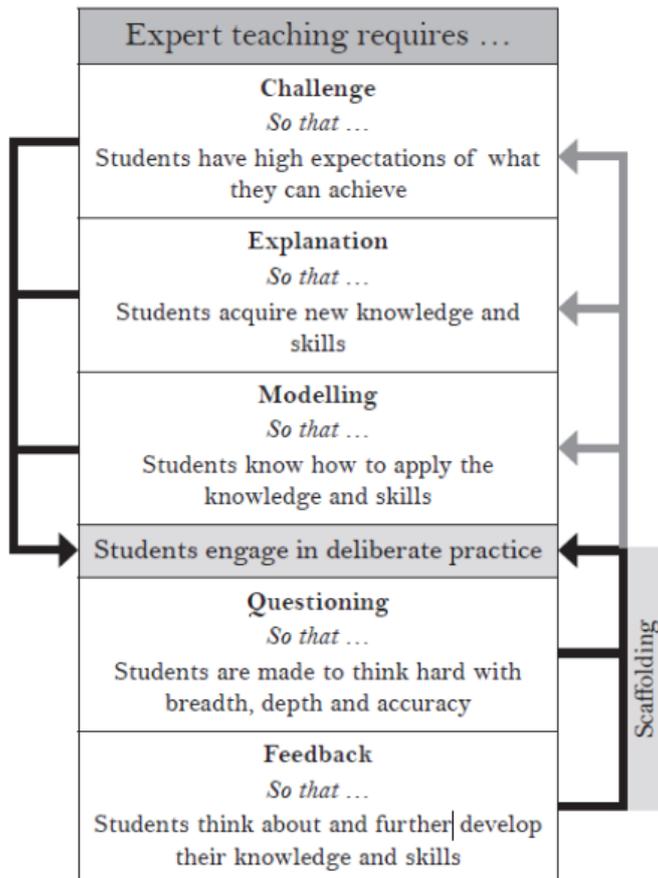


The Magna Carta School

Teaching and Learning Policy

Consistent quality first teaching of our rich curriculum will support all students to uphold the School's core values of "Respect, Learn, Aspire, Achieve". This will come from a suitable blend of the following key principles that are research-based and represent our high expectations of teaching and learning at TMCS:



CHALLENGE: All lessons must have “high expectations, low stress” for all students. This means lessons will be planned so all students are suitably challenged by “teaching to the top”, but receive **scaffolded** support and extension where appropriate. This is especially important for closing any gap between disadvantaged students and their peers. Teachers should be clear on the true purpose of each lesson so it can be shared with students; links can then be made to the “big picture” to support deeper learning. **Lessons should therefore have a single, challenging learning objective or key question for all students to engage with.**

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 to lessons. Explanation is as important as any other aspect of the lesson and planning.

MODELLING: Students must know what success looks like, 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 are

invaluable for developing students’ understanding and supporting their learning.

Without **PRACTICE** student learning will be insecure – 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.

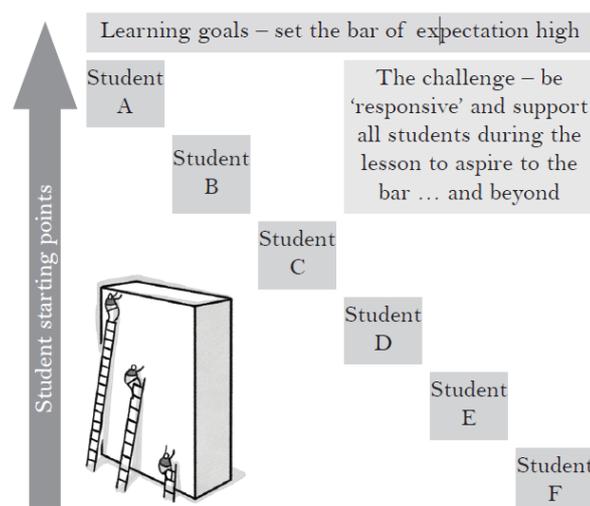
QUESTIONING: This has a range of purposes – it allows us to keep students on track, formatively assess their understanding, look for misconceptions and promote deeper thought. A range of closed and open questions should be frequent in lessons delivered using a range of strategies (“no hands” questioning, 1:1 support and suchlike).

FEEDBACK: *Every student must receive actionable feedback at least once per half term on key activities only.* The feedback given must lead to student progress as a result of receiving it, with lesson time allocated to **act**

on the specific next steps given. “Feedback should be more work for the recipient than the donor” and will drive future lesson planning to ensure teaching responds to our students’ needs. **There must be at least one summative (graded) assessment during each reporting cycle in each term.** Assessment should identify if our students *truly* know what is required and are making progress in developing powerful knowledge in our subjects so we can track and plan accordingly; the skills of each subject do not stand separate from such knowledge.

Planning for Deep Learning

- Learning must be planned and presented in a coherent order that builds on the previous topic(s). If a student’s knowledge 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.
- All students deserve the rewards from successfully completing challenging (and therefore more engaging) activities. ***This means all students, whether more or less able, must be challenged in or across lessons and supported to achieve their very best.***
- Regular recap and low stakes testing will be frequently used to secure knowledge 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.
- 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. *Teachers must use advice from the SEN Register on how to appropriately support SEND students, including those with an EHCP or statement.*

Meaningful and interesting home learning must be set and acknowledged by teacher in line with the Home Learning Timetables. Home learning should: provide students with opportunities to reinforce or extend in-class learning; research and investigate to deepen understanding; and/or allow for creative responses to exciting challenges clearly linked to lessons.

Continuing professional development has been created by an Associate of the Teacher Development Trust to support all colleagues to deliver this Policy consistently in their practice.

Thanks to Allison and Tharby (2015) for the graphics.