



Teaching and Learning Policy

Prepare fully for teaching & learning by:

Knowing your subject	The most effective teachers have a deep knowledge of their subject and the assessment processes used to evaluate students' ability. Teachers must understand the way students think about the subject matter to be able to evaluate students' own thinking behind methods and to be able to identify misconceptions.
Knowing your class	Use SEN info, prior attainment data and a clear seating plan. Have a sharp focus in disadvantaged / PP pupils. Teacher welcomes class at the door
Plan learning episodes	Don't plan lessons in isolation, plan episodes of learning and be absolutely clear about what you need the students to know by the end of that sequence of lessons – have high expectations for all learners regardless of their ability of starting point, and think through what you expect and mean by high expectations in your classroom and in relation to student work.

Deliver high quality lessons that:

Articulate clear and appropriate learning intentions	This can begin with a blend of existing knowledge, that which has just been learnt and new material. Focus explanation on the key learning outcomes. Introduce new information in small, manageable chunks. Complement explanations with analogies, visual representations, demonstrations and practicals.
Explain new content clearly	Explain new material in small steps and allow students to practice after each step. Clarity of explanation is particularly important for disadvantaged pupils. Take time explaining new material and provide multiple examples.
Structured, targeted questioning.	Questioning should include all students with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students where appropriate. Students should not have the option to opt out or to dominate.
Model to exemplify success criteria	Model how to complete tasks by using worked examples. Model the 'thinking' as well as the 'doing'. Deconstruct and examples. At least five minutes in every lesson should be devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons.
Scaffold difficult tasks	Use various prompts for students; knowledge organisers, cue cards, mind maps, question cards, sentence starters etc.
Independent practice	Give adequate time for practice to embed skills and knowledge securely without scaffolds.
Literacy	Always use subject specific language. Expect students to proof read their work for content, spelling and grammar.
Good Speech and Vocabulary	Students should be required speak accurately. This applies to general discussion as well as set-piece structured speech events.

Review the quality of learning by:

Checking for understanding to help move new learning into long term memory	Ask a number of different types of questions and give sufficient time to respond – consider carefully the quality of questioning to ensure learning and deep thinking. Monitor the quality of student's work by marking regularly. Evaluate the responses of all students. Check for misconceptions.
Feedback	Feedback will take many forms – verbal comments, written comments, peer and self-assessment. There should be evidence that feedback leads to students' work improving in response.
Reviewing learning frequently	Engage students in weekly and monthly review to maintain involvement in extensive practice in order to develop well-connected and automatic knowledge.

See Appendix 1