Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

TEACHING AND LEARNING POLICY

FEBRUARY 2017

TEACHING & LEARNING POLICY

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Name/Department of Originator/Author:	**Teaching and Learning Group**
Name/Title of Responsible Committee/Individual: Finance and staffing	**Annie Blackmore Head of MPS** **Jeff Coy Chair**
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Version	Date	Control Reason
Version 2	01/02/2017	Update Teaching and Learning Group

MPS Teaching and Learning Policy

1. **Teaching and Learning at MPS**

   Our definition of learning:

   Learning is the acquisition, retention, application and development of skills, knowledge, understanding, values, and wisdom to promote greater understanding and to make evaluations about the world in which we live.

   Learning can be applied throughout life. It is the goal of education and the product of experience. Learning is an exercise of constructing personal knowledge that requires the learner to be mentally active, rather than passive; interpreting rather than recording information.

2. **Our Aim:**

   - To develop staff understanding of the value of using a variety of teaching and learning strategies and how these can be implemented in the classroom
   - To ensure the quality of teaching and learning at MPS is of the very highest level
   - To raise standards and establish high expectations that are consistent across the service
   - To encourage students in becoming more independent and reflective learners
   - To enable outstanding learning opportunities by ensuring staff have access to current knowledge of the curriculum and pedagogy

3. **Core principles :**

   - All students have a right to an inspiring and high quality education where they feel valued and supported to achieve their potential
   - Learning should be engaging and active whilst also providing opportunities for reflection
   - A variety of teaching and learning strategies allow all students to access the curriculum regardless of prior attainment, or learning style
   - Collaboration between staff within and across MPS facilitates consistency of approach and the sharing of good practice
   - Opportunities for staff to improve teaching and learning should underpin CPD and there should be provision of high quality staff training
   - Students learn effectively when they are motivated to achieve their own goals with teachers acting as the facilitators
   - Students learn effectively when they have clear information, advice and guidance on how they can make progress and on progression routes available to them
   - Students learn effectively when mentally, physically and emotionally prepared for learning
   - Learning is most effective when the work is challenging and differentiated
   - Learning is most effective when students learn in a stress free, non-judgemental environment

4. Responsibilities and expectations

Students will	☐ engage and take responsibility for their own learning ☐ be open and ready to learn ☐ ensure attendance and punctuality are sound
Staff will	☐ plan lessons that take into account prior attainment, learning needs, different learning styles in order all students can access the curriculum and make progress ☐ provide reflective opportunities in the lesson to consolidate their learning ☐ Staff will encourage students to develop skills to support their learning ☐ use appropriate assessment techniques to monitor progress ☐ use questioning styles to stretch and challenge students ☐ have high expectations of students and self ☐ keep up to date with their subject knowledge ☐ ensure the classroom is a welcoming safe place for all to allow students to take risks with their learning ☐ Be aware of students who are not making progress and plan timely interventions
Teaching & Learning working party will	☐ research, trial and develop good practice ☐ recommend good strategies for teaching and learning ☐ disseminate good practice to colleagues through staff training, information to staff in curriculum meetings and in reports
Parents will	☐ ensure their child attends school regularly ☐ encourage their child to further study at home ☐ attend review meetings at school ☐ reflect on termly reports with their child ☐ communicate openly and honestly with the school
Leadership group will	☐ monitor teaching and learning through learning walks, lesson observations, book scrutiny, student feedback and outcomes ☐ provide staff with effective and relevant INSET and training opportunities ☐ ensure teachers have appropriate resources ☐ ensure there is effective LSP support
Governors will	☐ visit MPS campuses and complete learning walks ☐ Interview students ☐ look at data and quality assurance ☐ Provide informed challenge to the leadership team

	look at outcomes including GCSEs, NEETs and destinations

5. Teaching and learning including differentiation

Teachers can make the following modifications to effectively differentiate curriculum process.

Activities	Teaching & learning strategies
Starter	☐ Private reading to develop independent learning ☐ To reflect on teacher marking, feedback and dialogue ☐ Set investigations across a sequence of lessons ☐ Address the same objective through texts and tasks at varying levels ☐ Use pair or small group work with ability pairings or groupings at times ☐ Expect pupils to articulate rules or patterns to clarify understanding ☐ Have tasks or examples that require higher-order thinking skills ☐ Use differentiated or open-ended questioning

	☐ Make a statement and ask for it to be justified ☐ Exploit the power of the follow-up question: 'What makes you think that?' ☐ Have a range of tasks based on the same text or focus
Whole class	☐ Use differentiated questions ☐ Differentiate expectations ☐ Prepare questions targeted on particular pupils that reflect their needs and personalities ☐ Prime able pupils for contributions that extend the experience of all ☐ Provide opportunities for students to lead learning ☐ Pitch texts just above the independent reading level of the class. ☐ Avoid over-exposure of able students, e.g. hands up ☐ Direct questions to individuals to involve able students in interactive discussion ☐ Encourage able students to articulate what has been learned ☐ Involve students in modelling if appropriate

	☐	Ask able students to articulate explanations and principles
	☐	Make it possible for students to enter tasks at a higher point.
	☐	Use modelling to build the confidence of able students
	☐	Model problem-solving at different levels
Group work	☐	Recognise that all students are entitled to teacher time
	☐	Use additional adults as mentors
	☐	Create task-specific groups
	☐	Vary group membership
	☐	Ensure that there are times when the ablest pupils work together
	☐	Have group/pupil targets, not just class targets
	☐	Promote self-evaluation
	☐	Be open to suggestions that build on the students' cultural background
	☐	Use peer editing or marking
	☐	Expect 'different' rather than just 'more'
	☐	Help able students to contribute to the success of others
Independent learning	☐	teachers should be clear about student levels and preferred ways of working
	☐	teachers should understand the impact of SEN in the classroom
	☐	teachers need to match texts and tasks to students' abilities
	☐	marking should be formative, not just celebratory, and should be focused on specific criteria as per MPS marking policy
	☐	vary styles of response and avoid excessive pressure
	☐	encourage self-checking based on prompt sheets for self-analysis
	☐	monitor independent reading round the subject
	☐	learn about the process of enquiry via the published comments of practitioners
	☐	foster originality, independence and initiative
	☐	set investigative, research-based tasks
	☐	make time for individual feedback
	☐	promote extended reading and writing

	☐ ensure appropriate access to ICT
Plenaries	☐ Encourage students to offer explanation, not just presentation.
	☐ Encourage students to take notes for feedback
	☐ Allow students a different timescale for feedback, for example via IWB or ICT at the end of the week
	☐ Be aware of the attitudes of other students
	☐ Instil the habit of reflection on learning
	☐ Build understanding of the big ideas
	☐ Enable all students to work with others when feeding back learning

6. Teaching and learning support

- Learning support professionals (LSPs) are most effectively deployed in the classroom when informed of and involved in the learning
- teachers should give the LSPs the scheme of work in advance
- regular discussion of student progress and wellbeing should take place
- teachers should give LSPs appropriate guidance on their role within the lesson or sequence of lessons to ensure students are supported to greater independence
- LSPs should share their in-depth knowledge of students being supported, particularly if progress differs significantly in other lessons
- LSPs should receive high quality training and support to deliver specific interventions
- Research has shown that LSP interventions are most successful when assessments are carried out at the beginning and end of interventions and at appropriate points during these
- Teachers should clarify LSPs understanding and knowledge of the needs and levels of the students supported so that deployment is effective and interventions appropriate

7. Rewards

Effort and achievement will be recognised as per the MPS reward systems behaviour working party

8. Assessment for Learning
Please see the assessment for learning policy

9. Marking

Please see the attached marking policy summary sheet.
This ensures consistency across the MPS service and within each campus

10. Quality assurance and evaluation

Please see the table above: Responsibilities and expectations

Teaching & Learning Working Party
December 2016
Nb include as attachments:

Summary marking policy

Assessment policy