



Teaching and Learning Policy



	Effective Teaching	Effective Learning
Prepare fully for teaching & learning by:		
Knowing your subject	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Effective learners develop good knowledge and understanding They use meta-cognitive methods to enhance their learning abilities They respond well in lessons They are able to communicate their learning and their misconceptions
Knowing your class	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Pupil speaks with teacher upon entering class Focus pupils work with teacher
Plan learning episodes	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Pupils can communicate their learning in terms of knowledge and understanding Pupils have high expectations of themselves
Deliver high quality lessons that:		
Articulate clear and appropriate learning intentions	<ul style="list-style-type: none"> Focus explanation on the key learning outcomes. Introduce new information in small, manageable chunks. Complement explanations with analogies, visual representations, demonstrations and practical examples 	<ul style="list-style-type: none"> Pupils understand what learning outcomes are expected Pupils have enough support to attain the expected learning outcomes
Explain new content clearly	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Pupils understand new content and explanations Examples are understood and practised successfully
Structured, targeted questioning	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Pupils respond well to targeted questioning Pupils have opportunities to let teacher know if confusions exist
Model to exemplify success criteria	<ul style="list-style-type: none"> Model how to complete tasks by using worked examples. Model the 'thinking' as well as the 'doing'. 	<ul style="list-style-type: none"> Pupils understand and use models Pupils can communicate their thinking and the thinking of others

	<ul style="list-style-type: none"> At least five minutes in every lesson should be devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons. (Wagoll) 	<ul style="list-style-type: none"> Pupils understand the wagoll “what a good one looks like” and how to be successful
Scaffold difficult tasks	<ul style="list-style-type: none"> Use various prompts for pupils; knowledge organisers, cue cards, mind maps, question cards, sentence starters etc. 	<ul style="list-style-type: none"> Pupils access scaffolding at their appropriate level
Independent practice	<ul style="list-style-type: none"> Give adequate time for practice to embed skills and knowledge securely without scaffolds. 	<ul style="list-style-type: none"> Pupils practice skills until they are embedded and knowledge secured
Literacy	<ul style="list-style-type: none"> Always use subject specific language Expect students to proof read their work for content, spelling and grammar. 	<ul style="list-style-type: none"> Pupils use subject-specific language Pupils know how to proof read and improve their work
Good Speech and Vocabulary	<ul style="list-style-type: none"> Students should be required speak accurately. This applies to general discussion as well as set-piece structured speech events. 	<ul style="list-style-type: none"> Pupils use standard English Pupils are able to articulate clearly
Review the quality of learning by:		
Checking for understanding to help move new learning into long term memory	<ul style="list-style-type: none"> 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. Evaluate the responses of all students. Check for misconceptions. 	<ul style="list-style-type: none"> Through deep questioning, deep learning can occur Pupils are able to respond to marking and the mark their own and other’s work Pupils are able to identify misconceptions
Feedback	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Feedback is accurate enough to enable pupils to improve their work
Reviewing learning frequently	<ul style="list-style-type: none"> Engage students in weekly and monthly review to maintain involvement in extensive practice in order to develop well-connected and automatic knowledge. 	<ul style="list-style-type: none"> Because learning is reviewed at regular intervals, pupils are able to have extensive practice which results in connected learning and knowledge