

Malbank School and Sixth Form's Principles of Teaching and Learning

The Malbank Teaching Principles set out the principles of better practice to support our overarching aim: that students experience high-quality teaching and learning 60 minutes of every lesson, every day. Unapologetically there is a non-negotiable focus on understanding how students learn and the implementation of a well-designed and sequenced curriculum that considers the importance of memory, retrieval and practice to support students in making progress. These principles underpin our effective feedback and inclusive adaptive teaching strategies that stretch and support as appropriate.

These **Principles** are:

High Expectations for behaviour and achievement:

Teachers act as role models and create a culture of mutual trust, respect and politeness. They apply behavioural expectations rigorously and consistently and seek to challenge and stretch students to give them opportunities to experience meaningful success.

Subject knowledge and curriculum:

Teacher's own subject knowledge is excellent. They plan and deliver a carefully sequenced curriculum at subject level which supports students in mastering foundational concepts before moving on; anticipates and addresses common misconceptions and improves literacy through the explicit teaching of subject specific language skills in each discipline.

Understanding how students learn:

Teachers understand the importance that prior knowledge plays in learning and the importance of the interrelationship between short- and long-term memory in building understanding and competence. They make regular use of purposeful practice and spaced retrieval activities in their everyday teaching.

Research led and forward thinking:

Teachers use a variety of mechanisms to develop their own pedagogical and subject knowledge and have the opportunity to develop their own teaching through research-led Continuing professional practice and dialogue. Learning should never be static but fluid and receptive to new ways to develop student's knowledge and understanding.

Effective classroom practice:

Teachers use a variety of classroom practices such as modelling, scaffolding and high-quality questioning to support learning. Metacognitive strategies, such as teaching students how to plan, draft or evaluate are used regularly alongside the knowledge of what 'effective' and 'reflective' learning should be like.

Assessment for Learning:

Teachers use a variety of assessment models to drive learning. We know it is vital for us to know where each child is in their learning journey to successfully pitch teaching to each child's specific needs. Through their learning journey at Malbank, pupils will experience different types of assessment: formative (ongoing) and summative (structured) these will

take the forms of: in-class assessments, formal end of year exams, homework and as part of their everyday 'diet' in lessons.

Adaptive teaching:

Teachers understand student's differences and the potential barriers to achievement that these might present. They adapt everyday teaching in their classroom in a responsive way to these barriers. Both in the classroom, and alongside the Special Educational Needs Co-ordinator, Access and Pastoral teams where appropriate, they identify and apply targeted, bespoke and cohort specific strategies for support

At the core of all our practice is in the belief that making the '60 matter' each lesson, each day, we aim to equip students with the skills and knowledge to deal with a rapidly changing world along-with the personal skills to be ambitious, mature and polite young people. Fundamentally, these principles mean that our students will leave school with the skills and knowledge to enter the world of work or academia but also leave the school as well-rounded members of the local community.

First implemented by JZM June 2022 – adopted September 2023

Last reviewed at FGB March 2024

To be reviewed -March FGB 2025