

Malbank School

The Malbank Minimum Teaching & Learning Entitlement Policy

The aim of this paper is not to produce a Malbank blueprint that all lessons will follow. Our school has too many strengths in too many areas to produce a one size fits all model for learning. Indeed, one of the major strengths of our school is the diverse styles of learning across the curriculum. To stifle that rich creativity would be counterproductive. However, it is important as a staff to state our principles that are essential for effective learning and hold those principles in mind when we are planning and delivering the learning experiences of our pupils.

The staff agreed principles for effective learning are grouped in to 3 areas:

1. The structure of learning
2. Interactions within the lesson
3. Tasks and activities for learning

In addition to the staff consultation, at the School Council meeting in Nov 2017, the students contributed to the community view of the most productive features of lessons/learning.

The structure of learning

Teachers meet and greet their classes at the door at the start of the lesson. There is a similarly calm approach to class dismissals, with teachers supervising students out of the room.

Lessons are well planned, have clear routines and structures that students are familiar with and are consistent.

Teachers have confidence to exhibit flexibility during the course of the lesson to deviate from plans, taking opportunities to enhance the learning experience as appropriate.

Clear learning objectives are shared with students.

Teachers demonstrate accurate subject knowledge.

High expectations are made of all students, with the challenging use of aspirational targets to expect the very best from every student.

Activities are differentiated and personalised to ensure all students can access and be challenged within the lesson.

Students receive regular assessments and feedback on their performance. Regular time is devoted to allowing students to respond to that feedback.

Activities prepare students for public exams and life beyond school.

Opportunities to develop literacy and numeracy skills are valued and implemented.

Teachers plan for effective behaviour for learning.

Planning promotes independence in students.

Planning incorporates a variety of teaching methodologies over a period of time.

Student Voice: *Students enjoy organised, well planned lessons with a clear structure including set seating plans. They enjoy the opportunity to review previous learning and look forward to activities they perceive as fun such as practical activities. They enjoy the chance to work in pairs and groups.*

Interactions within the lesson

There is a tangible feeling of trust, togetherness and shared expectations when entering the classroom. Teachers show care for all students, with teachers and students demonstrating polite, courteous respect towards each other.

Every student is known within the classroom.

High expectations are shared between teachers and students.

Relationships and interactions are consistent, calm and stable. Smiles prevail and warmth radiates during interactions.

Students and teachers have a shared resilience in the pursuit of progress.

Students are prepared to learn and have a desire to succeed. Teachers share their desire to succeed.

Successes are celebrated.

There is a culture of kindness, honesty and fairness within the classroom. Inclusivity is integral in all interactions.

Communication is clear and solution focused.

Student Voice: *This was overwhelmingly the most significant area of T&L for students. "Relationships are everything". Students want interactions with staff that are fair. They enjoy lessons that teachers enjoy, where teachers are happy and inviting. They enjoy receiving praise and encouragement in public and particularly value postcards home and stickers that "make you feel proud". Student welcome equality of opportunity, honest feedback and responsibility from their teachers. They disliked whole class sanctions, inconsistency, teachers applying their own rules and un-caring reactions.*

Tasks & activities for learning

Learning activities are creative and varied over a period of time.

Tasks are interactive and active, engaging students in the learning process. Tasks are designed to promote maximum participation from all students.

Activities are fully differentiated to the individual needs within the group, providing challenge and support for the full ability range of students.

Lessons are well-paced, accelerate progress and challenge all students to work and think hard.

Assessment for learning is integral in tasks and activities, providing students with immediate next steps for improvement based upon a clear target awareness by students and teachers.

Diagnosis, Therapy and Testing is a regular feature in lessons, ensuring that students are not allowed to fall behind.

Teacher questioning promotes deep thinking in all students. Students are encouraged to problem solve and apply their understanding into wider contexts.

SMSC is valued and promoted through learning tasks and activities.

The physical classroom environment is conducive to promote high standards of learning and through effective displays for learning.

Student Voice: *Students enjoyed novel and fun activities. Currently popular in lessons is using desk surfaces as whiteboard thinking space during lessons! Students enjoy practical activities that bring the learning to life. Students recognise the value in regular marking and enjoy seeing what they have done well. They particularly value personalised response tasks.*

R.M.Pickles

November 2017

Jeannette Walker Headteacher 8th December, 2017

Scott Harding Chair of Governors 8th December, 2017