

**MULBERRY STEPNEY GREEN
MATHS, COMPUTING & SCIENCE COLLEGE**

TEACHING & LEARNING POLICY

Ratified on: 12 June 2024

Ratified by: Full Governing Body

Date of next review: June 2025

Whole School Teaching and Learning Policy

Intent

Stepney Green Maths, Computing and Science College Vision Statement

Our vision is for all individuals at Stepney Green Maths, Computing & Science College to be successful learners, who enjoy learning, make progress and achieve. Together we aspire to become creative, confident people who are able to live safe, healthy and fulfilling lives, thus ensuring we are all responsible citizens who make a positive contribution to society.

Policy links to School mission, aims and values

Each student will have opportunities to consider how they learn best and to develop as a learner. Teaching is inclusive; every student has an entitlement to achieve academically, socially, personally and intellectually to their full potential. All staff have a responsibility for developing the literacy and other cross-curricular skills of their students.

Statutory Framework

The framework for professional standards provides the background for teachers' performance management. Teachers' performance will be assessed against the Teachers' Standards as part of the performance management arrangements in school.

Purposes

This policy is intended to improve outcomes for students in terms of higher standards of attainment and greater levels of progress. For staff it specifies the expectation for high quality teaching and high level leadership and management. This policy will apply to all staff (teaching and support) directly involved in teaching and learning.

Implementation

Key elements of the approach to teaching and learning:

Overview

When it comes to good teaching, we understand there are various approaches and strategies that work. We have articulated the best of these strategies, as indicated by evidence, and want teachers to actively engage with these. We want to ensure consistency of the quality of teaching across the school and the behaviours required to achieve this consistency. In doing this, we will ensure the best outcomes for all students.

Excellent teaching and learning consists of the following:

- Planning and preparation:
Curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for further learning and employment

- High Expectations:
Staff have high expectations which inspire, motivate and challenge all students. Staff create an environment that allows students to focus on learning and high expectations for behaviour and engagement are applied consistently and fairly
- Review learning:
Teaching is designed to help students recall the short and long term content they have been taught and to integrate new knowledge into larger concepts. Revision strategies are incorporated into the curriculum and pastoral systems
- Progress over time:
Progress over time is evident in lessons and work produced by students. Seating plans show the current and target grades of students
- Explanation:
Subject matter is presented clearly promoting appropriate discussion. Instructions and explanations are clear and concise and any misconceptions are clarified head on
- Modelling:
New materials are presented using small steps for example using the 'I do, we do, you do' approach
- Questioning:
Questioning is targeted and frequent to check understanding and identify misconceptions accurately. On identifying any misconceptions teaching is adapted as necessary
- Independent Practice:
Independent work should be sufficient to allow students to apply what they have learnt
- Inclusive Approach:
Teaching is adapted to respond to the strengths and needs of all students
- Assessment:
Staff use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching
- Feedback:
Marking is timely and specific (a two-week cycle as per marking policy). It focusses on providing clear, direct feedback on misconceptions

Other Expectations

- Students are actively encouraged to take responsibility for their exercise books or folders. They should be taken home in order to encourage independent learning and self-regulation
- Assignments (and other homework related activities) should be completed weekly.

Homework

- All homework must be set on MS Teams in accordance with the school policy.

Communication

Teaching staff and all stakeholders will be kept informed and up to date through regular reporting of events and activities published through:

- Staff meetings, training and INSET
- Line management meetings
- Relevant sections of the school's website

Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular, this policy relates to our working closely with Mulberry School Trust, East London Teaching School Hub and Initial Teacher Training providers e.g. University College London and the Institute of Education.

Impact

The whole school lesson observation and work sampling processes evaluate the quality of Teaching and Learning across the school. Outcomes of lesson observations and work sampling are used to identify any areas for development and to share best practice across the school.

Links with other documents in the Staff Handbook

- Marking & Feedback
- Faculty Work Sampling
- Sharing Best Practice
- Performance Management Objectives