learning experiences based on effective and systematic assessment and clear and timely feedback.
- Support and challenge students to achieve their best.
- Provide high quality, relevant, and stimulating lessons.
- Provide high levels of interaction for students.
- Provide regular and meaningful home learning.
- Provide opportunities and guidance to develop literacy, numeracy, CEIAG, resilience and other skills necessary for life-long learners to thrive.
- Provide high quality instructive feedback.
- Work collaboratively to share practice and offer critical support to help develop practice.
- Evaluate and reflect (often collaboratively) on the impact of teaching so that progress is sustained in teaching across the school.

Students will:

- Participate fully in lessons.
- Support each other (and their teachers) 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

Please also refer to the Remote Learning Policy

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.
- Opportunities to develop the essential Skillsbuilder skills should be planned for over time.
- 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 Special Support Assistants (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 will be differentiated and linked to chance graphs (KS4) or competence in the learning objective itself (KS3).
- Learning objectives, success criteria and the relevance of the learning are made explicit to students as appropriate.
- A buy-in activity is used to engage students.
- Scaffolding should be planned to reflect 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.
- Collaborative planning should occur in the development of resources such as hinge questions and exit tickets so that these questions have maximum impact.

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.
- Lessons include time for students and teachers to reflect upon their success in relation to the Learning Objective (and Success Criteria) through well-planned assessment activities that gauge learning.
- Feedback gathered in one lesson is used to inform planning in the next lesson and subsequent lessons, particularly in relation to ensuring that the core learning has occurred as planned.
- Teachers will reflect on their practice in order to develop further expertise.

Assessment and Feedback

- Regular opportunities are taken by teachers to gauge the level of understanding in each lesson; how do we know what students have learned? This allows for teachers to be responsive in a timely manner.
- 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 activities is used in subsequent planning.
- Thoughtful questioning is used with intent and purpose; to develop and share understanding as well as identify and address misconceptions.

Please also refer to the Monitoring progress, assessment and reporting policy (2022)

Home Learning

- All homework will be set on Google classroom with a due date so students can organise their time at home.
- Homework is issued regularly
- 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 consider the differences (e.g. abilities, experiences, dispositions, learning styles, strengths or interests) of their students and organise learning to provide opportunities for all.
- Teaching will be responsive so that misconceptions and knowledge gaps can be addressed in a timely manner and differentiated support provided and linked to core learning for each lesson.

- 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. In each case, any scaffolding used to build knowledge or skills in lessons, should be removed in an appropriate way [to reflect the needs of the student(s)]
 - 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 learning walks, work sampling and student voice. There will also be opportunities for reflection as part of the CPD programme and calendared windows to share best practise.