



**MAYFIELD GRAMMAR SCHOOL**  
**GRAVESEND**

# **TEACHING AND LEARNING POLICY**

**Approved by:**

**Last reviewed on: September 2023**

**Next review due by: September 2024**

## **TEACHING AND LEARNING POLICY**

### **1. AIM**

In accordance with the school aims, we believe that each student should achieve their full potential and therefore teaching and learning strategies should be developed and reviewed to facilitate this ambition .

#### **INTENT**

- To ensure that our students understand how they learn and how they can improve.
- To develop systems which enable them to be effective learners who regularly review their subject content.
- To develop opportunities for retrieval practice across the curriculum.
- To develop our students' creativity, resourcefulness and their enquiry skills so that they can identify and solve problems, develop the higher level thinking skills and communicate in a variety of ways.
- To develop our students as independent learners, able to use their skills across the curriculum.
- To allow our students to enjoy learning for learning's sake, not just as an end to gain qualifications.
- To develop our students' emotional intelligence and emotional literacy by giving them opportunities to develop their social and communication skills.
- To develop students who are confident, have a sense of self-worth and personal identity and who relate well to others.

### **2. IMPLEMENTATION**

Good practice in teaching and learning incorporates the following strategies in whole school and subject level planning, teaching, classroom management and assessment.

#### **2.1 Planning**

In accordance with the school Curriculum Policy, the Assessment Policy and Target Setting Statement:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach and can respond appropriately to deepen knowledge and understanding of subject related questions which students may raise.
- Schemes of work are in place which relate to National Curriculum programmes of study and relevant examination syllabuses, and provide guidance on:
  - Achieving an ambitious curriculum for all students within a subject area
  - Differentiated lesson objectives
  - Questions to encourage higher level thinking
  - Starter, main and plenary activities
  - Homework tasks
  - Assessment pieces
  - VESPA activities
  - Citizenship, British values and Anti-racism links
  - Literacy and Numeracy opportunities
  - Enrichment opportunities
  - Independent working opportunities
  - Retrieval practice

- Lesson plans are sequenced to allow for short, medium and long term planning and progression in students' learning, thus building on and revisiting prior knowledge and attainment.
- Lessons have differentiated learning objectives and tasks which provide stretch and challenge whilst being appropriate to the students being taught.
- A range of teaching and learning strategies are identified for each lesson which will both allow students to progress and motivate them. Emphasis should be given to critical thought, interleaving past content and creativity.
- Students in each class should be appropriately planned for to take into account their individual needs, including those with protected characteristics and the more able.
- A range of questions are planned for each lesson to encourage pupils to think hard for periods of time.
- Opportunities for students to take responsibility for their own learning are planned.
- Opportunities to use exemplar responses and scaffolding should be planned for to support student learning.
- In both schemes of work and lessons, opportunities are planned which contribute to students' personal, spiritual, moral, social and cultural development.
- Clear criteria for assessing the learning (AFL), by both students and staff, are planned for throughout the lesson.

## 2.2 Teaching

Staff, in accordance with the school Curriculum Policy, the Assessment Policy and Target Setting Statement:

- Use a range of teaching and learning strategies to promote active learning, using higher order skills. These might include:
  - Informative, lively, well structured exposition or explanation.
  - Targeted questioning which probes students' knowledge and understanding and challenges thinking.
  - Challenging discussion.
  - Practical activity, investigation, testing and problem solving which deepens knowledge and develops higher order thinking skills.
  - Different organisational strategies including students working alone, in pairs or small groups or as a class. Staff should interact in group work to challenge thinking, focus work and maintain pace.
  - Opportunities for risk taking by the students.
  - Opportunities for remote learning as a result of successful strategies and activities used across 2019-2021.
  - Opportunities for knowledge retrieval.
  - Promotion of a no-opt out approach to questioning. Occasionally teaching staff will use volunteers to answer questions, depending on the purpose of the activity.
- Use resources that are ambitious and challenge students to achieve high standards.
- Vary teaching and learning strategies to ensure all students learn. Be sensitive to the needs of all students and be aware of different learning approaches and styles.
- Make learning objectives clear so that all students are aware of their purpose, ensure smooth transitions from one section to the next and build in AFL opportunities to check that they have been understood.
- Students should be clear about what they are doing, why they are doing it, how long they have and what constitutes success.
- Ensure all students remain on task and are actively participating in the lesson.

- Ensure pace is brisk and appropriate to the students' ability so that time is not wasted.
- Pay careful attention to student errors and misconceptions, and where possible planning anticipates and deals effectively with these.
- Use precise praise and acknowledgement for both effort and achievement to encourage and support learning.
- Make effective use of differentiated learning resources, including ICT resources.
- Set high expectations for all students, whatever their ability and make those expectations clear.
- Insist on accurate use of correct subject terminology and appropriate language to progress their oral skills.
- Provide opportunities for reflection and self-evaluation.
- Provide opportunities for students to consolidate and progress their learning through effective relevant homework tasks.
- Provide opportunities for pupil action in response to teacher feedback, which is given both orally and in writing.
- Reference the Mayfield Mindset Effective Learner Characteristics where appropriate, to exemplify what a high functioning student does within their subject.
- Incorporate SENC/EHCP plans in teaching of students as appropriate.
- VESPA activities are used to support learning through the schemes of work where appropriate.

## **2.3 Classroom management**

Staff, in accordance with the school Behaviour Management Policy, PSHE Policy and Curriculum Policy:

- Be welcoming to the students on arrival in the classroom to set the most effective classroom climate for learning.
- Establish clear procedures for the beginning and ending of lessons to establish a purposeful working atmosphere (see Code of Conduct)
- Set clear and high expectations of the behaviour expected, in line with the school Behaviour Management Policy, so that every student can work to their potential.
- Monitor and intervene when teaching to ensure sound learning and discipline. (See Behaviour Management Procedures).
- Ensure that staff-student relationships are positive and promote student motivation.
- Establish a safe environment which supports learning and in which students feel secure and confident to offer a contribution.
- Be aware of the importance of emotional literacy in the students' ability to learn effectively.
- Use the furniture and displays to promote effective learning.
- Follow the procedures for dealing with classroom incidents, as outlined in the School Behaviour and Management Policy.

## **2.4 Assessment**

Staff, in accordance with the School Assessment Policy:

- Mark or monitor students' classwork and homework providing quality focused, constructive, positive, oral and written feedback, setting targets for students' progress, within acceptable time limits. These must allow students to see how they can make progress within their action, and subsequent work in response to teacher feedback.
- Assess and record each student's progress systematically using a variety of assessment strategies, including focused observation, questioning, low stakes testing, assessment pieces and marking and use these records to:
  - Check that students have understood and completed the work set.

- Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in students' learning.
- Inform subsequent planning and report writing.
- Check that students continue to make progress in the subject.
- Use department tracking data and ARR data effectively to monitor student progress and take the appropriate action (see Target Setting Statement) when students underachieve.
- Provide opportunities for students to assess their own performance and set targets for improvement.
- Be aware of and use the school procedures for those students who fail to produce work on time (see Behaviour Management Policy, Homework Policy).

### **3. ROLES AND RESPONSIBILITIES**

- 3.1** The Headteacher and Governing Body have the ultimate responsibility for ensuring high standards of teaching and learning.
- 3.2** The Assistant Headteacher, Teaching and Learning along with the Deputy Headteacher plans the overall programme for the monitoring and evaluation of teaching and learning and for implementing the whole school reviews of curriculum areas or policies, taking action as appropriate to improve standards.
- 3.3** Curriculum Leaders, in discussion with the SLT Line Manager, plan and implement the programme of monitoring for their subject(s) in line with the whole school evaluation programme, including encouraging reflective/developmental discussion, carrying out learning walks, coaching, data analysis and providing professional development opportunities in order to improve standards.
- 3.4** Learning Leaders, in discussion with SLT Line Managers, monitor the quality of teaching and learning in PSHE periods and deal with any discipline matters which affect the teaching and learning across the curriculum of students in their year groups, liaising with the relevant Curriculum Leaders.
- 3.5** Teaching staff, in consultation with their Curriculum Leaders, maintain and expect high standards of teaching and learning in their classrooms and evaluate their own teaching to ensure standards remain as high as possible. All teaching staff are expected to be reflective practitioners, using peer observation, learning walks, coaching and professional development to improve their practice.

### **4. MONITORING AND EVALUATION**

Teaching and Learning is monitored and evaluated in accordance with the school's Curriculum Policy, Target Setting Statement, Assessment Policy and Behaviour Management Policy. Specific initiatives are highlighted in the School Development Plan, Teaching and Learning Development Plan and Curriculum/Pastoral Development Plans, which evolve from the process of school self-review. Regular reports are presented to the Governing Body.

### **LINKED DOCUMENTS**

Curriculum Policy  
 Assessment Policy  
 Monitoring and Evaluation Policy  
 Teachers' Standard Document  
 Remote Learning Strategy  
**Appendix**

## **Teaching and Learning in the Sixth Form at Mayfield**

Our aim is the development of students to become part of a community where courtesy and co-operation create an atmosphere in which all students thrive. Students in the 6<sup>th</sup> form are an integral part of their own learning. As teachers we should equip them with skills to become resilient and independent students who can approach unfamiliar challenges with confidence and intellectual curiosity.

Students in the 6<sup>th</sup> form are expected to make a commitment to academic study by **acquiring the habit of preparing for lessons**. Time should be given to modelling this preparation at the start of the course.

Students should be encouraged to:

- Undertake preparatory work for lessons as a matter of routine. This could be a specific piece of pre-reading, a review of a specific aspect of prior learning, or preparing key points or arguments for a discussion etc – or more simply reviewing the work of the previous lesson.
- Regularly build in time to actively review and recap previous lesson content.
- Consolidate their notes using effective revision techniques.
- Complete an activity suggested by the subject as part of their independent learning guide.

The school rightly values teachers being able to develop their own style, but there are some strategies which could consolidate and extend existing good practice in relation to teaching and learning in the 6<sup>th</sup> form.

- **Questioning is used effectively to promote thinking and to assess understanding.**

Effective follow-up questioning can tease out meaning or enhance expression, with specific questions to test understanding. The strategies could include open questions which challenge thinking, no-opt out strategies for questioning, using students to add in further detail to another's response, group/paired feedback, presentations with follow up questions, exit questions.

- **Assessment for learning is used effectively to assess understanding of all students throughout the lesson**

AFL techniques could include a knowledge dump, hinge point questions, group feedback, low stakes quiz, intentional mistakes, thinking maps, sorting/ordering activities, one to one questioning by the teacher, application of marking criteria.

- **Task design challenges students to critically think.**

Tasks might be designed, using the students' preparation and/or exposition during the lesson, that require students to engage proactively with the new learning, through group or individual problem-solving activities, or through whole-class discussion. Tasks which require making notes from textbooks and/or PowerPoints should be limited to preparatory or homework activities where appropriate.

### **Examples of how to encourage this can be:**

- Agreeing /disagreeing with a given statement and finding the evidence to support it.
- Prioritising possible reasons for an answer with an explained priority.
- Evaluating and critically assessing different sources.
- Critically assessing other's work
- Using a working hypothesis for an investigation and then testing it with higher level questions.
- **Opportunities for knowledge retrieval enable students to find similarities or contrasts with current content.**

- **Subject teachers engage with students about how tasks may be completed.**

This could include providing time to discuss:

- how to structure a task,
- the most effective note-organising methods for particular tasks
- giving guidance on how to decide on self-study tasks
- creating a proactive checklist of self-study activities for the subject
- modelling methods of reviewing work
- and encouraging students to evaluate their learning.

- **Attention is paid to literacy and oracy.**

Students should be encouraged to express themselves coherently and precisely in both written and oral tasks.