

**MAIDEN
ERLEGH
SCHOOL**

**LEARNING
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REVIEW DATE

2007
May 2010 & May 2011 &
2014

Rationale

At Maiden Erlegh School, we understand the importance of placing the learner and their progress at the centre of all that we do and delivering high quality lessons to all students, every day. In this way, each student achieves the highest possible standard they can.

This document formalises the above strategies so that:

- Learning and teaching are effective, enjoyable and inspiring.
- All students feel valued and that their achievements are recognised (by teachers and parents).
- Teachers lead their students in developing a range of learning behaviours in addition to ensuring knowledge acquisition, deep understanding and examination success.
- The school and parents can work in partnership to ensure expectations of students are high and support is targeted.

Maiden Erlegh School is committed to providing personalised support for all students, including those with special educational needs and disabilities (SEND), those who are very able and those who are gifted in a particular area. We ensure that they are well supported, encouraged and rewarded, and that their achievements are celebrated.

Effective Teaching

Teachers follow the established Learning and Teaching Framework (see ANNEX 1)

Teachers use both **Assessment for Learning** and **Assessment of Learning** to evaluate students' progress and to inform future teaching plans

- They use a variety of formative in-class assessment, which relates to the subject area.
- They make learning aims and objectives explicit to students at the beginning of each lesson, task or topic and involve students actively in their evaluation of learning achievement.
- They explicitly check understanding and review work covered in each task or topic.
- They have a range of questioning strategies which push students to think, develop answers and explanations and given students the confidence to challenge others' responses also.
- Their assessments are accurate and timely and inform the planning of learning, as well as how the delivery of lessons themselves may need to be altered to secure progress for all.
- They mark consistently and positively in line with whole school and faculty policies
- They give regular feedback either through marking of work or verbally to students about their work and set them achievable "SMART" targets or follow-up actions.
- They encourage self- and peer assessment to inform improvement.
- They check progress against potential by critically using benchmark data to analyse progress and attainment.
- They never use a benchmark or a set as a ceiling to a student's or group's potential.

Teachers make their lessons **purposeful, interesting and stimulating**

- They carefully plan well structured and paced lessons.
- They deliver schemes of work or specifications to faculty deadlines.
- They start lessons on time and avoid *dead minutes* at the end.
- They consciously show enthusiasm and positivity for and about their subject and learning.
- They devise imaginative/creative approaches to the development of knowledge and skills.
- They vary teaching styles, learning activities and the learning environment to maintain students' interest and take account of learning styles.
- They use praise and positive reinforcement to foster self esteem, motivation and confidence.
- They regularly display examples of students' work and other relevant stimuli.

- They encouraging students to demonstrate their skills through formal presentations, drama, debate and role play.
- They use IT interactively to enhance the learning experience and outcome.
- They set and mark homework regularly in line with the school's homework policy.
- They reward and praise far more than they sanction or scold.
- They communicate clearly with students about expectations and deadlines.

Teachers create an **orderly environment** and manage classes efficiently

- They set and achieve high standards of behaviour and motivation.
- They match teaching style to lesson objectives and group dynamic.
- They organise physical resources in to promote orderly classroom management.
- They are consistent about classroom procedures and the Code of Conduct.
- They keep up to date and accurate records in mark book and submitting assessment data for reporting inline with the published deadlines.
- They are flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group.
- They regularly review student grouping and seating to promote effective learning.

Teachers **personalise learning**

- Teachers know their students.
- They have high expectations of all students, and understand that any child can be challenged in their learning.
- They use evidence of prior attainment to gauge students' individual capabilities.
- They use information on individual students' Individual Education or Behaviour Plans (IEPs and IBP) to inform the planning and resourcing of lessons.
- They test understanding and acquisition of knowledge through a variety of means
- They use appropriate differentiated materials and tasks which ensure that all students' actively participation in lessons.
- They work proactively with Teaching Assistants.

Teachers **work with the parents as well as the child**

- They foster mutual respect: student to student, teacher to student and teacher to parent.
- They encourage parents to support student learning.
- They respond to all potential concerns within 48 hours and making sure that appropriate follow up is maintained

Teachers **take responsibility for their own professional development**

- They have confident and assured command of subject matter, which is regularly updated.
- They undertake appropriate professional development, observations, discussions, and reading.
- They understand and promote the value of focussed discussion and setting ground rules for speaking and listening.

Teachers create **further opportunities for learning**

- Extra curricular activities should be open to all (or everyone from target groups) and encourage all students who wish to attend.
- Extra curricular activities should provide opportunities for extending learning beyond the classroom.
- Extra curricular activities encourage and support students to develop an interest in the subject

outside of the classroom.

- Assemblies should start promptly, be well planned, involve opportunities for student participation wherever possible, offer time for reflection and finish in good time.
- The pastoral programme should also be well organised and allow students to develop their own ideas and thoughts through challenging material.

- The school's code of conduct should be promoted in all lessons around the school and when students are representing the school on trips and visits.

Effective Learning

As a result of excellent teaching:

Students adopt the correct *behaviour for learning*

- They make the most of every lesson so that they consolidate skills, deepen understanding and make demonstrable progress.
- They evaluate their own work and progress and make realistic judgements about it.
- They act readily on recommendations and advice from teachers.
- They concentrate on tasks set and listen attentively when appropriate.
- They have the confidence to ask questions, to try to find answers and to ask for help when needed.
- They show they can work independently but also contribute constructively to group, partner and whole class work.
- They can decide the best learning methods to adopt and the resources they should have.
- They respect the learning environment and resources.
- They arrive on time to lesson, are appropriately equipped and meet deadlines.
- They work with their teachers and fellow students to further the learning of all.
- They value their own achievements and the achievements of others.
- They care about the presentation of their work and look after resources.
- They can modify and redraft work.
- They retain knowledge, apply it in unfamiliar contexts, make connections with other work.

Students are *motivated*

- They take an active interest in their studies inside and outside school.
- They improve their own performance by working on areas for development as well as strengths.
- They enjoy learning and readily respond to the challenge of the tasks set.
- They are prepared to take risks and tackle problems, individually and collaboratively.
- They understand that making mistakes is part of the learning process.
- They persevere with tasks they find difficult without losing heart.
- They respond positively to opportunities given to extend their learning.

ANNEX 1: LEARNING AND TEACHING FRAMEWORK

How do we present learning and teaching at Maiden Erlegh School?

Rationale

- To place personalised learning at the heart of planning, resourcing, teaching, assessment and feedback.
- To personalise learning and teaching so that each student achieves or exceeds their potential.
- To develop a culture where students are involved in planning progress along their learning journey.

What guides and underpins our learning and teaching?

For each of their subjects, every student has the right to:

- Know their end of key stage benchmarks.
- Know their current level of attainment.
- Be actively involved in setting short term targets for their learning journey from current attainment through to benchmark.
- Understand how to achieve each target: what the examination/level/grade criteria are.
- Have access to a variety of appropriate learning activities and resources.

What does this mean that teachers and students will do in the classroom?

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Teachers will

Share differentiated learning objectives with students (including setting the lesson in the context of prior and future learning).

*For guidance refer to:
Dept SOW and Student friendly SOW*

Use a variety of learning and teaching methods to ensure enthusiasm, engagement and success for all students in their class.

*For guidance refer to:
Dept SOW.*

Use a variety of e-learning techniques and ICT resources which add to and enhance the quality of learning and understanding

Teaching strategies

Share differentiated learning objectives at the beginning of the lesson and, where appropriate, during the lesson in a language that students can understand.

Use these objectives as the basis for questioning and feedback during plenaries.

Evaluate the feedback -"Have the learning objectives been achieved?"
Plan for learning based on the use of one or more of the following:

- Independent Learning
- Collaborative Learning
- Discussion-based Learning
- Direct Teaching
- Individual Learning
- Problem-solving
- VAK methodologies
- Multiple Intelligences
- Flipped Learning

Ensure ICT and e-learning resources are used to develop the following skills and practices:

- Research skills
- Note taking
- Varied and appropriate presentation of knowledge and understanding
- Skills practice
- Revision
- Assessment and feedback
- Individual and group work

**Outcome:
Students will ...**

... be able to explain what they are learning and why, and how the activities are helping them.

... gain confidence and experience success learning in a variety of ways and with a variety of other learners.

... develop a wide range of ICT skills which have a highly positive impact on their learning and motivation, and also prepare them well for the world of work

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Help students to know and recognise the standards they are aiming for.

*For guidance refer to:
Dept exemplar pieces of work and level/grade descriptors.*

Provide feedback, which leads to students recognising their next steps and how to take them.

*For guidance refer to:
Department Marking Policy and milestone pieces of work with assessment criteria.*

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Give students clear success criteria then relate them to the learning objectives.

Model what it should look like. Show students' work that has met criteria with explanations of why.

Ensure that there are clear, shared expectations about the presentation of work.

Plan opportunities for regular oral and written feedback where strengths and progress are highlighted as well as areas for improvement which students act on as soon as possible afterwards.

... be able to explain what they are learning and why, and how the activities are helping them.

... gain confidence and experience success learning in a variety of ways and with a variety of other learners.

... develop a wide range of ICT skills which have a highly positive impact on their learning and motivation, and also prepare them well for the world of work

... be able to explain what they need to do to demonstrate success.

... reflect on written feedback and respond to it in the lesson or for homework.

"What happens in the classroom determines the quality of a school..."

form an important link between home and school and there is an expectation that students will use them properly. A notes section is available for comments and it is hoped that parents will make full use of this facility.

Teachers review, use and/or mark all homeworks.

Tutors are expected to monitor the use of diaries and will sign them weekly

The quality of homework set and produced will be monitored by Heads of Department.