


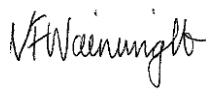




SECONDARY PHASE TEACHING AND LEARNING POLICY KS3 – KS5

This policy was:	Written in	March 2021	
	Updated in	New policy	
	Review date	May 2022	
	Approved by	Dr P Gregory	Mrs J Eastaugh
		Co-Chairs of Governors	
			
		Mrs C Harrison	Mrs V Wainwright
		Federation Executive Co-Headteachers	
			

Teaching and Learning vision

We aim to deliver innovative teaching that is inspirational, compelling and enjoyable. It should engage every learner in their journey of self-discovery, fulfilment and academic excellence. The four key elements of our vision are depicted below:



Secure subject knowledge

All Subjects are taught by subject specialists, teachers are encouraged and active in their continuous professional development.

Dynamic delivery

Teachers deliver consistently high-quality teaching which facilitates active, independent learning; learners will be taught how to learn through a variety of strategies which encourage metacognitive learning; All episodes of learning are structured to promote excellent progress, participation and positive outcomes for all learners .

Inspired and motivated learners

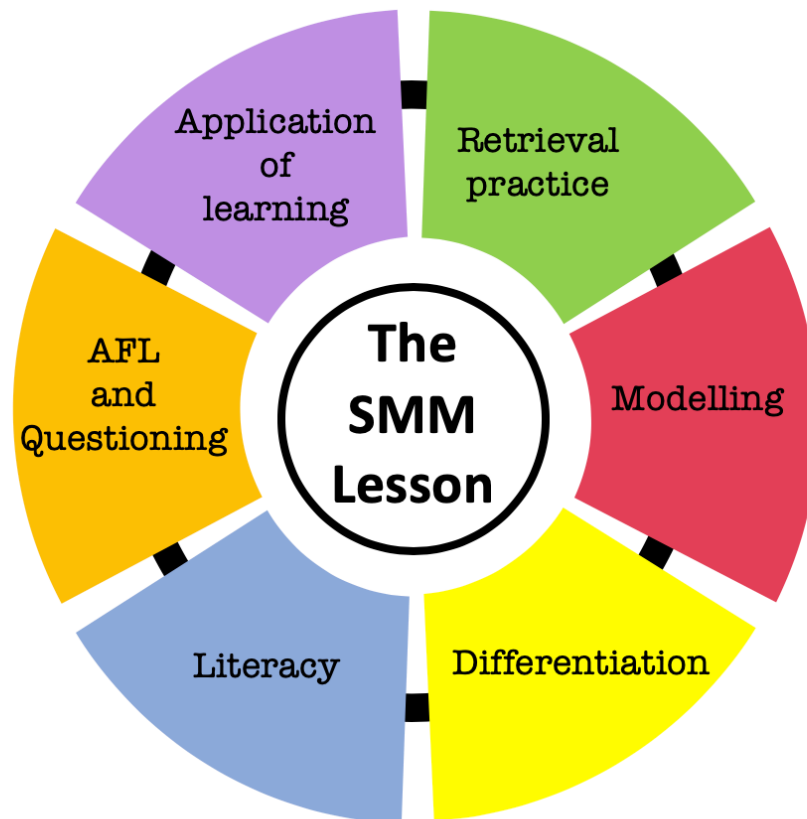
All teachers establish High expectations, actively encourage and inspire learners resulting in driven, passionate and ambitious learners.

Progress for all

All learners are successful and achieve expected / above expected levels of progress.

Teaching and learning model

Our teaching and learning wheel outlines the six key features of a St Mary Magdalene lesson – every lesson is planned to feature these elements and combined are key to driving the progress and attainment made by all of our learners.



Retrieval practice:

Creating opportunities for students to access prior learning in order to create and develop superior retention.

Application of learning:

Taking the information given and applying it to a different context.

AFL and Questioning:

Planning questions to suit the needs of all students in the lesson.
Planning opportunities to develop student responses through questioning.
Using evidence and feedback to assess the progress students have made.

Differentiation:

The process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.

Modelling:

Demonstrating what the outcome should look like and the process of achieving it.

Literacy:

Creating opportunities to develop reading, writing and oracy within lesson.

Retrieval Practice strategies: <ul style="list-style-type: none"> • Class quiz • Mind map • Direct verbal questioning • Self-questioning • Writing notes from memory • Key word definitions • Brain dump • Challenge grid • Retrieval practice placemat • DIRT 	Application of learning strategies: <ul style="list-style-type: none"> • Exam questions • Practical activities • Reading and writing tasks • Students as teachers • Think – pair – share • Problem solving 	AFL and Questioning strategies: <ul style="list-style-type: none"> • Success criteria • Self/peer marking • PPB • ‘No hands up’ rule • Bloom’s Taxonomy • RAG success criteria • Mini-whiteboards • Students as teachers • Think – pair – share • Card sort • ‘How, ‘why’ and ‘what if’ questions
Differentiation strategies: <ul style="list-style-type: none"> • Scaffolded questions • Bloom’s taxonomy • Seating plans • Key phrases highlighted • Annotated texts • Buddies • Groupings by ability • Writing frames • Roles in groups 	Modelling strategies: <ul style="list-style-type: none"> • Demonstrations • Exemplar work • Live writing / problem solving • RUCSAC • Walking/Talking mocks • Reacher models • Videos 	Literacy strategies: <ul style="list-style-type: none"> • PEEL • Dictogloss • Reading strategies • Directed activities • DART • Key word glossary • Sentence starters • Conjunction boards

Monitoring and evaluation of teaching and learning

The monitoring of teaching and learning is a very important part of the continuous process of raising achievement within our school. At St Mary Magdalene we have a rigorous process of monitoring. This includes regular and focused observations, work scrutinies, lesson drop-ins and student voice throughout the academic year.

Formal lesson observations:

Lesson observations provide an opportunity for teachers to evaluate their practice and discuss areas of best practice and areas that may need development.

Formative lesson reviews / learning walks:

Formative lesson reviews / learning walks provide an opportunity for all staff to assess the standard of learning that is happening across the whole school. They are to inform the monitoring of the quality of learning. They are not a lesson observation of teaching but a focus on the students' learning.

Faculty Monitoring:

As part of faculty reviews staff may be observed by Directors of Faculty to gain a clear picture of teaching and learning across the whole faculty.

Feedback

Staff will receive individual feedback from all formal and informal lesson observations within 24 hours of them taking place. Feedback from learning walks will be provided within one week of them taking place.