

Teaching and Learning Policy



Moat Community College

'Learning is the consequence of thinking...therefore our job is to get them to think. Language is central to thinking...therefore our job is to get them to talk. Learning is an active process, therefore our job is to get them doing.'

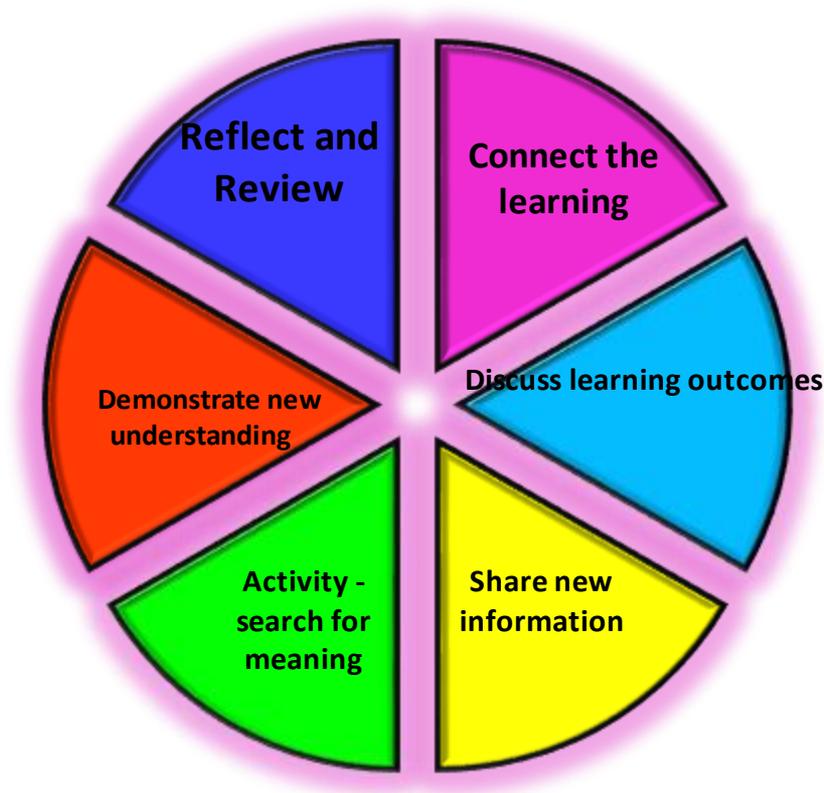
Mike Hughes, The Magenta Principles.



Teaching and Learning is our core purpose at Moat. We continually strive to enable all students to reach and surpass their academic targets whilst supporting them in developing the skills and qualities that they need to be successful in later life. This Teaching and Learning policy outlines clear and effective expectations for both staff and students which will ensure a consistent approach that enables all learners to achieve within the classroom and in a wider school environment.

Key aims of this policy

- Identifying what is meant by 'good practice' and a minimum set of expectations whereby staff use the Moat Way and The Magenta Principles to underpin all planning and teaching.
- Promote and develop a consistent approach to Teaching and Learning.
- Outlining of clear methods for monitoring the quality of Teaching and Learning across the college.
- Providing a framework against which to identify professional development needs for staff as individuals, teams and a whole.
- Provide clear criteria which staff can use to monitor and reflect on their own practice.



Quality planning.

- All lessons are planned to address each section of The Moat Way and to utilise The Magenta Principles.
 1. Connect the learning
 2. Discuss learning outcomes
 3. Share new information
 4. Activity- search for meaning
 5. Demonstrate new understanding
 6. Reflect and review
- Appropriate and relevant use of new technologies to support learning.
- Clearly displayed lesson objectives and outcomes.
- A variety of activities that link appropriately with the objective.
- Appropriate and varied use of pace. (Clear timings given to students.)
- Opportunities to develop SMSC through planning.
- Creativity and imagination are used to make the lessons engaging.

High expectations

- Expectations are consistently high.
- Teachers use rewards and sanctions in line with The Moat behavior policy.
- Activities are appropriate in challenge.
- Work is differentiated appropriately in order to meet the needs of all students.
- There are appropriate extension activities to push the progress and achievement of the more able.
- Deep thinking is promoted.
- Students are strongly encouraged to take responsibility for their own learning.

An appropriate climate for learning that promotes active engagement.

- Activities used in lessons are appropriately varied.
- Activities are engaging.
- Students work collaboratively.
- Teacher talk should not dominate the lesson.
- Teachers should ensure that students are 'doing'
- Students take responsibility for their learning.

A safe and secure environment for learning.

- Praise and positive reinforcement are used to good effect.
- An atmosphere of mutual respect is evident between students and staff.
- Clear organisation and planning minimises the chances for poor behavior.
- Transitions between activities are smooth.
- Order and control is clearly maintained.
- Of task behavior is appropriately challenged and sanctioned if necessary.
- All sanctions given are in line with Departmental and college behavior policies.
- Students are greeted and dismissed in a positive and orderly manner.

Targeted interventions and support

- Differentiation is used effectively to meet the needs of all students. (task, support, resources, questioning and response.)
- Support staff are used effectively and deployed purposefully to support learning.
- Teacher continually checks student learning and progress and adapts explanations and tasks appropriately.
- Misconceptions are addressed.
- Student feedback/ areas for development are addressed through targeted planning and activities.
- Activities are planned in order to address specific learning needs.

Effective strategies to support Literacy and Numeracy skills

- Staff must use standard English and act as spoken Literacy role models for students.
- Staff must follow the marking policy highlighting Literacy errors.
- Literacy and numeracy opportunities should be planned into lessons across the curriculum.
- Students must be encouraged to develop their communication skills appropriately across different mediums.

Good Progress and Learning

- Students should be actively involved in learning- not simply 'doing'.
- Students are able to talk clearly about their learning.
- Students are able to explain what grade they are working at and how they need to improve to reach their target grade.
- Student progression is clear and students are able to explain how their work and understanding has developed.

- Students gain new skills, knowledge or deepen their understanding in EVERY lesson.
- Students are able to reflect on their learning and review their progress.
- Students are encouraged to give feedback about their learning and development which are used to inform teacher's planning.

Effective assessment of and for learning.

- Learning, progress and understanding is continually monitored.
- Open and closed questioning are used to gauge understanding.
- Students are encouraged to share their own learning questions.
- Planned questions are deliberately used to develop student progress.

- **Low level questioning**
(knowledge and understanding)
- **Medium level questioning**
(application and analysis)
- **High level questioning**
(evaluation and synthesis)

- A variety of assessment tasks are used.
- Students have opportunities to peer and self assess using student friendly criteria.

Quality of marking, feedback and homework.

- Staff follow the expectations laid out in the Moat marking policy.
- Homework impacts on learning.
- Clear progression is evidenced by the work in books.
- Books are marked using positives and targets.
- Students are given the opportunity to respond in writing to written feedback if they wish to.

- Students are encouraged to reflect on their learning and feedback in written 'Learning statements' where this is appropriate for the subject.

Supporting Teaching and Learning.

- Teaching and Learning policy and expectations.
- A detailed improvement plan.
- Weekly staff Teaching and Learning briefings.
- Training triads.
- The Lead Learning student team.
- The Lead Teaching staff team.
- Promotion of best practice and sharing of resources.
- A comprehensive Teaching and Learning overview and monitoring schedule.
- 'Good to Outstanding' working group.
- Peer coaching scheme.
- The Moat Way for developing teachers
- 'Look at the learning' weeks

Teaching and Learning at Moat is led by the Acting Vice Principal and the Teaching and Learning Leader, they are supported by the Lead Teaching Team, a teacher group who help to develop and support Teaching and Learning CPD and the Lead Learning Team, comprised of students who work to provide staff with feedback on Teaching and Learning practices and initiatives. It is the responsibility of all teachers to provide the highest quality teaching for our students.

- It is the responsibility of Heads of Department and Seconds in Department to monitor the quality of Teaching and Learning within their departments and offer support and development.
- Senior leaders line manage Heads of Department and are responsible for supporting, monitoring, quality assuring and verifying teaching, standards, development planning and

interventions.

- The quality of teaching and learning will be monitored regularly and systematically through:

Quality Assurance

The following are used to quality assure that Teaching and Learning at Moat is always good or better.

- Learning walks
 - Generic- drop in learning walks which will be used to develop a picture of Teaching and Learning good practice in classrooms. These should be a regular feature of middle and senior leaders' practice.
 - Themed- A specific focus is planned in advance and these are published on the college calendar for staff to refer to.
 - Reviewing of progress data
 - Marking and work scrutiny including:
 - Departmental marking trawls.
 - Marking checks as part of lesson observations in order to track progress over time.
 - Senior leaders marking scrutiny.
 - Lesson observations. Both departmental and by senior leaders.
 - Departmental reviews.

Responsibility for review: Jo Higham and Jess Lees