

The Magna Carta School

Teaching and Learning Policy

Consistent quality first teaching of our rich curriculum will support all students to succeed, upholding the School's core values of "Respect, Learn, Aspire, Achieve". This will come from all teachers following these principles of great teaching that are research-based and represent our high expectations of teaching and learning at TMCS.

At TMCS, all of our great teachers...	
Understand the content they are teaching and how it is learnt.	Create a supportive environment for learning
<ul style="list-style-type: none"> ✓ Deep subject and curriculum knowledge. ✓ Working knowledge of effective curriculum planning (in collaboration with the Head of Subject/Faculty). ✓ Ever-increasing knowledge of relevant activities and assessments and their potential to ensure excellent outcomes for all students. ✓ Deepening knowledge of student misconceptions and sticking points across the subject's curriculum. 	<ul style="list-style-type: none"> ✓ Promoting positive working relationships with and between students that, at all times, uphold the school's core values. ✓ Motivation is promoted through achievement, praise and high expectations of all students. ✓ Lessons are planned so that all students are suitable challenged by "teaching to the top", with appropriate scaffolded support and extension where appropriate.
Manage the classroom to maximise opportunity to learn.	Present content, activities and interactions that activate their students thinking.
<ul style="list-style-type: none"> ✓ Lesson and curriculum time is purposeful, with productivity maximised and minimal time off task. ✓ The Behaviour Policy is followed at all times to ensure consistency and fairness. 	<ul style="list-style-type: none"> ✓ Learning aims and intentions are shared and explained, making links to the "bigger picture". ✓ New ideas are presented clearly and linked to previously studied material whenever relevant. ✓ Questioning is used to deepen student understanding, demonstrate high expectations of all students (through "no hands" questioning) and formatively assess students. ✓ The Assessment and Feedback Policy is followed fully to drive students' progress.

UNDERSTANDING THE CONTENT OF THE CURRICULUM

- Learning must be planned and presented in a coherent order that builds on the previous topic(s). ***If a student's knowledge, as identified on the relevant knowledge organiser is not secure, they will carry this forward and any gaps in knowledge will become harder to fill and affect their overall understanding.*** Planning a sequence of lessons is therefore more important than writing individual lesson plans. All teachers must be supported by schemes of learning with key resources as a result.
- **To ensure meaningful and enriching home learning teachers will carefully consider the activities selected to provide students with opportunities to reinforce or extend in-class learning.** For example setting a research task to deepen understanding or allow for creative responses to challenges clearly linked to the curriculum and its aims. This will be set and acknowledged by the teacher in line with the Home Learning Timetables. Revisiting previous topics from the curriculum will be a regular feature of home learning throughout each school year.

CREATING A SUPPORTIVE ENVIRONMENT

- **All lessons must have "high expectations, low stress"** for all students – this is especially important for closing any gap between disadvantaged students and their peers.
- **Students must know what success looks like and how to achieve it**, so success criteria/mark schemes and exemplar work will be utilised fully. Effective teaching models how students should approach problems and procedures, making each stage of the learning clear – such "live modelling" alongside exemplar work is vital for student understanding. Similarly worked examples, led by the teacher in the first instance, are invaluable for developing students' understanding and supporting their learning.

MAXIMISING OPPORTUNITIES TO LEARN

- Explanation is often overlooked as a key skill for teachers, but the ability to convey complex ideas in a clear way for students is crucial. Explanation is as important as any other aspect of the lesson and planning.
- *Please refer to the Behaviour Policy for further information.*

ACTIVATING HARD THINKING IN STUDENTS

- ***Every student must receive actionable feedback at least once per half term on key activities only. Evidence of this feedback's impact should be clear to all – students, parents/carers and teachers.*** *Please refer to the Assessment and Feedback Policy for further information.*
- Assessment should identify if our students *truly* know what is required as listed on the relevant knowledge organiser and are making progress in developing powerful knowledge in our subjects so we can track and plan accordingly. Securing students' knowledge and understanding of what is outlined on the relevant knowledge organiser is paramount for student progress, and assessment, feedback and subsequent teaching must be used to make it secure. The skills of each subject do not stand separate from such knowledge of course, but such endeavours provide all students the necessary foundation to truly make progress.

- Regular recap and low stakes testing will be frequently used to secure knowledge (as identified on the relevant knowledge organiser) into students' long-term memory; an interleaved curriculum will support this further. Student effort in recalling previous knowledge results in longer-term security in the topic.
 - Long-term memory is where connections and links are held together. Without focusing on developing this in our students, lessons could become simply unrelated material poorly understood and quickly forgotten.
- Without practice over time student learning will be temporary – students must apply their knowledge and skills many times so that they can eventually do it independently. Practice is about developing memory, which is of course at the heart of real learning, and will support students to become more resilient learners. Students' time “on task” and meaningfully engaging with such learning should be maximised in every lesson.
- Questioning has a range of vital purposes – see summary table above. A range of closed and open questions should be frequent in lessons delivered using a range of strategies, such as “no hands” questioning, 1:1 support and suchlike. “Hands up” questioning should be avoided and replaced by such strategies.
- As well as every teacher, students also need to know how to study effectively and be prepared for future success throughout our five year curriculum and beyond. Such skills should be regularly developed in and across lessons.

Quality first teaching requires expert knowledge of every student in your classes – their strengths and weaknesses – so you can support them all to make outstanding progress. Teaching should respond to students who are not making progress with targeted support in and/or across lessons. *Teachers must use advice from the SEN Register on how to appropriately support SEND students, including those with an EHCP.*

Continuing professional development has been created by an Associate of the Teacher Development Trust (TDT), quality assured thanks to input from the Chartered College of Teaching, to support all colleagues to deliver this Policy consistently and throughout their practice.

Thanks to Evidence Based Education (2020) and Allison and Tharby (2015).