

# Malbank School

## Teaching and Learning Policy

### Principle

At Malbank School we believe that all students should have access to a broad and balanced curriculum which allows them to fulfil their potential and prepares them for the challenges of a constantly changing world. Fundamental to the school's ethos is that high expectations and good teaching by well qualified, specialist staff enables students to learn effectively and develop lively, enquiring and creative minds. Learning is the right and responsibility of all members of the school community.

### Aims

- To provide a challenging and flexible curriculum which goes beyond the demands of the National Curriculum.
- To have high levels of attainment and progress for all pupils, enabling them to achieve their personal best.
- To foster a love of learning and a thirst for knowledge.
- To have high expectations of learning and teaching in which everyone feels challenged and inspired to achieve.
- To develop each student's compassion for others, self-discipline and a sense of moral and collective responsibility.
- To ensure equality of opportunity for all students no matter what their gender, race, class, ability, disability, belief or preferences.
- To encourage students and staff to take responsibility for and be aware of their own learning.
- To encourage and facilitate parents in supporting the learning of their children.
- To give individuals a sense of personal success, achievement, belonging and self-esteem, not least through recognition and celebration.

### Strategies

To achieve this we:

- Have policies and practices which are central to our philosophy including:
  - ✓ Curriculum Policy
  - ✓ Behaviour for Learning Policy
  - ✓ Assessment, Recording and Reporting Policy
  - ✓ Homework Policy
  - ✓ Inclusion Policy
  - ✓ Single Equality Policy
  - ✓ Performance Management Policy

- Test the reading ages of all students on entry and supply all staff with this information to facilitate personalised planning and differentiation. Retests will be done as appropriate and via Accelerated Reader.
- Regularly engage staff in professional discussions so that learning and teaching strategies are always under discussion, review and innovation so that practice is constantly being developed. This happens formally at Curriculum Leaders Group, Heads of School meetings, Staff meetings, Department meetings and Staff conferences/Inset, weekly teaching and learning briefings but also through coaching partnerships, parental engagement activities and Governor training events.
- Provide staff with the opportunity to be involved in action research projects and professional development opportunities.
- Use the Diagnosis, Therapy and Testing pedagogy with regular therapy to ensure skills and knowledge are embedded.
- Encourage staff to reflect on how they teach as much as what they teach taking examples of effective practice from each other.
- Insist that all staff include teaching and learning strands as part of their professional review process which are rooted in the Teachers Standards.
- Frequently update the information available to staff regarding prior achievement, current achievement and target setting so that they are involved in a process of continual reviewing of pupil progress.
- Use KS2 scores and DFE projections based on 9-1 for all students in all subjects to guide our aspirations.
- Regularly inform parents and students of how they are progressing towards their targets.
- Use a range of grouping strategies which promote learning and progress including: setting, banding, mixed ability, mixed sex groups, single sex groups, boy/girl seating where appropriate.
- Use the War Boards, departmental progress boards and the tracking system to monitor progress and inform appropriate interventions by teachers and Progress Managers.

Malbank teachers and support staff have agreed that **effective teaching:**

- ✓ Encourages discovery
- ✓ Considers prior knowledge and learning
- ✓ Uses Assessment for Learning strategies
- ✓ Is flexible and shows awareness of individual pupil needs
- ✓ Is interactive, reflective and encourages independent learning
- ✓ Is thoroughly planned, well-paced and differentiated
- ✓ Moves forward with a clear sense of the objectives for progression
- ✓ Is vibrant, varied and appropriate
- ✓ Challenges but does not threaten
- ✓ Is fun and stimulating
- ✓ Is when standards and high expectations are understood, agreed and adhered to.

Malbank teachers and support staff have agreed that **effective learning:**

- ✓ Builds confidence, knowledge, expertise and skills
- ✓ Engages and enthuses
- ✓ Provides a sense of success and achievement and progress for all
- ✓ Is relevant, appropriate and experimental
- ✓ Considers progression, encourages reflection and sets targets for future developments
- ✓ Encourages independence and responsibility
- ✓ Challenges but does not threaten
- ✓ Is focussed and developmental
- ✓ Is systematic and reinforces prior learning
- ✓ Goes beyond the classroom
- ✓ Is life long

All of these principles are supported by 3 key documents which were collectively developed by all staff. These are:

- ✓ The Malbank Minimum Teaching and Learning Entitlement
- ✓ The Malbank Shared Expectations for Learning and Teaching
- ✓ STRONG Differentiation

RMP/SNF/JWK  
Written September 2017

**To be reviewed September 2018**

**Signed:**

*Jeannette E. Walker*

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**Headteacher**

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**Chair of Governors**