

# The Clere School

## Teaching & Learning Policy



**Date of Policy Issue: May 2020**

### **Objective:**

To further raise the standards of teaching and learning by maintaining a strong focus on overcoming barriers to learning, challenging pupils sufficiently from their different starting points and carefully sequencing programmes of study.

### **Rationale:**

The Clere School has worked hard to establish and embed a clear focus on 'challenge' and encourage an open-door policy as recognised by our LLP (March 2020).

We are building upon these successes by rigorously pursuing excellence from staff and pupils and maintaining the focus on quality first teaching. We are further developing a cohesive and holistic approach to inclusive teaching and overcoming barriers in a complex environment, to improve the progress of all pupils including those at risk of educational disadvantage and those with SEND, and also to enable all pupils the opportunity to reach their potential.

This Teaching and Learning Policy sets out a common vernacular and core agreement on key teaching strategies (Planning, Challenge, Questioning, Adaptive & Responsive Teaching and Feed-forward & Marking) with sufficient flexibility to allow teachers to be autonomous.

## Teaching & Learning Policy

### 1. Planning and Preparation

#### Teachers' Standards: TS1, TS2, TS4, TS6, TS8

- a) Teachers know their pupils (SEND, Disadvantaged, prior attainment etc.)
- b) Consistently high expectations of pupil work and behaviour
- c) Lessons explicitly activate prior knowledge and use strategies that aid the retention of information (through effective modelling, explanation, examples and questioning)
- d) Use intentional and consistent language that promotes challenge and aspiration
- e) Schemes of Learning are carefully sequenced, relevant and ambitious; teachers follow these, adapting where appropriate

### 2. Challenge

#### Teachers' Standards: TS1, TS2, TS3, TS5, TS7

- a) Stretch and challenge every pupil according to his/her ability
- b) Teach to the top and plan appropriate support and scaffolding using the 'Secure-Develop-Challenge' learning framework
- c) Model challenging concepts and encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed (through effective modelling, explanations, examples and questioning)
- d) Introduce and use subject specific Tier 3 vocabulary frequently
- e) Level-up in lessons where appropriate (e.g. A-Level content introduced into GCSE lessons, GCSE content introduced into KS3)

### 3. Questioning

#### Teachers' Standards: TS2, TS3, TS4

- a) To assess what has been learned, and check that what has been learnt is applied and understood
- b) Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers)
- c) Reframe questions to provide greater scaffolding or greater stretch

### 4. Adaptive and Responsive Teaching

#### Teachers' Standards: TS1, TS2, TS3, TS5

- a) Adapt lessons whilst maintaining high expectations for all, so that pupils have the opportunity to meet expectations
- b) Make use of appropriate formative assessment to identify what pupils have learned, identify misconceptions and adapt accordingly
- c) Apply high expectations to all groups, ensuring all pupils have access to a rich curriculum
- d) Through live marking, adapt and respond to the needs of the pupils

### 5. Feed-Forward and Marking

#### Teachers' Standards: TS2, TS4, TS5, TS6

- a) Provide feed-forward that generates improvement
- b) Use of live marking in the classroom
- c) Pupils are given time to respond to feed-forward to an appropriate standard and challenged where this does not happen
- d) Pupils use green pen to respond to any feed-forward tasks given