Teaching and Learning Policy

'every lesson, every day'

Mission Statement

To ensure that the quality of learning every lesson, every day is of the highest standard and secures outstanding outcomes for all students

Aims of this policy

1. To ensure that every student achieves above their perceived potential
2. To offer high quality teaching and learning in every lesson, every day underpinned by consistent approaches and routines.
3. The Elmgreen Learner and The Elmgreen Ten provide the framework for teaching and learning
4. To enable the adults in the school to constantly improve their knowledge and understanding of the skills and pedagogy that enable teaching and learning to be effective

How we achieve our Aims
1. To ensure that every students achieves above their perceived potential

As teachers, we achieve this by:
- using The Elmgreen Way to support learning
- using the The Elmgreen Ten to support the planning of appropriate lessons and activities
- being accountable for the progress made by the students we teach
- knowing the students we teach: using assessment data and other contextual information, including awareness of their prior learning,
- using a range of appropriate differentiation strategies that are matched accurately to individual needs, including the specific needs of disabled students and those with SEN or identified as Highly Skilled Highly Achieving (HAHS)
- planning to tackle underachievement of individuals and groups of learners through rigorous in class strategies
- marking and assessing students' progress regularly in line with the Feedback Policy
- planning with and for supporting adults
- acting quickly to tackle underachievement over time, working closely with parents, Subject Leaders, College Teams and the Senior Team as appropriate

As a school, we support this by:
- using an appropriate and explicit methodology to set targets for students
- providing accurate and up-to-date data on students and maintaining the required systems
- co-ordinating additional intervention and other support mechanisms
- providing relevant training and support to teachers
- reviewing and adapting policy and practice in the light of research or local or national expectations

2. To offer diverse, high quality teaching and learning in every lesson, every day underpinned by consistent approaches and routines

As teachers, we achieve this by:
- adhering to The Elmgreen Ten and The Elmgreen Learner
- planning for enjoyable, engaging and imaginative lessons with a wide range of activities and approaches that promote a love of learning
- creating an environment where hard work is normal
- focusing on top end challenge: teachers use probing questioning techniques,; base lessons on rigorous material
- ensuring learning for memory as well as understanding
- using questioning and student talk to develop and deepen understanding
- working with others to develop coherent and consistent approaches to teaching key aspects of our subjects, especially through collaborative planning, regular department moderation of students' work
- recognising in our practice the importance of the exercise book/folder as an indicator of progress and learning
- monitoring our work (through learning walks, observations, work scrutiny, progress data) and acting on evaluations and recommendations
- having a secure knowledge of the relevant subjects we teach and exam specification

As a school, we support this by:
- reviewing and adapting teaching, policy, proformas and templates in the light of research or local or national expectations
- providing relevant training and support to teachers
- creating opportunities for the dissemination of best practice throughout the school

4. **To enable the adults in the school to constantly improve their knowledge and understanding of the skills and pedagogy that enable teaching and learning to be effective**

As teachers, we achieve this by:
- reflecting on our own practice and using those reflections to inform and improve our teaching
- acknowledging and responding positively to feedback from peers, managers, students and families

- pro-actively seeking ways to improve our practice and the practice of those around us (such as acting on the feedback from lesson observations in a timely manner, undertaking appropriate peer observations, sharing good practice)
- using The Elmgreen School Appraisal policy to set ourselves targets to improve our practice
- taking risks by applying what we learn from research, training or our peers, and being resilient if things go wrong
- contributing to and engaging with in-house CPD on teaching and learning

As a school, we support this by:

- keeping staff up-to-date on key developments through providing access to high-quality in-house CPD , off-site training and consultants
- personalising development for teachers through coaching and other support mechanisms
- recognising hard work and innovative practice

The Elmgreen Ten

	Ingredient	How
1	Meet and Greet	Teacher is at door checking uniform, planners, welcoming and commenting on successful learning from previous lesson Students enter on arrival in a calm and purposeful manner, placing their planner on the desk. They are directed to the Do Now immediately
2	Self-explanatory Do Now	On board/on desks/given out at door Teacher circulates, constructs opportunities for praise and asserts the culture for learning Visits key children Takes register
3	The Big Picture engages students by showing where the learning is going: the importance or relevance or application of the learning	'When you can do X, this will mean…' 'Understanding or Investigating or Solving or Developing or Mastering Y will allow you to…' 'This is important because…' 'These skills are Grade A because …' 'In real life, you can use this learning for…' 'We Are Learning To because…'
4	Every learning activity has appropriate challenge (differentiation) for all learners: modelled examples and success criteria matched to those challenges are explicitly shared/ reviewed at key moments of the lesson	The WILFs are differentiated and students reflect on how they are progressing in their learning, both within the lesson and across time HAHS learning is clearly signposted as an alternative (or a developing extension task where laddered learning is taking place) Appropriate challenge may mean different challenges using the same resources or different roles in a group activity or targeted support to access the learning Extension activities are planned for **all** who can develop learning further (not more of the same)
5	No missed opportunities for collaborative work	Tables and seating reflect the specific types of learning in different lessons or parts of lessons 'In your pairs…' 'Your independent learning today is…' 'Your group of 3 needs to have …' 'With your shoulder partner…' 'With your face partner…' Voice levels are matched to the needs of the learning – reflective time, pair voices, group voices, class voices

6	Student engagement maximised through questioning	'You have 30 seconds to get an answer with the person next to you…' Think Pair Share Support Develop Challenge Directed questioning Open-ended and supplementary questioning ('Tell me more about that…') Students expected to track the discussion – 'X, what do you think about what Y just said?'
7	Teacher checks progress, understanding and tackles misconceptions after each activity Targeted interventions if needed	Hinge questions check that previous learning is understood sufficiently to now be applied Answers on mini whiteboards illustrate gaps/misconceptions RAG in planners Multiple choice questions to check understanding (not just confidence indicators)
8	Time reminders and positive feedback are used to maintain engagement	'Working at a grade C here…' 'Listen to student X's answer which shows…' 'You have improved on X…'
9	Plenaries capture the learning at the end of the lesson to reinforce the learning and allow reflection on next steps	'Compare your work to the example…' 'What can you do now that you couldn't do before the lesson?' 'How have you developed or mastered X…?' 'Can you teach X …' 'What are the 3 most important facts…?' Summarise X in your own words Transform X into Y Self or peer assessment Exam question (Progress checks are not just a confidence indicator)
10	Orderly dismissal in small groups is accompanied by praise/reward for all students who have made good or improved progress or effort	' X, Y and Z. You have achieved well in…' Public praise, private challenge Vivos Postcards 'The three students I'm calling home for are…'

Review period: 3 years

Reviewed: July 2016

Next review: July 2019